

LCFF Budget Overview for Parents

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

CDS Code: 15-63560-000000

School Year: 2026-27

LEA contact information:

Brandy Charles

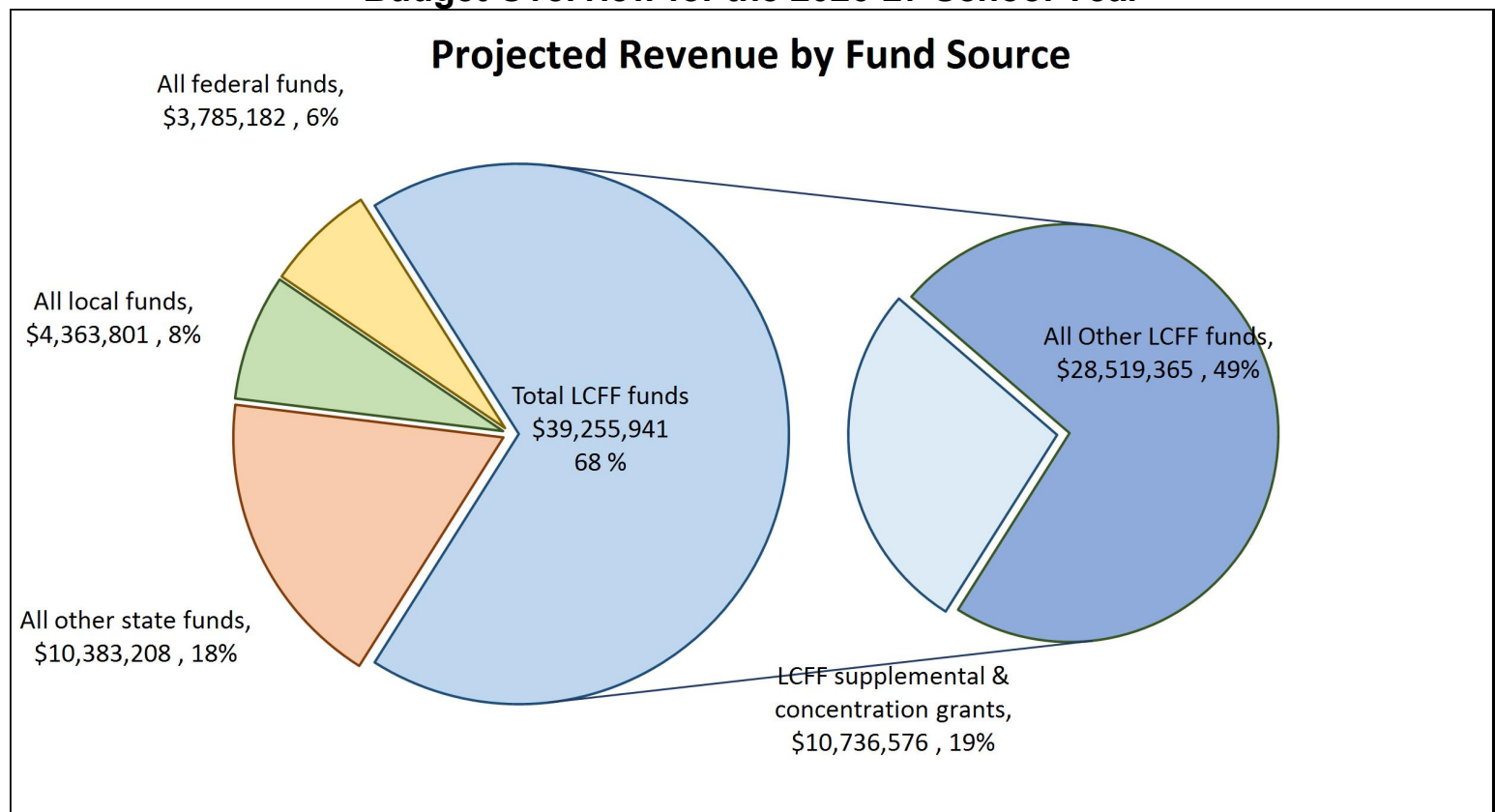
Superintendent

bcharles@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 2026-27 School Year

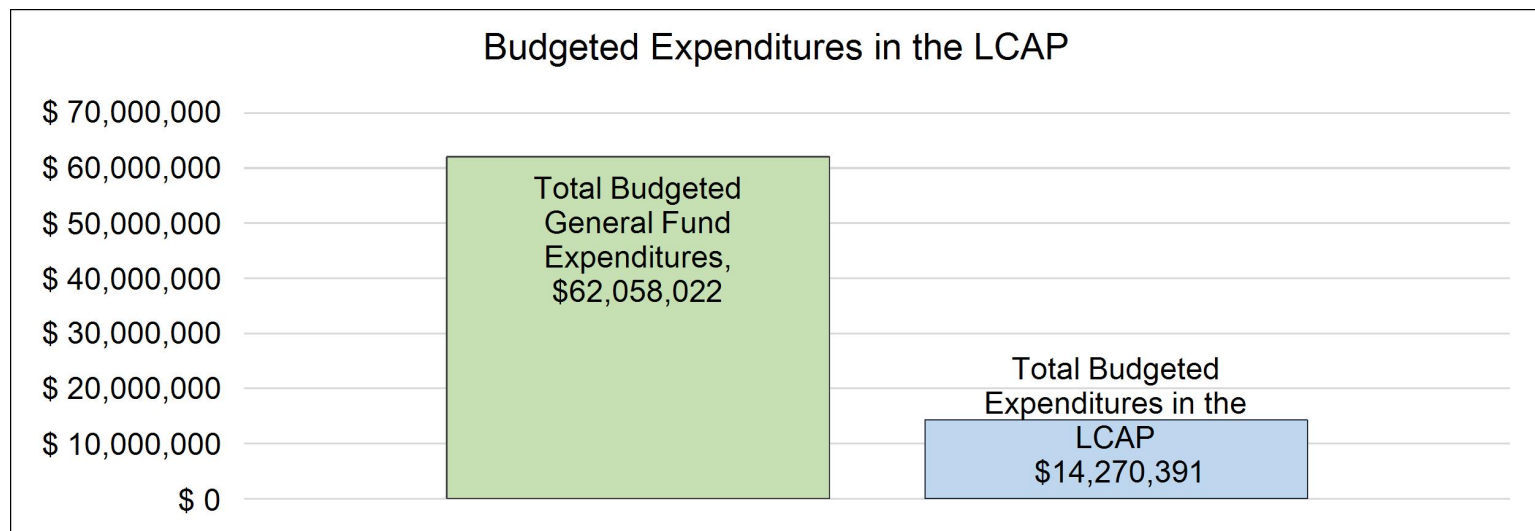


This chart shows the total general purpose revenue Lamont Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lamont Elementary School District is \$57,788,132, of which \$39,255,941 is Local Control Funding Formula (LCFF), \$10,383,208 is other state funds, \$4,363,801 is local funds, and \$3,785,182 is federal funds. Of the \$39,255,941 in LCFF Funds, \$10,736,576 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Lamont Elementary School District plans to spend \$62,058,022 for the 2026-27 school year. Of that amount, \$14,270,391 is tied to actions/services in the LCAP and \$47,787,631 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures not included in LCAP cover essential operational costs such as salaries, utilities, insurance, and routine facility maintenance. These general expenses are necessary to keep the school operating.

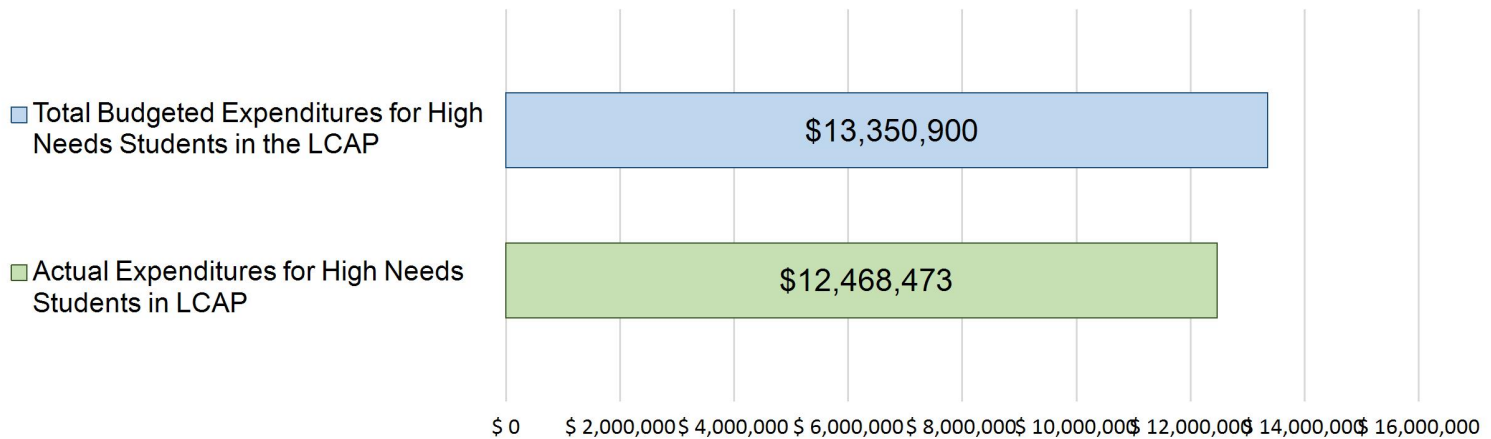
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Lamont Elementary School District is projecting it will receive \$10,736,576 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 \$13,693,644 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students



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 2025-26, Lamont Elementary School District's LCAP budgeted \$13,350,900 for planned actions to increase or improve services for high needs students. Lamont Elementary School District actually spent \$12,468,473 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$882,427 had the following impact on Lamont Elementary School District's ability to increase or improve services for high needs students:

The difference between budgeted and actual expenditures in 2025–26 was mainly due to timing of expenditures and lower-than-expected costs. In addition, the District utilized Learning Recovery Block Grant funds to support some planned services and activities. Despite lower expenditures, high-needs students continued to receive increased and improved supports and services.



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	Brandy Charles Superintendent	bcharles@lesd.us 661-845-0751

Plan Summary [2026-27]

General Information

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

The Lamont Elementary School District (LESD) currently serves approximately 2,412 students in transitional kindergarten through eighth grade across four schools and is supported by nearly 460 dedicated staff members. Over the past three years, the district has experienced a gradual decline in enrollment, reflecting broader regional trends; however, LESD remains committed to maintaining high-quality, responsive educational programs that meet the evolving needs of its students and community. The district is located in the unincorporated rural farming community of Lamont, California, home to approximately 13,500 residents, and serves families across a compact geographic area extending from Hilltop in the north to Weedpatch in the south. LESD is committed to providing a learner-centered educational experience that supports the whole child, grounded in its Framework for the Future and Learner Profile, which emphasize innovation, community responsiveness, empathy, collaboration, resilience, and effective communication.

The district serves a predominantly Hispanic/Latino student population (approximately 98.5%), with 85% of students identified as socioeconomically disadvantaged and 47% classified as English Learners. Additionally, the district serves 316 students with disabilities, 155 Long-Term English Learners, 67 students experiencing homelessness, and 7 foster youth. These demographics highlight the importance of culturally responsive practices, targeted academic supports, and strong family partnerships, particularly as many families are Spanish-speaking and connected to the agricultural workforce.

The district includes four schools, each of which offers a Dual Language Immersion strand as part of its instructional program.

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 program, 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.

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 (2024–25)

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

Chronic absenteeism continues to improve from 2024 to 2025, decreasing from 13.6% to 12.6% for all students, 11.4% to 9.2% for English Learners, and 22.0% to 16.7% for Students with Disabilities.

Despite this progress, chronic absenteeism remains a concern for Foster Youth, whose rate increased from 22.0% to 27.8%, and for students experiencing homelessness, whose rate decreased from 28.6% to 17.1% but remained above the district average. The district will continue targeted supports to sustain improvement and address these gaps.

Suspension rates in Lamont Elementary School District showed significant improvement from 2024 to 2025, indicating positive progress in school climate and student support systems. After an increase in 2024, when rates rose across several student groups, including English Learners, socioeconomically disadvantaged students, and foster youth, the district saw a substantial decline in 2025. Overall suspension rates decreasing to approximately 1.0% and several groups, such as foster youth, reaching 0%. While this reflects the positive impact of strengthened MTSS, PBIS, and proactive behavioral supports, some disparities among vulnerable student groups remain. The district will continue to focus on equitable discipline practices and targeted supports to sustain progress and further reduce disproportionality.

English Learner Progress (ELPAC)

The percentage of English Learners making one or more year's growth declined from 43.7% in 2024 to 36.7% in 2025, indicating a drop in reclassification readiness and highlighting the need for stronger, targeted language development supports.

Academic Performance – CAASPP Reading

ELA Distance from Standard (DFS) generally maintained or improved slightly for several student groups. English Learners improved from -104 to -103, socioeconomically disadvantaged students improved from -73 to -71, and students with disabilities improved from -127 to -112. However, Foster Youth declined from -119 to -149, students experiencing homelessness declined from -114 to -124, and Long-Term English Learners maintained at -134.

Math performance in Lamont Elementary School District, as measured by Distance from Standard (DFS), remains below grade-level expectations, with All Students at approximately -102. While some student groups show modest improvement over time, significant gaps persist, particularly for English Learners, socioeconomically disadvantaged students, students with disabilities, and students experiencing homelessness. These trends highlight the continued need for strong Tier 1 instruction, targeted interventions, and sustained focus on math achievement through ongoing professional development and instructional supports.

Local Assessment – i-Ready

Data from our local assessment, i-Ready, 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 discipline and early indicators of academic recovery, while simultaneously signaling an urgent need to address student, language acquisition, and achievement gaps, particularly at Mt. View Middle and among unduplicated student groups.

A review of California School Dashboard and local CAASPP data indicates mixed performance trends in English Language Arts (ELA) and Mathematics for the 2024–2025 school year. In ELA, the district demonstrated modest improvement, with the percentage of students meeting or exceeding standards increasing from 24% in 2023–2024 to 26% in 2024–2025. This growth was driven primarily by an increase in students meeting standards, suggesting that instructional efforts are supporting more students in reaching grade-level proficiency.

In contrast, Mathematics performance declined slightly, with the percentage of students meeting or exceeding standards decreasing from 16% to 14%. While the percentage of students meeting standards remained stable, there was a decrease in students exceeding standards, indicating a need to strengthen instructional practices that promote deeper understanding and higher levels of achievement.

Subgroup trends reflect persistent performance gaps consistent with prior Dashboard findings. English Learners, Students with Disabilities, and socioeconomically disadvantaged students continue to perform below the “All Students” group in both ELA and Mathematics, with a higher concentration of students in the “Standard Not Met” category. Long-Term English Learners represent a particular area of need, as progress toward reclassification and grade-level proficiency remains gradual. While some gains are evident in ELA for students approaching standards, fewer students across subgroups are reaching the “Standard Exceeded” level, particularly in Mathematics.

Overall, these results suggest that while the district is making incremental progress in ELA, Mathematics remains an area of focus, especially in accelerating outcomes for student groups experiencing the greatest needs. Continued emphasis on high-quality, learner-centered instruction; designated and integrated ELD; targeted interventions; and strengthening Tier 1 core instruction will be critical to improving outcomes and closing achievement gaps across all student groups.

Areas Identified for Improvement (based on 2023 CA Dashboard)

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)

LREBG: Needs Assessment

Lamont Elementary School District has unexpended LREBG funds, which will be added into the 2026-27 LCAP. With the assistance of our KCSOS Management Analyst, the District has completed an LREBG needs assessment to identify the student groups and school sites with the greatest need for learning recovery support. The needs assessment identified Long-Term English Learners, Students with Disabilities, English Learners, and students experiencing homelessness as student groups with needs across ELA, Mathematics, and Chronic Absenteeism. Mt. View Middle School and Lamont Elementary School were also identified as the school sites with the greatest need across multiple indicators.

Based on these findings, the district will use LREBG funds to support Goal 1, Action 1.7: Classroom Size Reduction Teachers and Goal 1, Action 1.8 Dual Immersion Staff. This action provides additional certificated staffing to maintain smaller class sizes, including 20:1 in TK–3 and 26:1 in grades 4–6, with the intent of increasing individualized instruction, strengthening teacher-student relationships, and providing more responsive academic support for low-income students, Foster Youth, and English Learners. These actions were selected because they directly support learning recovery through increased instructional access, smaller instructional groupings, and expanded academic support for the student groups and school sites identified with the greatest needs. Research supports class size reduction as an effective strategy when reductions are meaningful and implemented in the early grades. The research has found that students in smaller K–3 classes demonstrated stronger achievement outcomes, with benefits that extended beyond the initial years. Research syntheses also indicate that smaller classes can be especially beneficial for low-income and minority students, aligning this strategy with Lamont’s identified student needs.

The district will monitor the effectiveness of this action using CAASPP ELA and Mathematics results, Distance from Standard (Metric 1.7), English Learner progress (Metric 1.8), and local i-Ready assessment results (Metric 1.12). Continued implementation of smaller class sizes is expected to strengthen learning recovery efforts and support students and sites with the greatest demonstrated need.

Reflections: Technical Assistance

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

The Lamont Elementary School District is in Year 2 Technical Assistance Monitoring and the District was not found eligible for Differentiated Assistance based on the 2025 CA School Dashboard. According to the CA School Dashboard results, Suspension rates in Lamont Elementary School District improved significantly from 2024 to 2025, moving from Red (6.5%) to Blue (1%) a 5.6% decline. Chronic absenteeism also showed slight improvement, decreasing from 13.3% to 12.6% though remaining at the Yellow level. These trends reflect progress in school climate and engagement, with continued focus needed to further reduce absenteeism and ensure equitable outcomes for all students.

To address continued areas of concern, LESD will continue to seek out supports from Kern County Superintendent of schools and other providers to continue implementation of 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 previously identified for Differentiated Assistance eligibility, 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, 2 LVN and 2 CNA to support the sites, 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 improve 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, SSC)	Parent engagement in the development of the Local Control and Accountability Plan (LCAP) remained a district priority, with multiple opportunities for meaningful input provided throughout the year. Engagement efforts included open forums, public meetings, Parent Advisory Committee (PAC) meetings, District English Learner Advisory Committee (DELAC) sessions, and School Site Council (SSC) meetings. During these meetings, educational partners reviewed California School Dashboard indicators, local data, and funding information to support informed discussions and reflection on district progress. Feedback gathered from parents and community members consistently affirmed the district's current direction, indicating strong support for the continuation of existing goals and actions. Input emphasized the importance of maintaining a focus on academic achievement, student well-being, and family engagement, while continuing to strengthen supports for English Learners and other student groups with the greatest needs. This ongoing engagement process meets regularly and reflects the district's commitment to transparency, collaboration, and continuous improvement in aligning resources and actions to student outcomes.
Students, including advisory committee	Student engagement continues to be a vital component in shaping the goals and actions of the LCAP. This year, the district held three "Student Voice" lunches (Fall, Winter, Spring) with the superintendent to gather meaningful input directly from students. In addition, the

Educational Partner(s)	Process for Engagement
	school climate survey was administered to students beginning in third grade to better understand their experiences and well-being. Student feedback highlighted key areas of focus: attendance challenges linked to low engagement, bullying, transportation, and family related challenges; a strong desire for more engaging, hands-on learning opportunities and incentives; improved facilities; the importance of supportive, caring relationships with teachers; and concerns about school safety, particularly related to fights and supervision in areas such as bathrooms and fields. Students also emphasized the need for increased supervision, enhanced security measures, and stronger student support systems. These insights continue to guide the district's commitment to learner-centered, personalized, and authentic planning that 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 (LCAP). Regularly, 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, including members of CSEA, played an important role in the development and refinement of the Local Control and Accountability Plan (LCAP). Throughout the year, formal meetings, surveys, and informal opportunities for input allowed classified staff to participate in the LCAP process. During these engagements, staff reviewed California School Dashboard data, local indicators, and funding information to support a shared understanding of district progress and needs.

Educational Partner(s)	Process for Engagement
	Additional input gathered through trainings and site-based discussions provided valuable insight into the daily experiences of staff who support students and school operations. Feedback from classified staff consistently supported the continuation of the district's current goals and actions, particularly those focused on student safety, school climate, and student support systems.
Principals, Administrators, and Directors	The continued engagement of principals, administrators, and directors continues to be an important part of the development of the Local Control and Accountability Plan (LCAP). Throughout the year, these leaders participate in leadership meetings (monthly), surveys (twice per year), and training sessions (ongoing) that provide opportunities to review California School Dashboard data, local indicators, and funding information to support informed decision-making. Ongoing collaboration and feedback from site and district leaders support the continuation of the district's current goals and actions, while also helping to identify areas for refinement. Their input ensures the LCAP reflects a coordinated and responsive approach to meeting the district's priorities and the needs of all students.
SELPA	The LEA consulted with SELPA on all aspects of LCAP goal actions on May 4, 2026.

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

Feedback from educational partners continued to reinforce several themes identified in the prior year, while also providing additional clarity regarding current needs and priorities. Students continued to express concerns related to school safety, campus supervision, and the need for discipline practices that are consistent, fair, and supportive. Students also emphasized the importance of additional engagement activities, including extracurricular opportunities, enrichment experiences, and activities that strengthen school connectedness.

Parents and families continued to identify facility improvements as an important priority, with particular attention to the condition, accessibility, and maintenance of student restrooms and water fountains. Parents also requested additional parent education workshops to help them support their children's academic progress, social-emotional development, technology use, and overall well-being.

Teachers and staff expressed a continued need for professional development and instructional support related to English Language Development strategies, including support for designated and integrated ELD. Feedback also highlighted the importance of including dual language staff in professional learning opportunities to ensure alignment of instructional practices across programs and to better support English Learners and Long-Term English Learners.

Administrative and staff leadership reported to continue focus on professional development with English Language Development, including new curriculum adoptions and supplementary materials to enhance current learning. Also, additional support and an adopted district-wide curriculum/program for student Social-Emotional Learning. Lastly, there was some feedback around instructional support systems for students and special education support.

Overall, educational partner feedback influenced the LCAP by reinforcing the district's continued focus on school safety, positive and equitable discipline practices, student engagement, facility improvements, parent education, and strengthened ELD instructional support. These priorities are reflected in the district's ongoing efforts to provide safe, inclusive, and engaging learning environments while improving academic and language development outcomes for all students, particularly English Learners and other unduplicated pupils.

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. 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	In 2023-2024, LESD's attendance rate: All Students: 95.0%	2024-2025 LESD' Attendance	2025-2026 LESD' Attendance All students: 96%	2026-27 Attendance Rate:	Attendance rate is on target already for all (+1.0%), students including

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: KiDS, Local data Priority 5(a): Pupil Engagement	SED: 94.9% EL: 95.5% FY: 94.7% TK/K Attendance: 94.2%	All students: 95.23% SED: 95% EL: 96% FY: 96% TK/K Attendance: 93.31%	SED: 96% EL: 97% FY: 93% TK/K Attendance: 94.90%	96% for all student groups	SED (+1.1%), and EL (+1.5%). However Foster Youth decreased 1.7% points. TK/K attendance has increase by +.7%
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%	2025 CA School Dashboard All Students: 12.6% SED: 13.1% EL: 9.2% FY: 27.8%	2026 CA School Dashboard: All Students and Student Groups: 10% or less chronic absenteeism rate	Chronic absenteeism decreased significantly from the 2023 baseline to 2025 across all student groups. For All Students, rates declined from 26.6% to 12.6%, a reduction of 14.0 percentage points. Socioeconomically Disadvantaged (SED) students decreased from 23.1% to 13.1% (-10 points), and English Learners (EL) improved from 20.7% to 9.2% (-11.5 points). The most substantial improvement was seen among Foster Youth, with a decrease from

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						53.8% to 27.8% (-26%).
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%	2025-2026 Suspension Rate All Students .75% EL: .84% SWD: 1.52%, Homeless 2.67%, (SED) .75% Foster Youth: 11.11%	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.	Suspension rates decreased substantially from the 2023–2024 baseline to the 2025–2026 current year for most student groups. For All Students, the rate declined from 3.99% to 0.75% (-3.24 percentage points). English Learners decreased from 3.36% to 0.84% (-2.52 points), and Socioeconomically Disadvantaged (SED) students declined from 4.31% to 0.75% (-3.56 points). Students with Disabilities (SWD) improved from 4.42% to 1.52% (-2.90 points), and Homeless students decreased from 5.17% to 2.67% (-2.50 points). In contrast, Foster Youth increased

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						from 5.56% to 11.11% (+5.55 points)
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%.	2025-2026 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	In 2025-26, 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 fully implemented (4).
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	2025-26, 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 (KiDS) Priority 4 Student Achievement: (A) Statewide Assessments	Baseline 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:	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:	2025 CA School Dashboard results Distance from Standard (DFS) for: District DFS 2025 - All Students: ELA -65, Math: -99.9 - English Learners: ELA-81.3 Math: -112.2 - Hispanic: ELA: -65.4, Math: -100.3 - SED: ELA: -69, Math: -103.9	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 Distance from Standard data indicates modest overall improvement from baseline, particularly in math and for English Learners, alongside strong gains at Lamont Elementary and among Students with Disabilities in some areas, while declines for Long-Term English Learners, science performance, and select subgroups at Mt. View Middle School highlight continued areas of need. All Students:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		- All Students: ELA: -67.5, Math: -89.6 Lamont Elementary School: - 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: -61, Math: -72 Lamont Elementary School: - All Students: ELA: -78, Math: -70 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: -194 Myrtle Ave: All students: ELA:-	- SWD: ELA: -112, Math: -148 - LTEL: ELA: -122.3, Math: -172.7 - HOM: ELA: -130.2, Math: -147.2 Alicante Elementary School: - All Students: ELA:-67.5, Math:-84.8 Lamont Elementary School: - All Students: ELA:-58.3, Math: -54.1		ELA: improved by +1.0 points Math: Improved by +4.1 points English Learners: ELA: improved by +17.7 points Math: Improved by +12.8 points Hispanic Students: ELA: improved by +.6 points Math: Improved by +3.7 points SED: ELA: improved by +1.0 points Math: Improved by +3.1 points SWD: (Year 2 to baseline 2024) ELA: improved by +11.1 points Math: Declined by -5.8 points LTEL: N/A (baseline year) from 24-25 ELA: improved by +1.8 points Math: declined by -8.5 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELA 24% Math 13% Science 12%	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%	Mt. View Middle: - All Students: ELA:- 66.1, Math:- 131.9 - ELLs: ELA: -94, Math: - 154.5 - SED: ELA: - 70.3, Math: - 136.5 - Hispanic: ELA: - 66.1, Math: - 131.8 - SWDs: ELA: - 103.7, Math: - 169.9 2025 CAASPP results for "ELL students" that scored at Met or Exceeded Standard for: ELA 11.6% Math 7.6% Science 2.6%		HOM: N/A (baseline year) from 24-25 ELA: declined by 29 points Math: declined by 15.7 points SCHOOL-LEVEL DFS Change Alicante Elementary School All Students ELA: 0% Math: +4.8% Lamont Elementary School All Students ELA: +31.7% Math: +12.9% Mt. View Middle School All Students: ELA: -4.1% Math: +8.1% English Learners: ELA: +22% Math: +31.5% SED Students: ELA: -5.3% Math: +6.5% Hispanic Students: ELA: -4.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Percent of All Students meeting or exceeding standards: 2025 ELA 26.4% Math 14.7% Science 10.5%		Math: +6.5% Students with Disabilities (SWD): ELA: +64.3% Math: +31.1% 2025 CAASPP Results for ELL students that scored at Met or Exceeded Standard for ELA: increased by 0.6% Math: Increased by 0.6% (from 7% to 7.6%) Science: increased by 0.6% (from 2% to 2.6%) Percent of All Students meeting or exceeding standards ELA: Increased by 2.4% (from 24% to 26.4%) Math: Increased by 1.7% (from 13% to 14.7%) Science: Declined by 1.5% (from 12% to 10.5%)
1.8	Percent of ELL making progress towards	2023 CA School Dashboard	2024 CA School Dashboard	2025 CA School Dashboard	2026 CA Dashboard:	Our ELL students progress towards

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	English Language Proficiency Source: Dashboard data for ELL Priority 4 Student Achievement: (E) Percentage of EL pupils making progress toward English proficiency.	CAASPP Data indicates that 51.57% of ELL made progress towards English language proficiency	43.7% ELL Made progress towards English Language proficiency	CAASPP Data indicates that 36.7% of ELL made progress towards English language proficiency	57.57% of ELL making progress towards English Language proficiency	English Language proficiency decreased (-)14.87%
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.	2024-2025 KiDS data shows: 9.95% Of all ELL have been reclassified as of December	2025-26 KiDS data indicates that 10.04% of all English Learners were reclassified.	2026-27: 15.83% reclassification rate.	Reclassification rate has increased from baseline by (+) .21%.
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	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:	2025-26 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:	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	Maintained: 100% of unduplicated students had program access Participation data: SUMMER SCHOOL All Students: declined by -30 students English Learner: declined by 38% (-106 students)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners 74% (186) Low Income 96% (241) Foster Youth 0% AFTER SCHOOL PROGRAM total 404 English Learners 44% (179) Low Income 92% (372) Foster Youth .0% INTERVENTION ACADEMY 204 English Learners 64% (131) Low Income 93% (190) Foster Youth .04% (2)	SUMMER SCHOOL total 206 English Learners 52% (108) Low Income 93% (193) Foster Youth .02% (5) 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)	SUMMER SCHOOL total 222 English Learners 36% (80) Low Income 97% (215) Foster Youth 0.09% (2) AFTER SCHOOL PROGRAM total 501 English Learners 49% (249) Low Income 97% (487) Foster Youth 0.03% (2) INTERVENTION ACADEMY 293 English Learners 55% (160) Low Income 97% (285) Foster Youth .06% (2)	youth pupils by at least 6% in summer School, After School Program, and Intervention Academy	Low-Income: increased by 1% Foster Youth: +0.09% (+2 students) AFTER SCHOOL All Students: increased by +97 students English Learners: +5% (+70) Low-Income: +5% (+115 students) Foster Youth: +0.03% (2 students) INTERVENTION ACADEMY (Winter) All Students: (+89 students) English Learners: decreased -9% Low-Income: increased +4% (+95 students) Foster Youth: increased 0.02% (+0 students)
1.11	Percent of of pupils with exceptional needs enrolled in programs and services as aligned to their IEP's.	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	2025-26: 100% of pupils with exceptional needs are enrolled in programs and	2026-27: 100% of pupils with exceptional needs are enrolled in programs and	Maintained: Pupils with exceptional needs continue to be enrolled in programs and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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.		services as aligned to their IEP's	services as aligned to their IEP's	services as aligned to their IEP's.	services as aligned to their IEP
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% 5th - 19% 6th - 23% 7th - 7% 8th - 6% STAR Reading Raw data based on Historical Extract 20% At/Above Grade Level 15% On Watch 21% Intervention	iReady Fall 2024 Results for ELA and Math Overall district wide (in iReady Diagnostic Results): Tk-8 Reading Math 3% Mid or Above 7% Early On 28% 34% Grade Level Below 26% 29% Grade Levels 36% 33% Three or More Grade Levels Below i-Ready winter Results for ELA	iReady Fall 2025 (Diagnostic I) Results for ELA and Math Overall district wide (in iReady Diagnostic Results): TK-8 Reading Math 3% Mid or Above 7% Early On 28% 35% Grade Level Below 26% 30% Grade Levels Below 36% 30% Three or More Grade Levels Below	2026-27: At least a 6% increase in At/Above Benchmark in ELA and Math	This is our second year using i-Ready assessments as a local measure, and therefore, the baseline data is not comparable to results from previous programs. Based on last year and current outcomes, we are significantly below proficiency levels. The i-Ready data from Fall 2025 to Spring 2026 shows positive academic growth districtwide in both Reading and Math. In Reading, students performing at or above grade level increased from 3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		44% Urgent Intervention STAR Math Raw data based on Historical Extract: 38% At/Above Grade Level 14% On Watch 19% Intervention 29% Urgent Intervention	and Math Overall by grade level- At or Above Grade Level (in Kern KIDS data): Reading Math 3rd- 28% 3rd - 9% 4th 4th - 15% 4th - 9% 6th 5th - 13% 6th 5th - 12% 6th 6th - 16% 6th - 14% 6th 7th - 19% 6th 7th - 7% 6th 8th - 18% 6th 8th - 10% 6th iReady Spring Results for ELA and Math Overall district wide (in iReady Diagnostic Results): Reading Math 10% Mid or 8% Above 15% Early On 13% Early On	i-Ready Winter 2025 (Diagnostic II) Results for ELA and Math Overall by grade level- At or Above Grade Level (in Kern KIDS data): Reading Math 3rd- 23% 3rd - 5% 4th 4th - 14% 4th - 9% 6th 5th - 15% 6th 5th - 9% 6th 6th - 17% 6th - 18% 6th 7th - 16% 6th 7th - 10% 6th 8th - 16% 6th 8th - 9% 6th iReady Spring 2026 (Diagnostic III) Results for ELA and Math Overall district wide (in iReady Diagnostic Results): TK-8 Reading Math 8% 4% Mid or Above		to 8%, while students three or more grade levels below decreased from 36% to 25%. Similarly, in Math, students at or above grade level increased from 1% to 4%, and students three or more grade levels below decreased from 30% to 22%. The largest growth occurred in the “One Grade Level Below” category in both subjects, indicating that many students moved out of the most intensive intervention levels and are progressing closer to grade-level expectations. Winter grade-level data showed stronger performance in Reading than Math overall, with 6th grade demonstrating the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			35% 45% One Grade Level Below 16% 15% Two Grade Level Below 25% 20% Three or More Grade Levels Below	13% 10% Early On 39% 47% One Grade Level Below 16% 16% Two Grade Level Below 25% 22% Three or More Grade Levels Below		highest Math performance. Overall, the data reflects meaningful progress and suggests that district instructional supports and interventions are positively impacting student achievement, while continued focus on accelerating learning remains necessary.

Goal Analysis [2025-26]

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

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

Lamont Elementary School District successfully implemented all planned actions under Goal 1. All 25 actions supported academic achievement, wellness, enrichment, and inclusive practices for all students, with a focus on unduplicated pupils. Implementation for each action, include any relevant successes or challenges, are described below.

Multi-Tiered Systems of Support and Academic Interventions

Action 1.1: The district continued implementation of an MTSS framework to provide tiered 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 in collaboration with family 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: Class sizes were kept small in order to better meet the needs of students.

Curriculum and Enrichment Expansion

Action 1.8: Dual Immersion has 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 assigned to each school site to increase access to academic materials, research support, and to strengthen literacy across the district.

Extended Learning and Experiential Opportunities

Action 1.15: The district supported Honors/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 1.18: A Summer School Program for incoming kindergarteners was offered to support school readiness, providing students the opportunity to become familiar with the school environment and build connections with teachers before the start of the school year.

Action 1.21: Academic competitions and events such as Math Competitions, Science Fair, and History Day, and STEAM 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: The micro-school learning model is fully operational at Myrtle Avenue School, with planning and initial implementation underway at Mt. View Middle School to provide alternative, flexible pathways for high-needs students.

Action 1.25: Sixth-grade students participated in a STEAM field trip where they engaged in hands-on, interdisciplinary learning experiences. The trip extended classroom learning and strengthened student engagement in science, technology, engineering, arts, and mathematics.

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.

Action 1.13: Retired LCAP action.

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 1 had total planned expenditures of approximately \$7,773,000 and estimated actual expenditures of approximately \$7,015,925, resulting in an overall difference of approximately \$757,075. While most actions were implemented within expected expenditure ranges, the following actions were identified as having material differences between budgeted and estimated actual expenditures.

Action 1.1 Multi Tier Systems of Support (MTSS) Development:

Planned expenditures were \$265,000, while estimated actual expenditures were \$156,760.81, resulting in a difference of \$108,239.19 less than planned. This action was budgeted to include a districtwide Social emotional learning program which has not been purchased because we are still focusing on aligning Tier Systems of support for our students.

Action 1.2 MTSS Staff – Behavior:

Planned expenditures were \$450,000, while estimated actual expenditures were \$565,334.83, resulting in a difference of \$115,334.83 more than planned. The difference was due to salary and benefit increases that were not fully anticipated in the original budget.

Action 1.3 Truancy Advocates:

Planned expenditures were \$150,000, while estimated actual expenditures were \$83,844.93, resulting in a difference of \$66,155.07 less than planned. The budgeted difference is due to other grant funded positions that supported attendance within our district.

Action 1.6 Enrichment/Intervention Support:

Planned expenditures were \$30,000, while estimated actual expenditures were \$10,014.60, resulting in a difference of \$19,985.40 less than planned. Other funding sources support this action.

Action 1.8 Dual Immersion Teacher:

Planned expenditures were \$185,000, while estimated actual expenditures were \$428,822.00, resulting in a difference of \$243,822.00 more than planned. The difference was due to additional staffing for the Dual Language Immersion program, as well as salary and benefit increases for current staff.

Action 1.15 Gifted and Talented Education (GATE) and Honors Program:

Planned expenditures were \$30,000, while estimated actual expenditures were \$0.00, resulting in a difference of \$30,000 less than planned. The current program is being funded through a different funding source while program restructuring continues. Full implementation is expected next year.

Action 1.16 School Counselor:

Planned expenditures were \$140,000, while estimated actual expenditures were \$90,146.00, resulting in a difference of \$49,854 less than planned. These funds have not been fully expended due to a vacancy at Mt. View Middle School, as the counselor left mid-year and the position remains unfilled. For next school year this position is planned to be filled by a Dean of Students instead.

Action 1.17 AVID:

Planned expenditures were \$150,000, while estimated actual expenditures were \$47,434.17, resulting in a difference of \$102,565.83 less than planned. LESD is still undergoing major program restructuring, which delayed additional AVID training and materials. Scheduling conflicts also prevented attendance at the summer institute.

Action 1.21 Student Academic Activities:

Planned expenditures were \$20,000, while estimated actual expenditures were \$13,199.18, resulting in a material difference for this action. District will consider adjustments to future funding.

Action 1.22 Education Field Trips for All Grade Levels:

Planned expenditures were \$200,000, while estimated actual expenditures were \$79,448.00, resulting in a difference of \$120,552 less than planned due to field trips being supported by alternate sources and we moved from using charter buses to using school buses instead.

Action 1.23 Library Staff and Supplies:

Planned expenditures were \$400,000, while estimated actual expenditures were \$485,094.00, resulting in a difference of \$85,094 more than planned. Libraries continue to be updated with some furniture and book collections costing more than expected, there was also an increase on salaries for staff.

Action 1.24 Micro-School Support:

Planned expenditures were \$125,000, while estimated actual expenditures were \$58,207.19, resulting in a difference of \$66,792.81 less than planned. Myrtle Avenue School is now implementing their Microschool with less anticipated expenditures while the middle school has been in the planning stages and has not spent much of their allocation. Next year however it will fully implement the model in the upcoming school year.

Action 1.25 6th Grade Outdoor Learning:

Planned expenditures were \$165,000, while estimated actual expenditures were \$15,808.00, resulting in a difference of \$149,192 less than planned. The difference occurred because 6th grade students participated in a limited number local educational field trips and outdoor learning experiences throughout the year instead of attending Camp KEEP.

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.

Overall, the actions in Goal 1 demonstrated general effectiveness in supporting Whole Child Success for All Students, particularly in the areas of attendance, chronic absenteeism, suspension reduction for most student groups, access to programs and services, and academic growth in several CAASPP and local assessment indicators. The strongest evidence of effectiveness was found in engagement and behavior-related outcomes. Student attendance improved for All Students, socioeconomically disadvantaged students, English Learners, and TK/K students. Chronic absenteeism decreased substantially for All Students, socioeconomically disadvantaged students, English Learners, and Foster Youth. Suspension rates also declined for All Students, English Learners, students with disabilities, students experiencing homelessness, and socioeconomically disadvantaged students. However, Foster Youth attendance declined, and Foster Youth suspension

rates increased, indicating a need for more targeted monitoring and support for this student group. The effectiveness or ineffectiveness of the actions within Goal 1 are described below.

Action 1.1, Multi-Tiered Systems of Support Development, was partially effective based on CAASPP ELA and mathematics outcomes and local i-Ready results. CAASPP data show districtwide improvement in ELA and mathematics, including strong gains for English Learners. i-Ready data also show positive within-year growth in reading and mathematics. However, overall achievement remains below standard, and several student groups continue to demonstrate significant academic needs. This indicates that the MTSS framework is contributing to academic growth but requires continued refinement to produce stronger and more consistent outcomes across all student groups.

Action 1.2, MTSS Staff – Behavior, was effective overall based on attendance, chronic absenteeism, and suspension metrics. Attendance improved for most reported groups, chronic absenteeism decreased substantially for All Students, socioeconomically disadvantaged students, English Learners, and Foster Youth, and suspension rates declined for All Students, English Learners, students with disabilities, students experiencing homelessness, and socioeconomically disadvantaged students. However, Foster Youth suspension rates increased, indicating that behavior support systems should be strengthened for Foster Youth through more targeted case management, monitoring, and intervention.

Action 1.3, Truancy Advocates, was effective based on attendance and chronic absenteeism metrics. District attendance improved overall, including increases for socioeconomically disadvantaged students, English Learners, and TK/K students. Chronic absenteeism declined significantly across reported student groups. These outcomes suggest that attendance outreach, early intervention, family contact, and collaboration with family advocates are positively impacting student engagement and reducing barriers to regular attendance.

Action 1.4, Instructional Assistance, was partially effective based on CAASPP ELA and mathematics, English Learner progress, reclassification, and i-Ready metrics. Academic indicators show improvement in several areas, including districtwide ELA and mathematics DFS and strong gains for English Learners. Local i-Ready results also show students moving closer to grade-level expectations. However, English Learner progress toward English language proficiency declined, and reclassification increased only slightly. This suggests that instructional aides are contributing to academic support, but additional alignment to designated and integrated ELD, language development, and targeted intervention is needed.

Action 1.5, Health and Wellness Staff, was effective based on attendance and chronic absenteeism metrics. Attendance improved for most reported groups, and chronic absenteeism decreased substantially. These outcomes suggest that expanded access to nurses, LVNs, CNAs, telehealth, and health-related supports helped reduce health and wellness barriers that interfere with regular school attendance.

Action 1.6, Enrichment/Intervention Support, was partially effective based on CAASPP ELA and mathematics, i-Ready, English Learner progress, and reclassification metrics. The action supported academic growth, as reflected in improved districtwide DFS results and positive i-Ready growth in reading and mathematics. However, English Learner progress declined, and reclassification increased only slightly. Continued refinement is needed to ensure enrichment and intervention supports more directly address ELA, mathematics, and language development needs for English Learners and other unduplicated pupils.

Action 1.7, Classroom Size Reduction Teachers, was partially effective based on CAASPP ELA and mathematics, i-Ready, English Learner progress, and reclassification metrics. The district demonstrated growth in ELA, mathematics, and local i-Ready outcomes, suggesting that

smaller class sizes and increased instructional access are supporting learning recovery. However, English Learner progress declined, reclassification growth was minimal, and overall achievement remains below standard. Continued implementation should include closer monitoring of language development outcomes and targeted supports for student groups not yet making sufficient progress.

Action 1.8, Dual Immersion Teacher, was partially effective based on CAASPP ELA and mathematics, i-Ready, English Learner progress, and reclassification metrics. English Learners demonstrated strong DFS improvement in both ELA and mathematics, including notable gains at Mt. View Middle School. These results suggest that continued bilingual instructional pathways may be supporting academic growth for English Learners. However, English Learner progress toward proficiency declined, and reclassification increased only slightly. The district should continue strengthening alignment between dual immersion instruction, designated ELD, and reclassification supports.

Action 1.9, Physical Education Teachers, was partially effective based on attendance, chronic absenteeism, CAASPP ELA and mathematics, and i-Ready metrics. Attendance and chronic absenteeism results suggest that access to structured physical education is supporting student engagement and well-being. Academic and i-Ready results also show growth overall. However, because academic outcomes remain below standard and the action's impact on achievement is indirect, the action is best characterized as partially effective.

Action 1.10, Music/Band Teachers, was partially effective based on attendance, chronic absenteeism, and school climate/safety metrics. Attendance and chronic absenteeism outcomes indicate improved student engagement and connection to school. However, school climate and safety results were mixed, including a decline in students reporting that they felt safe and an increase in students reporting absences because they did not feel safe. This suggests that music and band opportunities may support student connectedness, but additional safety and school climate supports are needed.

Action 1.11, STEM Teacher at Mt. View, was partially effective based on attendance, chronic absenteeism, school climate/safety, CAASPP ELA and mathematics, and i-Ready metrics. The action aligns with academic growth in mathematics and positive i-Ready movement, and attendance-related outcomes improved. However, ELA outcomes remain mixed, and school climate/safety data indicate continued concerns. The STEM teacher appears to be supporting engagement and academic access, but additional integration of literacy and school climate strategies would strengthen the action.

Action 1.12, Enrichment/Intervention Math Teacher, was effective in supporting mathematics growth but remains partially effective overall based on CAASPP mathematics and i-Ready metrics. Mathematics DFS improved districtwide and at Mt. View Middle School, including strong growth for several student groups. i-Ready mathematics data also showed students moving closer to grade-level expectations. However, overall mathematics performance remains below standard, so continued targeted intervention is needed.

Action 1.14, Vice Principals at School Sites, was effective overall based on attendance, chronic absenteeism, suspension, program access, access for pupils with exceptional needs, i-Ready, parent involvement, parent attendance, and school climate/safety metrics. Attendance improved, chronic absenteeism declined, suspensions decreased for most student groups, 100% program access for unduplicated pupils was maintained, and pupils with exceptional needs continued to be enrolled in services aligned to their IEPs. Parent involvement remained fully implemented, and parent attendance increased from baseline. i-Ready results also showed academic growth. However, Foster Youth suspension increased, and school climate/safety results were mixed. These findings suggest that site-based administrative support is effective overall but should be refined to better address Foster Youth discipline and student safety perceptions.

Action 1.15, Gifted and Talented Education and Honors Program, was partially effective based on CAASPP ELA and mathematics, i-Ready, and school climate/safety metrics. Broad academic indicators show growth in ELA, mathematics, and i-Ready outcomes, suggesting that enrichment opportunities may be contributing to academic engagement. However, school climate/safety results were not consistently positive, and action-specific participation and outcome data are limited. The district should strengthen monitoring to better determine the direct impact of this action.

Action 1.16, School Counselor, was partially effective to effective based on CAASPP ELA and mathematics, i-Ready, school climate/safety, attendance, chronic absenteeism, and suspension metrics. Attendance and chronic absenteeism improved, and suspension rates declined for most student groups. These outcomes suggest that counseling and social-emotional supports are contributing to improved engagement and behavior. Academic outcomes also improved in several areas. However, school climate/safety results remain mixed, and Foster Youth suspension increased, indicating that counseling supports should be further targeted for students with the highest behavioral and social-emotional needs.

Action 1.17, AVID, was partially effective based on CAASPP ELA and mathematics and i-Ready metrics. Districtwide academic results show growth in ELA and mathematics, and i-Ready shows within-year growth in both reading and mathematics. However, overall achievement remains below standard, and the available data do not isolate the direct impact of AVID participation. Continued implementation should include stronger action-specific monitoring of AVID student outcomes.

Action 1.18, Summer School Program for Incoming Kindergarteners, was partially effective based on CAASPP ELA and mathematics and i-Ready metrics. Broad academic data show growth, and i-Ready results indicate students are moving closer to grade-level expectations. However, because this action is focused on incoming kindergarteners, the available districtwide CAASPP and i-Ready metrics do not directly isolate its effectiveness. The district should consider adding or reviewing kindergarten readiness or early literacy data to better evaluate this action.

Action 1.19, Athletic Program, was partially effective based on school climate/safety, attendance, chronic absenteeism, suspension, and i-Ready metrics. Attendance improved, chronic absenteeism decreased, suspension rates declined for most student groups, and i-Ready results showed academic growth. These outcomes suggest that athletics may be contributing to engagement, connectedness, and positive school participation. However, school climate/safety results were mixed, and Foster Youth suspension increased. The district should continue using athletics as an engagement strategy while strengthening safety and targeted behavioral supports.

Action 1.20, Special Education Needs, was partially effective. Based on CAASPP Distance from Standard data, students with disabilities demonstrated improvement in ELA, improving by 11.1 points from baseline; however, mathematics declined by 5.8 points districtwide. At Mt. View Middle School, students with disabilities showed stronger progress, improving by 64.3 points in ELA and 31.1 points in mathematics. In addition, 100% of pupils with exceptional needs continued to be enrolled in programs and services aligned to their IEPs. These results suggest that the action supported access to required services and contributed to improved outcomes in some areas, particularly ELA and site-level growth at Mt. View, but continued attention is needed to strengthen mathematics outcomes for students with disabilities districtwide.

Action 1.21, Student Academic Activities, was partially effective based on CAASPP ELA and mathematics and i-Ready outcomes for students with disabilities. Mt. View Middle School students with disabilities demonstrated substantial DFS improvement in ELA and mathematics, suggesting positive academic movement for this student group. However, districtwide SWD mathematics declined, and action-

specific participation data are not available. Continued monitoring should connect student participation in academic activities to academic outcomes more directly.

Action 1.22, Education Field Trips for All Grade Levels, was partially effective based on CAASPP ELA and mathematics, i-Ready, school climate/safety, attendance, and chronic absenteeism metrics. Attendance improved, chronic absenteeism declined, and academic indicators show growth in several areas. These results suggest that field trips and experiential learning may be contributing to engagement and access to enriched learning experiences. However, school climate/safety results were mixed, and the current metrics do not isolate the direct impact of field trip participation. The action should continue with stronger tracking of participation and related outcomes.

Action 1.23, Library Staff and Supplies, was partially effective based on CAASPP ELA and mathematics and i-Ready metrics. Academic indicators show districtwide growth in ELA and mathematics, and i-Ready results show improved performance from fall to spring. These results suggest that expanded library staffing and materials may be supporting academic access, literacy, and research skills. However, overall proficiency remains low, so the district should continue strengthening the connection between library supports, classroom instruction, and targeted literacy development.

Action 1.24, Micro-School Support, was partially effective based on CAASPP ELA and mathematics and i-Ready metrics. The district showed growth in several academic indicators, and i-Ready data show students moving closer to grade-level expectations. The micro-school model is intended to provide more personalized and competency-based learning for high-needs students, which aligns with these positive trends. However, action-specific outcome data are limited, and overall achievement remains below standard. The district should continue implementation while improving monitoring of micro-school student outcomes.

Action 1.25, 6th Grade Outdoor Learning, was partially effective based on CAASPP ELA and mathematics and i-Ready metrics. Broad academic indicators improved in several areas, and i-Ready data show growth in reading and mathematics. Outdoor and experiential learning opportunities likely support engagement and access to hands-on learning. However, the available metrics do not isolate the direct impact of outdoor learning, and overall proficiency remains low. Future monitoring should connect participation in outdoor learning to student engagement, academic performance, and related classroom outcomes.

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 on prior practice, adjustments were made to several actions and funding allocations for the coming year.

Funding for Action 1.1 will be reduced and reallocated to Action 1.2 to support the continued implementation of an action that has demonstrated strong effectiveness in improving school climate and conditions for learning.

Funding for Action 1.6 will be reduced and reallocated to Action 1.8 to support the implementation of a Transitional Kindergarten Dual Language teacher position. Most enrichment activities are now being funded through other funding sources, allowing these funds to better support the expansion of the district's Dual Language program.

Funding for Actions 1.7 and 1.8 will be supported using LREBG funds based on identified program needs and the availability of remaining LREBG resources.

Funding for Action 1.15 will be reduced and reallocated to Action 1.2 to support instructional practices and enrichment opportunities that benefit all students. Rather than operating a separate GATE program at the elementary level, the district will provide differentiated instruction and enrichment opportunities within the core educational program as part of its Whole Child approach. The GATE Program will continue at the Middle School.

Funding for Action 1.17 will be reduced and reallocated to support districtwide professional learning priorities. Reflection on prior practice indicated that broader investments in foundational literacy, early mathematics, and biliteracy professional development will benefit more staff than participation in the AVID Summer Institute, while the district will continue to support implementation of AVID strategies through local training opportunities.

Funding for Action 1.22 will be reduced and reallocated to support the district's music programs. The original allocation was intended for contracted transportation services due to a shortage of district bus drivers; however, the district has since hired additional bus drivers and is now able to use district transportation for student field trips.

Funding for Action 1.24 will be reduced and reallocated to support the district's athletic program. As implementation of the elementary Microschool program has become established and internal capacity has increased, the need for external technical assistance has decreased. The district will continue expanding the Microschool model to the middle school while redirecting these funds to increase student engagement, wellness, and school connectedness through athletics.

Funding for Action 1.25 will be reduced and reallocated to Action 1.4 to support instructional aides. The funding for this action has been reduced as the 6th Grade Outdoor Education experience has transitioned to a different outdoor learning opportunity with lower associated costs with some being supported through other funding sources. Redirecting these funds will strengthen instructional support for students by increasing classroom aide services.

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 educational partner 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	\$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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: 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.	\$570,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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: 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		

Action #	Title	Description	Total Funds	Contributing
		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. 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.	\$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		7. Leverage Review Teams and Boards: Effectively use Student Attendance Review Board (SARB) contracts, District Attendance Review Team (DART) 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 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. They will monitor common areas and engage students in activities that promote a positive school climate, including conflict resolution and inclusive practices.	\$550,000.00	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:	\$500,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		- 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. -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.	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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. LREBG Funded Action - \$286,747 to be expended through the 2026-27 academic year Research supports class size reduction as an effective strategy when reductions are meaningful and implemented in the early grades (Konstantopoulos & Shen, 2023). The research has found that students in smaller K–3 classes demonstrated stronger achievement outcomes, with benefits that extended beyond the initial years. Research syntheses (e.g., Mueller et al., 2007) also indicate that smaller classes can be especially beneficial for low-income and minority students, aligning this strategy with Lamont’s identified student needs. Effectiveness of this LREBG-funded action will be monitored using CAASPP ELA and Mathematics/DFS (Metric 1.7), English Learner progress (Metric 1.8), and local i-Ready assessment results (Metric 1.12).	\$3,006,747.00	Yes
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. LREBG Funded Action - \$250,000 to be expended through the 2026-27 academic year Adding an additional teacher for the Dual Immersion program to maintain a reduced class size. Research supports class size reduction as an effective strategy when reductions are meaningful and implemented in the early	\$721,747.00	Yes

Action #	Title	Description	Total Funds	Contributing
		grades (Konstantopoulos & Shen, 2023). The research has found that students in smaller K–3 classes demonstrated stronger achievement outcomes, with benefits that extended beyond the initial years. Research syntheses (e.g., Mueller et al., 2007) also indicate that smaller classes can be especially beneficial for low-income and minority students, aligning this strategy with Lamont’s identified student needs. Effectiveness of this LREBG-funded action will be monitored using CAASPP ELA and Mathematics/DFS (Metric 1.7), English Learner progress (Metric 1.8), and local i-Ready assessment results (Metric 1.12).		
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	\$625,000.00	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	\$450,000.00	Yes
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.	\$160,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		1. Teacher 2. Supplies		
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.	\$100,000.00	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. 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.	\$398,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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	\$10,000.00	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. Funds for: 1. AVID Tutors 2. AVID Consortium KCSOS 3. University educational field trips 4. Supplies and materials 5. Summer Institute	\$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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	\$20,000.00	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: 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	\$155,000.00	Yes
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.	\$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
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 5) Shirts for identification and to promote school climate	\$16,000.00	Yes
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.	\$125,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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	\$375,000.00	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	\$100,000.00	Yes
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.	\$65,000.00	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.	2025-26 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
2.2	Good or exemplary report Source: FIT Tool report	2023-24 School Year: All facilities had an overall rating of Good/Exemplary as	2024-25 School Year: All facilities had an overall rating of	2025-26 School Year: All facilities had an overall rating of	2026-27 School Year: 100% (All) facilities with an overall	Maintained Status: The FIT report continues to be Good/Exemplary

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 1 Basic Services: (C) School facilities maintained in good repair.	indicated on the FIT report rating the LEA at 100%.	Good/Exemplary as indicated on the FIT report rating the LEA at 100%.	Good/Exemplary as indicated on the FIT report rating the LEA at 100%.	rating of Good/Exemplary as indicated on the FIT report rating	
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.	2025-26 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 [2025-26]

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

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

Overall, all actions associated with this goal were fully implemented as planned.

Particular successes or challenges are as follows:

Action 2.1: Modernization and classroom updates continued to support alignment with the district's 21st Century Learning Model and to provide students with engaging, technology-rich learning environments.

Action 2.2: The district continues to make ongoing improvements to technology infrastructure and student/staff devices to ensure reliable and equitable access. All classrooms have been equipped with modern instructional technology, including Promethean panels and educational applications, to enhance teaching and learning experiences.

Action 2.3: Despite only hiring 2 of the 3 planned IT staff, the district has been able to maintain and enhance technology systems while providing timely assistance to staff, fostering an environment that supports 21st-century instructional practices.

Action 2.4: Updated teacher technology workstations for instructional use have been slowly implemented throughout the district. There are still some classrooms that have yet to be updated.

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.

Goal 2 had total planned expenditures of approximately \$3,475,400 and estimated actual expenditures of approximately \$3,468,803.43, resulting in an overall difference of approximately \$6,596.57. While most actions were implemented within expected expenditure ranges, the following actions were identified as having material differences between budgeted and estimated actual expenditures.

Action 2.1 – 21st Century Classrooms:

Planned expenditures were \$1,800,000, while estimated actual expenditures were \$2,195,366.45, resulting in a difference of \$395,366.45 more than planned. This difference was primarily due to greater-than-anticipated facility upgrade needs and increased material costs associated with completing the upgrades.

Action 2.4 – Teacher Workstation:

Planned expenditures were \$110,000, while estimated actual expenditures totaled \$14,125, resulting in expenditures that were \$95,875 less than planned. The difference occurred because the district continued to prioritize infrastructure development before implementing designated teacher workstations. As a result, only a limited number of mobile teacher workstations were purchased and implemented as part of a pilot program.

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

Overall, the actions in Goal 2: 21st Century Learning Schools were effective in maintaining strong conditions of learning and ensuring that students continued to have access to standards-aligned materials, facilities in good repair, technology infrastructure, and a broad course of study. The district maintained 100% compliance for standards-aligned instructional materials, 100% Good/Exemplary facility ratings on the FIT report, and 100% student access to all required areas of broad coursework. These results indicate that Goal 2 actions successfully supported the district's foundational learning conditions and helped sustain equitable access to instructional resources and learning environments.

Action 2.1: 21st Century Classrooms was effective in maintaining access to modernized learning environments and facilities in good repair. The identified metrics for this action included CAASPP ELA and Math, English Learner progress, reclassification, local i-Ready assessments, and the Williams/FIT Report. The strongest evidence of effectiveness is reflected in the district's continued 100% compliance with instructional materials and 100% Good/Exemplary FIT ratings, indicating that classroom modernization and facility improvements supported appropriate learning conditions. Academic outcomes showed partial effectiveness. CAASPP Distance from Standard improved modestly for all students in both ELA and Math, and English Learners showed stronger improvement in CAASPP DFS. However, overall achievement remains below standard, and English Learner progress toward proficiency declined. Therefore, while this action was effective in improving and maintaining learning environments, its direct impact on academic acceleration remains partial and should continue to be monitored.

Action 2.2: Technology Devices and Infrastructure to Support the Learner Profile was effective in supporting access to instructional technology and maintaining the infrastructure needed for 21st-century learning. This action was monitored through CAASPP ELA and Math, English Learner progress, reclassification, and local i-Ready assessments. The district's continued maintenance of standards-aligned materials and broad course access suggests that students and staff had the technology and infrastructure needed to participate in the instructional program. However, academic outcomes connected to this action were mixed. CAASPP results showed some improvement, particularly in Math and for English Learners' DFS, but i-Ready outcomes from Year 1 to Year 2 declined in the percentage of students performing Mid or Above Grade Level in both Reading and Math. As a result, the action appears effective in providing access and infrastructure, but only partially effective in producing measurable academic growth.

Action 2.3: Technology Support Staff was effective in supporting the implementation and reliability of technology systems across the district. Technology support staff helped maintain the systems needed for instruction, assessments, and access to digital learning tools. The district's continued 100% access to standards-aligned materials and broad coursework supports the conclusion that technology infrastructure and support were sufficient to maintain instructional access. However, because the identified effectiveness metrics are primarily broad academic outcomes, including CAASPP, EL progress, reclassification, and i-Ready, it is difficult to isolate the direct effect of technology support staff on student achievement. Based on available data, the action was effective in supporting implementation conditions, but its direct academic impact cannot be independently determined.

Action 2.4: Teacher Workstation was partially effective to the extent that it supported instructional delivery and technology integration. The identified metrics for this action included CAASPP ELA and Math, English Learner progress, reclassification, and local i-Ready assessments. These metrics show mixed academic results: some improvement in CAASPP DFS, particularly in Math and among English Learners, but continued low overall achievement and a decline in English Learner progress toward proficiency. Because the available metrics do not directly measure teacher use of mobile workstations, instructional delivery, real-time feedback, or student engagement with technology-supported instruction, the effectiveness of this action cannot be fully determined from the current data. Additional implementation data, such as teacher usage, classroom walkthrough evidence, or instructional technology integration measures, would strengthen future analysis.

Action 2.5: Modular Buildings – Classroom Size Reduction was effective in supporting improved learning conditions and maintaining facilities in good repair. The identified metrics included CAASPP ELA and Math, English Learner progress, reclassification, local i-Ready assessments, and the Williams/FIT Tool. The district maintained 100% Good/Exemplary FIT ratings, suggesting that the modular buildings supported safe and appropriate learning environments. This action also supported smaller class sizes and expanded classroom space, which are intended to provide students with greater access to individualized support. However, academic outcomes remain mixed. CAASPP DFS improved in several areas, but overall achievement remains below standard, and i-Ready data show continued need for acceleration. Therefore, this action was effective in improving access to classroom space and maintaining facility quality, but its direct effect on academic outcomes is partial and cannot be fully isolated from other instructional actions.

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 on prior practice, adjustments were made to planned actions and funding allocations for the coming year

Action 2.4: Funding will be reduced and reallocated to Action 2.3 to provide additional support for technology support staff, ensuring the district can effectively maintain technology infrastructure, support classroom technology, and sustain 21st-century learning environments. No other changes were made to the planned goal, metrics, target outcomes, or actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
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.	\$1,800,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• 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. 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.		

Action #	Title	Description	Total Funds	Contributing
		Encourage students to be effective communicators, empathetic collaborators, innovative problem solvers, resilient learners, and responsive community members.		
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 strategies, thereby facilitating a safe and effective learning environment that adapts to new educational technologies and methodologies.	\$980,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. - 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.		

Action #	Title	Description	Total Funds	Contributing
		- 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.	\$575,000.00	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 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:	\$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• 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.	2025-26 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 participation of parents for unduplicated pupils	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	2025-26 School Year: 79% 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: +4% parent attendance

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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.	2025-26 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 continues to conduct/complete IEPs with 100% parent input
3.4	Suspension Rate Source: CA School Dashboard, 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% SED: 15.58%	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% SWD: 1.69% Homeless: 0% SED: 2.66%	2025 Dashboard: 1.0% 2025-26 LOCAL DATA: All Students 0.75% EL 0.84% LTEL 2.35% SWD 1.52% Homeless 2.67% SED 0.75% Foster Youth 11.11% For Mountain View Middle: All students: 2.18% EL: 4.37% SWD: 5.36% Homeless: 6.25%	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: -0.8% LOCAL DATA (KiDS): All Students: -3.24% EL: -2.43% LTEL: -2.84% (Y2-Y1 baseline) SWD: -2.95% Homeless: -2.63% SED: -3.45% Foster Youth: +5.55% For Mountain View Middle:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				SED: 2.38%		All Students: -12.11% EL: -13.14% SWD: -10.97% Homeless: -16.48% SED: -13.20%.
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.	In 2025-26, 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, KiDS Connectedness 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. KiDS Survey: 5.12% of students reported being absent because they didn't feel safe at school or going to/come home from school	2025-26 School Year: California Healthy Kids Survey was not administered during the 25-26 school year. KiDS Survey: 6.03% of students reported being absent because they didn't feel safe at school or going to/come home from school	2026-2027 School Year: 70% (at least) of students will feel safe while in school. on the California Healthy Kids 4% or less students reported being absent because they didn't feel safe at school or goin to/come home from school.	Year 1 to Baseline (CHKS): Decrease of 14% students feeling safe. Year 2 to Year 1 (KiDS): Increase of 0.91%.
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	In 2025-26, 94% of teachers were fully credentialed according to an H.R. audit and the	2026-2027 School Year: 93% will be of teachers fully credentialed	Percent of teachers with appropriate credential is on target;

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.	number of misassignments was 0%. Rate of teachers teaching EL's without authorization is 0% for 2025-26.	Maintain 0% misassigned teachers and teachers without authorizations	Increased by 5% from the baseline while maintaining low percentages of teacher misassignments and teachers without appropriate authorization.
3.8	Percent of students not 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	In 2025-26 School Year: School Climate Survey for grades 3-8. Students expressing not feeling safe either at school or while commuting: 8.88% of third graders 4.88% of fourth graders 7.46% of fifth graders 9.29% of sixth graders 4.0% of seventh graders 2.25% of eighth 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 baseline data to 2025–2026, the results are mixed. Students not feeling safe at school or while commuting to school 3rd increased 5.88% 4th increased 1.88% 5th increased 0.63% 6th increased 5.97% 7th decreased 2.36% 8th decreased 2.06%

Goal Analysis [2025-26]

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

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

Overall, Goal 3 was fully implemented as described. The district carried out actions designed to strengthen family engagement, improve communication with educational partners, support school safety, and create a more inclusive and connected school climate. These actions included parent professional development opportunities, engagement events, translation services, orientation activities, school safety supports, communication systems, and targeted ELD support for students and families.

Action 3.1: Parent Professional Development/Conferences/Workshops was fully implemented. The district continued to provide parent-focused learning opportunities, workshops, and engagement activities designed to help families better support student learning, understand school expectations, and participate meaningfully in the educational process.

Action 3.2: Parent Engagement Staff was implemented with a staffing difference. The district originally planned for two staff members but had one staff member during the year. Despite this staffing difference, the activities described in the action were still offered, and the district continued to provide parent engagement opportunities and support for families.

Action 3.3: Cena Con Sus Hijos Dinner was fully implemented. The district offered this family engagement event to promote parent-child communication, strengthen family connections, and provide families with strategies for supporting students at home.

Action 3.4: Kindergarten Preparation was fully implemented. The district provided orientation, registration, and preparation activities for families of incoming Kindergarten students, helping families access information, resources, and support before students entered school.

Action 3.5: Mt. View Middle School Orientation was fully implemented. The district provided orientation activities to help students and families transition to middle school, become familiar with school expectations, and connect with school staff and resources.

Action 3.6: Parent Involvement Supplies was fully implemented. The district provided materials and resources to support parent participation and help families engage in student learning at home.

Action 3.7: District Translator was fully implemented. Translation and interpretation services were provided to support communication with families, increase access to school information, and promote parent participation in meetings, conferences, and district events.

Action 3.8: District and School Site Websites was fully implemented. The district maintained school and district websites to provide families and the community with access to timely information, resources, and updates.

Action 3.9: School Safety/Campus Supervisor was fully implemented. Campus supervision was provided at Mt. View Middle School to support student safety, improve supervision, and contribute to a more positive school climate.

Action 3.10: School Safety Supplies and Licenses was fully implemented. The district continued to support school safety through supplies, licenses, and related safety systems intended to strengthen campus security and emergency preparedness.

Action 3.11: ELD Support Staff was fully implemented. The district provided ELD support to strengthen communication with English Learner families, support understanding of the reclassification process, and assist with monitoring English Learner progress.

In summary, Goal 3 actions were implemented as described, with the only notable implementation difference occurring in Action 3.2, where the district planned for two parent engagement staff members but had one staff member. Even with this difference, the district continued to offer the planned parent engagement activities and maintained its focus on strengthening family partnerships, improving communication, and supporting safe and welcoming school environments.

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 total planned expenditures of approximately \$1,065,500 and estimated actual expenditures of approximately \$711,159.48, resulting in an overall difference of approximately \$354,340.52 less than planned. The following actions were identified as having material differences between budgeted and estimated actual expenditures.

Action 3.1: Parent Professional Development/Conferences/Workshops:

Planned expenditures were \$50,000, while estimated actual expenditures were \$695.00, resulting in a difference of \$49,305 less than planned. Parent professional development opportunities and family engagement activities continued to be implemented in collaboration with the Family Success Center and supported through other one-time funding sources available to the district.

Action 3.2: Parent Engagement Staff

Planned expenditures were \$80,000, while estimated actual expenditures were \$37,719.00, resulting in a difference of \$42,281 less than planned. The district was able to use other funding sources for this activity.

Action 3.3: Cena Con Sus Hijos Dinner:

Planned expenditures were \$40,500, while estimated actual expenditures were \$8,563.00, resulting in a difference of \$31,937 less than planned. Instead of contracting with an outside speaker, district staff facilitated the presentation and discussion focused on the importance of communication and strategies parents can use to build positive relationships with their children.

Actions 3.4: Kindergarten Preparation:

Planned expenditures were \$30,000, while estimated actual expenditures were \$8,519.00, resulting in a difference of \$21,481 less than planned. The district was able to leverage community resources, additional funding sources, and increased use of technology to implement much of this activity, resulting in expenditures remaining below the planned budget.

Action 3.5 – Mt. View Middle School Orientation:

Planned expenditures were \$5,000, while estimated actual expenditures were \$232.00, resulting in a difference of \$4,768 less than planned. A smaller orientation program than originally anticipated was held, and transportation services were not provided.

Action 3.6 – Parent Involvement Supplies:

Planned expenditures were \$5,000, while estimated actual expenditures totaled \$9,776, resulting in expenditures that were \$4,776 more than planned. The increase was due to higher attendance and participation at school events throughout the year.

Action 3.8: District and School Site Websites:

Planned expenditures were \$40,000, while estimated actual expenditures were \$27,575.00, resulting in a difference of \$12,425 less than planned. In addition to receiving a multi-year discount for the website platform, staff training on website use and management was conducted in-house during regular work hours, resulting in lower-than-anticipated expenditures.

Action 3.9 – School Safety/Campus Supervisor:

Planned expenditures were \$100,000, while estimated actual expenditures were \$74,371.00, resulting in a difference of \$25,629 less than planned. Overtime expenditures were not utilized this year, as schedules were adjusted to allow supervisors to be present during peak student support times within their regular work hours.

Action 3.10 – School Safety Supplies and Licenses:

Planned expenditures were \$500,000, while estimated actual expenditures were \$393,154.48, resulting in a difference of \$106,845.52 less than planned.

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

Planned expenditures were \$125,000, while estimated actual expenditures were \$51,381.55, resulting in a difference of \$73,618.45 less than planned. A large portion of services under this action were deferred and instead completed by school site staff, resulting in lower-than-anticipated expenditures.

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.

Overall, the actions in Goal 3: Culture, Community, and Climate were partially effective to effective in supporting family engagement, communication, school safety, and improved conditions for learning. The strongest evidence of effectiveness is reflected in parent involvement, parent attendance, IEP parent participation, chronic absenteeism, and suspension outcomes. The district maintained full implementation of parent involvement practices, as measured by the Local Indicator Self-Reflection Tool, and increased parent attendance at conferences and back-to-school events from 75% at baseline to 79%, a 4 percentage point increase. The district also continued to complete 100% of IEPs with parent input. In addition, suspension rates decreased substantially for most student groups and at Mt. View Middle School, suggesting that the district's family engagement, communication, supervision, and school safety actions are contributing to a more

supportive school climate. However, student safety perception data remain an area of concern, and English Learner progress toward English language proficiency declined, indicating that continued refinement is needed.

Action 3.1, Parent Professional Development/Conferences/Workshops, was partially effective. The action supported parent learning, family engagement, and home-school partnerships. Parent involvement remained at full implementation, and parent attendance increased by 4 percentage points from baseline. Academic indicators also showed some positive movement, including improvement in CAASPP ELA and mathematics DFS and positive i-Ready growth. However, English Learner progress toward English language proficiency declined, and reclassification increased only slightly. These results suggest that parent professional development is supporting engagement and access to learning resources, but its impact on academic and language outcomes remains indirect and should continue to be monitored.

Action 3.2, Parent Engagement Staff, was partially effective. The district maintained full implementation of parent involvement systems and increased parent attendance at conferences and back-to-school events. These outcomes suggest that parent engagement staffing supported family participation and access to school resources. Academic data also show improvement in several areas, including CAASPP DFS and i-Ready growth. However, because English Learner progress declined and reclassification increased only slightly, the action should continue to strengthen the connection between parent engagement activities and targeted academic and language development outcomes.

Action 3.3, Cena Con Sus Hijos Dinner, was partially effective. This action supported family communication, parent-child connection, and parent capacity to support learning at home. Parent involvement remained fully implemented, and parent attendance increased from baseline. Academic metrics associated with this action showed mixed but generally positive academic movement, including growth in CAASPP ELA and mathematics and i-Ready results. However, English Learner progress toward English language proficiency declined, and reclassification growth remained minimal. The action appears to support family engagement, but additional monitoring is needed to determine its direct effect on student outcomes.

Action 3.4, Kindergarten Preparation, was effective. This action was monitored through parent involvement, parent attendance, and TK/K attendance. Parent involvement remained at full implementation, parent attendance increased by 4 percentage points, and TK/K attendance improved by 0.7 percentage points from baseline. These outcomes suggest that kindergarten orientation, registration, preparation activities, and connections to community resources are supporting early family engagement and helping the district's youngest students attend school more consistently.

Action 3.5, Mt. View Middle School Orientation, was partially effective. The action supported families and students transitioning into middle school by increasing awareness of school expectations, staff, grading practices, and available supports. Parent involvement remained fully implemented, and parent attendance increased from baseline. In addition, chronic absenteeism decreased, and suspension outcomes improved overall and at Mt. View Middle School. Mt. View suspension rates declined substantially for All Students, English Learners, Students with Disabilities, Homeless students, and socioeconomically disadvantaged students. However, academic and English Learner language outcomes remain mixed, and continued work is needed to strengthen the connection between orientation activities, family engagement, academic progress, and language development.

Action 3.6, Parent Involvement Supplies, was partially effective. This action provided educational materials and resources intended to help parents support student learning at home. Parent involvement remained at full implementation, and parent attendance increased from baseline, suggesting that the action contributed to maintaining and strengthening family engagement structures. Chronic absenteeism also

decreased, and suspension rates improved for most student groups. Academic indicators showed growth in several areas, including CAASPP ELA and mathematics and i-Ready results. However, English Learner progress declined, reclassification growth was minimal, and the current metrics do not directly measure how families used the materials provided. The district should continue monitoring both participation and the use of parent involvement supplies to better determine direct impact.

Action 3.7, District Translator, was partially effective. Translation and interpretation services helped reduce communication barriers for families, particularly Spanish-speaking families and families of English Learners. Parent attendance increased from baseline, and the district maintained full parent involvement implementation and 100% parent input in IEPs. These results suggest that translation services supported access, participation, and equitable communication. Chronic absenteeism and most suspension outcomes also improved. However, academic and English Learner language outcomes remain mixed, including a decline in English Learner progress toward proficiency. The district should continue this action while strengthening measures of translation usage, family access, and communication effectiveness.

Action 3.8, District and School Site Websites, was partially effective. Maintaining updated websites supported communication with families by providing access to school information, events, resources, and academic supports. Parent attendance increased, chronic absenteeism decreased, and suspension rates improved for most student groups. Academic indicators also showed some improvement. However, the direct effect of the websites cannot be isolated because the current metrics do not include website-specific measures such as page views, translation access, family usage, or satisfaction with online communication. The action should continue, but stronger communication-specific monitoring would improve the district's ability to evaluate effectiveness.

Action 3.9, School Safety/Campus Supervisor, was effective overall. This action was especially effective in relation to its core purpose of improving supervision, safety, and student behavior at Mt. View Middle School. Suspension rates at Mt. View declined substantially for All Students, English Learners, Students with Disabilities, Homeless students, and socioeconomically disadvantaged students. Districtwide suspension rates also decreased for most student groups, and chronic absenteeism improved. These outcomes suggest that increased campus supervision and positive adult presence contributed to improved school climate and conditions for learning. However, Foster Youth suspension rates increased districtwide, and English Learner language outcomes remain an area of need, so targeted refinements should continue.

Action 3.10, School Safety Supplies and Licenses, was partially effective and should continue to be refined. Chronic absenteeism decreased, suggesting that overall school engagement and attendance improved. However, the action's most direct metrics are student safety perception measures. The available safety data are mixed or negative: the percentage of students feeling safe decreased from the CHKS baseline to Year 1, and KiDS data showed an increase in the percentage of students reporting absence because they did not feel safe at school or traveling to or from school. Local connectedness data also showed increases in students reporting that they did not feel safe in several grade levels, although results improved for seventh and eighth grade. These findings suggest that safety supplies, licenses, cameras, visitor systems, and emergency kits may strengthen infrastructure and preparedness, but have not yet consistently improved students' reported sense of safety.

Action 3.11, ELD Support Staff, was partially effective. This limited action was designed to support English Learner students and families by improving communication about English Learner progress, reclassification, and testing. English Learners demonstrated strong improvement in CAASPP Distance from Standard in both ELA and mathematics, and i-Ready results showed academic growth overall. Parent attendance also increased from baseline. However, English Learner progress toward English language proficiency declined by 14.87 percentage points,

and the reclassification rate increased only slightly by 0.21 percentage points. These results suggest that ELD support staff may be contributing to academic monitoring and family communication, but additional refinement is needed to improve English language development and reclassification outcomes.

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.

An update to Metric 3.6 on student safety and attendance was made to add the KiDS Survey data question regarding student safety. This was necessary as the CHKS survey was not administered during the 2025-26 academic year.

This change reflects the district's commitment to continuous improvement, equitable resource allocation, and targeted supports for families and student groups with the greatest needs.

In addition the following funding reallocations have been made

Funding for Action 3.1 will be reduced and reallocated to other actions within Goal 3. Parent professional development opportunities will continue to be provided using other funding sources and grant funds, allowing LCAP resources to be redirected to other identified priorities.

Funding for Action 3.3 will be reduced and reallocated to support the increased salary and benefits of the District Translator under Action 3.7. Reflection on prior implementation showed that Cene Con Sus Hijos can be effectively delivered without the use of paid keynote speakers, resulting in reduced program costs.

Funding for Action 3.4 will be reduced as the initial purchases needed to support Kindergarten transition activities have been completed. Ongoing implementation will be supported through other funding sources, allowing LCAP funding to be redirected to other district priorities.

Funding for Action 3.5 will be reduced as the initial purchases for student orientation activities have been completed and fewer resources are needed to sustain implementation. The reduced funding will be reallocated to support other actions within Goal 4.

Funding for Action 3.6 will be increased to continue providing schools with parent engagement and involvement supplies. This increase will be supported through funding reallocated from Action 3.8, ensuring schools have the materials needed to strengthen family engagement activities.

Funding for Action 3.11 will be reduced as English Learner support services will be partially implemented through a different funding structure and service delivery model. The funding reduction will be reallocated to support actions within Goal 4 that strengthen staff capacity and professional learning for English Language Learners.

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: 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	\$24,997.00	Yes
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	\$80,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		direct to our parents of low socioeconomic students, Foster Youth, and English Learners.		
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. 4. Guest speakers	\$20,500.00	Yes
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	\$15,000.00	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	\$2,500.00	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	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.).		
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.	\$110,000.00	Yes
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.	\$35,000.00	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

Action #	Title	Description	Total Funds	Contributing
3.11	ELD Support Staff	The Local Education Agency (LEA) will allocate dedicated ELD staff to enhance support for English Learner (EL) 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 students across the district.	\$80,000.00	Yes

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%	In 2025-26, 94% 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%	The target of the percent of teachers with appropriate credential has been met. Increase by 5% from the baseline while maintaining low percentages of teacher misassignments and teachers without appropriate authorization.
4.2	Level/Rating of implementation of lesson plans that are standards based Source: Local data collection tool, Classroom walkthroughs, Lesson Plan reviews	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.	In 2025-26, 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
	Priority 2 Implementation of CCSS: (A) 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:	2025 CA School Dashboard results Distance from Standard (DFS) for: District DFS 2025 - All Students: ELA -65, Math: -99.9 - English Learners: ELA-81.3 Math: -112.2 - Hispanic: ELA: -65.4, Math: -100.3 - SED: ELA: -69, Math: -103.9 - SWD: ELA: -112, Math: -148	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: improved by +1.0 points Math: Improved by +4.1 points English Learners: ELA: improved by +17.7 points Math: Improved by +12.8 points Hispanic Students: ELA: improved by +.6 points Math: Improved by +3.7 points SED: ELA: improved by +1.0 points Math: Improved by +3.1 points SWD: (Year 2 to baseline 2024) ELA: improved by +11.1 points

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%	- 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:-60, Math:-85 2024 CAASPP results for "ELL students" that scored at Met or	- LTEL: ELA -122.3, Math: -172.7 Alicante Elementary School: - All Students: ELA:-67.5, Math:-84.8 Lamont Elementary School: - All Students: ELA:-58.3, Math: -54.1 Mt. View Middle: - All Students: ELA:-66.1, Math:-131.9 - ELLs: ELA: -94,		Math: Declined by -5.8 points LTEL: N/A (baseline year) from 24-25 ELA: improved by +1.8 points Math: declined by -8.5 points SCHOOL-LEVEL DFS Change Alicante Elementary School All Students ELA: 0% Math: +4.8% Lamont Elementary School All Students ELA: +31.7% Math: +12.9% Mt. View Middle School All Students: ELA: -4.1% Math: +8.1% English Learners: ELA: +22% Math: +31.5% SED Students: ELA: -5.3% Math: +6.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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%	Math: - 154.5 - SED: ELA: - 70.3, Math: - 136.5 - Hispanic: ELA: - 66.1, Math: - 131.8 - SWDs: ELA: - 103.7, Math: - 169.9 2025 CAASPP results for "ELL students" that scored at Met or Exceeded Standard for: ELA 11.6% Math 7.6% Science 2.6% Percent of All Students meeting or exceeding standards: 2025 ELA 26.4% Math 14.7% Science 10.5%		Hispanic Students: ELA: -4.1 Math: +6.5% Students with Disabilities (SWD): ELA: +64.3% Math: +31.1% 2025 CAASPP Results for ELL students that scored at Met or Exceeded Standard for ELA: increased by 0.6% Math: Increased by 0.6% (from 7% to 7.6%) Science: increased by 0.6% (from 2% to 2.6%) Percent of All Students meeting or exceeding standards ELA: Increased by 2.4% (from 24% to 26.4%) Math: Increased by 1.7% (from 13% to 14.7%) Science: Declined by 1.5% (from 12% to 10.5%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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.	2025-26: 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 [2025-26]

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

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

Overall, Goal 4 was substantially implemented, with most actions carried out as planned to support the professional growth of certificated and classified staff and strengthen instructional practices across the district. Implementation focused on professional development, instructional coaching, standards-based instruction, English Language Development support, and districtwide professional learning opportunities. Any relevant challenges and/or successes with the implementation of each action are described below.

Action 4.1: Professional Development – Learner Profile, Literacy, ELD, Writing, Math, STEAM was mostly implemented. The district provided professional development aligned to key instructional priorities, including literacy, writing, math, ELD, and the district’s Learner Profile. However, science professional development was not offered during the year, resulting in a partial difference between planned and actual implementation. This area will need continued attention to ensure staff are supported in implementing high-quality science instruction and STEAM-aligned learning experiences.

Action 4.2: MTSS Professional Development was implemented, though the curriculum component was not completed this year. The district is currently revamping its MTSS practices to better align systems, interventions, and supports across school sites. As a result, updated curriculum was not purchased during the current year; the district plans to purchase curriculum next year once the revised MTSS framework

is more fully developed. This reflects a strategic delay intended to ensure that future resources are aligned with the district's updated approach.

Action 4.3: English Language Development Training and Programs was partially implemented. ELD supports and training occurred during the year; however, implementation was not consistent districtwide. While some staff and sites engaged in ELD-related practices and support, the district identified a need for more coherent and consistent implementation across all schools. Strengthening districtwide expectations, training, and monitoring for integrated and designated ELD will be an important area for continued improvement.

Action 4.4: Academic Coaches was fully implemented as described. Academic coaches provided ongoing instructional support, professional learning, and job-embedded coaching to strengthen classroom instruction and support staff implementation of district priorities. This action helped maintain a focus on standards-based instruction and continuous improvement across school sites.

Action 4.5: District Buyback Day was fully implemented as described. The district provided structured professional learning time for staff through districtwide buyback days. These opportunities supported staff development, alignment with district initiatives, and continued focus on improving instructional practice and student outcomes.

In summary, Goal 4 was implemented with several important successes, particularly through academic coaching and districtwide professional learning. The primary implementation differences were the absence of science professional development under Action 4.1, the delay in MTSS curriculum purchase under Action 4.2 due to ongoing system redesign, and inconsistent districtwide implementation of ELD under Action 4.3. These areas will inform next steps as the district continues refining professional development, MTSS implementation, and English Learner support.

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 had total planned expenditures of approximately \$1,142,000 and estimated actual expenditures of approximately \$980,343.94, resulting in an overall difference of approximately \$161,656.06 less than planned. The following actions were identified as having material differences between budgeted and estimated actual expenditures.

Action 4.2 - MTSS Professional Development:

Planned expenditures were \$100,000, while estimated actual expenditures totaled \$24,670, resulting in expenditures that were \$75,330 less than planned. This action was not fully implemented during the current year, as the district continues to revise and refine its MTSS framework. Major curriculum purchases and related professional development were postponed until the framework and implementation model are finalized, resulting in lower-than-anticipated expenditures.

Action 4.3 – English Language Development Training and Programs:

Planned expenditures were \$120,000, while estimated actual expenditures were \$0.00, resulting in a difference of \$120,000 less than planned. 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. 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 4.4 – Academic Coaches:

Planned expenditures were \$500,000, while estimated actual expenditures totaled \$611,238, resulting in expenditures that were \$111,238 more than planned. The increase was due to a reduction in other district funding sources, which required a greater LCFF contribution, as well as the addition of a district math coach to support instructional services and implementation efforts as well as math adoption process.

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 in Goal 4: Investing in Our Team were effective in strengthening staff capacity, maintaining standards-based instruction, improving teacher credentialing, and supporting access to a broad course of study. The district increased the percentage of fully credentialed teachers from 89% in 2023-24 to 94% in 2025-26, an increase of 5 percentage points, exceeding the Year 3 target of 93%. In addition, the district maintained 0% teacher misassignments and 0% of teachers serving English Learners without proper authorization. These outcomes indicate that the district's investments in professional learning, staffing, and instructional support are contributing to stronger conditions for teaching and learning. The district also maintained full implementation of standards-based lesson planning and continued to provide 100% of students, including unduplicated pupils, access to all required areas of broad coursework.

Action 4.1: Professional Development – Learner Profile, Literacy, ELD, Writing, Math, STEAM was effective in supporting staff capacity and instructional implementation. This action was monitored through CAASPP ELA and Math, English Learner progress, reclassification, local i-Ready assessments, fully qualified teachers, standards-based lesson plans, students meeting or exceeding standard, and access to a broad course of study. The strongest evidence of effectiveness is reflected in the increase in fully credentialed teachers from 89% to 95%, the continued 0% misassignment rate, and the continued full implementation of standards-based lesson plans. These outcomes suggest that professional development and staff support contributed to a stronger instructional foundation. Academic outcomes were more mixed: CAASPP Distance from Standard improved in several areas, including districtwide gains for All Students and English Learners, but overall achievement remains below standard and English Learner progress toward proficiency declined. Therefore, this action was effective in strengthening instructional conditions, but continued refinement is needed to translate professional learning into stronger academic and language development outcomes.

Action 4.2: MTSS Professional Development was partially effective. The identified metrics for this action included CAASPP ELA and Math, attendance, chronic absenteeism, suspension rate, broad course of study, and student perceptions of safety. The district saw strong improvement in several related outcomes, including a significant reduction in chronic absenteeism and lower suspension rates for most student groups. These results suggest that MTSS-related professional learning and implementation supports contributed to improved student engagement, behavior, and school climate. However, some key safety perception metrics from Goal 3 are not yet available, and academic outcomes remain mixed. As a result, this action appears effective in supporting attendance and behavior outcomes, but its full impact on school climate and academic performance cannot yet be fully determined.

Action 4.3: English Language Development Training and Programs was partially effective. This action was monitored through CAASPP ELA and Math, broad course of study, English Learner progress, reclassification, local i-Ready assessments, fully qualified teachers, standards-based lesson plans, and students meeting or exceeding standard. English Learners showed strong improvement on CAASPP Distance from Standard, improving 17.7 points in ELA and 12.8 points in Math from baseline. This suggests that instructional supports for English Learners may be contributing to academic growth on state assessments. However, English Learner progress toward English language proficiency declined by 14.87 percentage points, but the reclassification rate only showed minimal improvement. Therefore, while this action shows evidence of effectiveness in academic performance for English Learners, it has not yet demonstrated the desired improvement in English language proficiency outcomes.

Action 4.4: Academic Coaches was effective in supporting instructional implementation and partially effective in improving student outcomes. This action was monitored through CAASPP ELA and Math, English Learner progress, reclassification, local i-Ready assessments, fully qualified teachers, standards-based lesson plans, percent of students meeting or exceeding standard, and broad course access. The district maintained full implementation of standards-based lesson plans and 100% access to broad coursework, indicating that coaching and instructional support helped sustain core instructional expectations. CAASPP DFS results also showed improvement in several areas, including stronger gains for English Learners and improvements in Math for multiple student groups. However, local i-Ready spring-to-spring results declined in the percentage of students performing Mid or Above Grade Level in both Reading and Math, indicating that coaching efforts should continue to focus on accelerating grade-level proficiency, especially in foundational reading and math skills.

Action 4.5: District Buyback Day was partially effective. This action provided professional development time for certificated and classified staff and was monitored using a broad set of academic, attendance, behavior, school climate, English Learner, and broad course of study metrics. The action likely contributed to the district's overall professional learning system, as evidenced by increased teacher credentialing, maintained standards-based lesson implementation, and continued access to a broad course of study. The district also demonstrated strong improvement in chronic absenteeism and suspension rates for most student groups. However, because Buyback Day is one component of the larger professional development system, its direct effect cannot be isolated from other actions such as professional development, MTSS training, and academic coaching. The action is therefore best described as partially effective, with evidence that it contributed to districtwide implementation capacity.

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 on prior practice and input from educational partners, some actions and funding allocations have been revised to strengthen the implementation of Goal 4 while maintaining the overall goal of providing high-quality professional development and support for certificated and classified staff.

Action 4.2: The district will shift from planning to full implementation of the Multi-Tiered System of Supports (MTSS) framework. Professional development will be differentiated by staff roles and responsibilities to ensure consistent implementation across the district. The action has also been expanded to include collaboration with the Kern County Superintendent of Schools (KCSOS) to strengthen districtwide behavioral supports and implement a social-emotional learning (SEL) curriculum aligned to the MTSS framework.

Action 4.3: ELD professional development will be expanded with a stronger focus on improving outcomes for Long-Term English Learners (LTELs). Staff will receive targeted training, coaching, and monitoring to strengthen designated and integrated ELD instruction, support students at risk of becoming LTELs, and increase English language proficiency.

Action 4.4: Funding for this action will be increased to support the addition of a District Math Coach and to account for increased salary and health and welfare benefit costs. Funding has been reallocated from Goal 3 and from Actions 4.2 and 4.5 to strengthen instructional coaching, particularly for LTELs, and improve mathematics instruction across the district.

No changes were made to the planned goal, metrics, or target outcomes.

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.	\$300,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. 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	\$75,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. 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	\$634,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support in English Language Arts, Mathematics, Science, and technology integration that includes coaching on how to meet the needs of students needing additional support to succeed; including low socio-economic students, Foster Youth and English Learners. 1) Partial funding for 5 Academic School Site Coaches and 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	\$100,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$10,736,576	\$1,360,392

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
38.137%	0.000%	\$0.00	38.137%

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 (Metric 1.7) Local Assessments-iReady (Metric 1.12)

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
	Hispanic and Socio-Economically Disadvantaged (SED) student groups are also in the red for math. Feedback from educational partners continues to highlight 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	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 (Metric 1.1) Chronic absenteeism (Metric 1.2) Suspension rate (Metric 1.3)

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
	systems. Enhancements are needed in 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:	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	Student attendance rate (Metric 1.1) Chronic absenteeism (Metric 1.2)

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
	With an overall attendance rate of 95.3%, the district aims to increase attendance further, as indicated by our educational partners' continued 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	advocates oversee efforts to enhance student 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 continued 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	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	Percent of students meeting or exceeding standard (Metric 1.7) Percent of ELL making progress (Metric 1.8) Percent of ELL being reclassified (Metric 1.9) Percent of Students making progress (Metric 1.12)

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
	will play a vital role in providing targeted academic assistance and fostering positive behavior, thereby enhancing early learning outcomes and supporting student reclassification efforts. Scope: Schoolwide	foundational support they need for academic 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 continue to highlight 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:	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 (Metric 1.1) Chronic absenteeism (Metric 1.2)

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
	LEA-wide		
1.6	Action: Enrichment/Intervention Support Need: To address significant academic gaps and current 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.	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 (Metric 1.7) Local Assessments- iReady (Metric 1.12) Percent of ELL making progress (Metric 1.8) Percent of ELL being reclassified (Metric 1.9)

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
	Scope: 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. Current 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 (Metric 1.7) Local Assessments-iReady (Metric 1.12) Percent of ELL making progress (Metric 1.8) Percent of ELL being reclassified (Metric 1.9)
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	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	CAASPP Math and ELA (Metric 1.7) Local Assessments-iReady (Metric 1.12) Percent of ELL making progress (Metric 1.8) Percent of ELL being reclassified (Metric 1.9)

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
	bilingualism, which research shows enhances 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	achievement. Offered schoolwide, this approach benefits the DLI students by promoting multilingualism and meeting diverse learning needs, thereby fostering an inclusive and equitable educational environment.	
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	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	Student attendance rate (Metric 1.1) Chronic absenteeism (Metric 1.2) CAASPP Math and ELA (Metric 1.7) Local Assessments-iReady (Metric 1.12)

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
	have a DFS of -66 in ELA and -104 in Math, 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	comprehensive nature of this approach allows us 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 express 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 (Metric 1.1) Chronic absenteeism (Metric 1.2) School Climate (Metric 3.6)

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 (Metric 1.1) Chronic absenteeism (Metric 1.2) School Climate (Metric 3.6) CAASPP Math and ELA (Metric 1.7) Local Assessments-iReady (Metric 1.12)

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
	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 (Metric 1.7) Local Assessments-iReady (Metric 1.12)
1.14	Action: Vice Principals at School Sites	Provided on a School-wide basis, Vice Principals will:	Student attendance rate (Metric 1.1)

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 (Metric 1.2) Suspension rate (Metric 1.3) Participation in programs and services (Metric 1.10) Exceptional needs students enrolled in programs in accordance to their IEP (Metric 1.11) Students making progress (Metric 1.12) School Climate (Metric 3.6) Parent Involvement and attendance at meetings (Metrics 3.1 & 3.2)
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 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)	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 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	CAASPP ELA and Math (Metric 1.7) Local Assessments-iReady (Metric 1.12) School Climate (Metric 3.6)

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
	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	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 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	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 fosters a supportive learning environment where every student can thrive, addressing their unique needs and promoting overall school success.	CAASPP ELA and Math (Metric 1.7) Local Assessments-iReady (Metric 1.12) School Climate (Metric 3.6) Student attendance rate (Metric 1.1) Chronic absenteeism (Metric 1.2) Suspension rate (Metric 1.3)

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
	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		
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 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	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 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	CAASPP ELA and Math (Metric 1.7) Local Assessments-iReady (Metric 1.12)

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
	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	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. 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	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 support, preparing them for the upcoming school year with a stronger foundation and promoting their overall educational success.	CAASPP ELA and Math (Metric 1.7) Local Assessments-iReady (Metric 1.12)

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
	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		
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 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	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 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	School Climate (Metric 3.6) Student attendance rate (Metric 1.1) Chronic absenteeism (Metric 1.2) Suspension rate (Metric 1.3) Students making progress (Metric 1.12)

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
	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	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, 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.	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 (Metric 1.7) Local Assessments for SWD- iReady (Metric 1.12)

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
	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 (Metric 1.7) Local Assessments - iReady (Metric 1.12) School Climate (Metric 3.6) Student attendance rate (Metric 1.1) Chronic absenteeism (Metric 1.2)
1.23	Action: Library Staff and Supplies Need: Educational partner input has highlighted a need to provide funding for library staff and supplies to help close the achievement gap	Employing additional library support staff at Lamont, Alicante, Myrtle, and Mt. View Middle 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,	CAASPP ELA and Math (Metric 1.7) Local Assessments - iReady (Metric 1.12)

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
	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	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.	
1.24	Action: Micro-School Support Need: Educational partner input and recent performance data underscore the need for 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	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 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	CAASPP ELA and Math (Metric 1.7) Local Assessments - iReady (Metric 1.12)

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	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	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 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	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 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	CAASPP ELA and Math (Metric 1.7) Local Assessments - iReady (Metric 1.12)

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	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	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 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,	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 them for future academic and professional success.	CAASPP ELA and Math (Metric 1.7) Local Assessments - iReady (Metric 1.12) CAASPP ELL progress (Metric 1.8) EL reclassification rate (Metric 1.9) Williams FIT Report (Metric 2.2)

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
	and equips them with essential skills for future success. Scope: LEA-wide		
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 ELA and Math (Metric 1.7) Local Assessments - iReady (Metric 1.12) CAASPP ELL progress (Metric 1.8) EL reclassification rate (Metric 1.9)
2.3	Action: Technology Support Staff Need:	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	CAASPP ELA and Math (Metric 1.7) Local Assessments - iReady (Metric 1.12)

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	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	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 ELL progress (Metric 1.8) EL reclassification rate (Metric 1.9)
2.4	Action: Teacher Workstation Need: Input from educational partners has identified the need to improve instructional delivery,	Providing each teacher with a mobile workstation will enhance instruction delivery in the Lamont 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	CAASPP ELA and Math (Metric 1.7) Local Assessments - iReady (Metric 1.12) CAASPP ELL progress (Metric 1.8)

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
	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	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.	EL reclassification rate (Metric 1.9)
2.5	Action: Modular Buildings -Classroom size reduction Need: Input from educational partners has highlighted the need for modular buildings at	Leasing modular buildings to reduce class sizes in General Education will enable the LESD to better 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	CAASPP ELA and Math (Metric 1.7) Local Assessments - iReady (Metric 1.12) CAASPP ELL progress (Metric 1.8)

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
	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	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.	EL reclassification rate (Metric 1.9) Williams FIT Tool (Metric 2.2)
3.1	Action: Parent Professional Development/ Conferences/ Workshops Need: The 2023 dashboard results highlight significant academic challenges in the district, especially for unduplicated pupils. The district's Distance from Standard (DFS) shows	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 coordination. This initiative, delivered district-wide, is particularly crucial for parents of low socioeconomic students, Foster Youth, and English Learners, aiming to bridge educational	Percent of Parent involvement (Metric 3.1) Percent of parents in attendance at conferences and back to school. (Metric 3.2) CAASPP ELA and Math (Metric 1.7)

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
	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	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.	Local Assessments - iReady (Metric 1.12) CAASPP ELL progress (Metric 1.8) EL reclassification rate (Metric 1.9)
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 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	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 sessions focused on enhancing skills in supporting their children's ELA and math learning, navigating homework challenges, and understanding educational resources. This effort specifically	Percent of Parent involvement (Metric 3.1) Percent of parents in attendance at conferences and back to school. (Metric 3.2) CAASPP ELA and Math (Metric 1.7) Local Assessments - iReady (Metric 1.12) CAASPP ELL progress (Metric 1.8)

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
	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	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.	EL reclassification rate (Metric 1.9)
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 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	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 supertime experiences free from electronic distractions, including practical strategies and suggested questions to engage with 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	Percent of Parent involvement (Metric 3.1) Percent of parents in attendance at conferences and back to school. (Metric 3.2) CAASPP ELA and Math (Metric 1.7) Local Assessments - iReady (Metric 1.12) CAASPP ELL progress (Metric 1.8) EL reclassification rate (Metric 1.9)

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
	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	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.	
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. Scope: Schoolwide	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 system. This preparation fosters a supportive environment where parents are informed and empowered, directly addressing the needs of unduplicated pupils by enhancing readiness and	Percent of Parent involvement (Metric 3.1) Percent of parents in attendance at conferences and back to school. (Metric 3.2) Attendance of TK/K Students (Metric 1.1)

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
		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.	Percent of Parent involvement (Metric 3.1) Percent of parents in attendance at conferences and back to school. (Metric 3.2) CAASPP ELA and Math (Metric 1.7) Local Assessments - iReady (Metric 1.12) CAASPP ELL progress (Metric 1.8) EL reclassification rate (Metric 1.9) Chronic Absenteeism Rate (Metric 1.2) Suspension Rate (Metric 1.3)
3.6	Action: Parent Involvement Supplies Need: Educational partner input revealed the necessity of providing supplies to recognize	Providing funds to all four school sites to recognize and support parents attending meetings or school-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	Percent of Parent involvement (Metric 3.1) Percent of parents in attendance at conferences and back to school. (Metric 3.2)

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
	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	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 ELA and Math (Metric 1.7) Local Assessments - iReady (Metric 1.12) CAASPP ELL progress (Metric 1.8) EL reclassification rate (Metric 1.9) Chronic Absenteeism Rate (Metric 1.2) Suspension Rate (Metric 1.3)
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 families is available in their native language. Effective communication in a language understood by parents, particularly for low socioeconomic students, Foster Youth, and	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, 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	Percent of parents in attendance at conferences and back to school. (Metric 3.2) CAASPP ELA and Math (Metric 1.7) Local Assessments - iReady (Metric 1.12) CAASPP ELL progress (Metric 1.8) EL reclassification rate (Metric 1.9)

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
	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	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.	Chronic Absenteeism Rate (Metric 1.2) Suspension Rate (Metric 1.3)
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 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%	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 district, recognizing the diverse needs of unduplicated pupils and enhancing their academic support network through reliable and accessible online communication.	Percent of parents in attendance at conferences and back to school. (Metric 3.2) CAASPP ELA and Math (Metric 1.7) Local Assessments - iReady (Metric 1.12) CAASPP ELL progress (Metric 1.8) EL reclassification rate (Metric 1.9) Chronic Absenteeism Rate (Metric 1.2) Suspension Rate (Metric 3.4)

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	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		
3.9	Action: School Safety/Campus Supervisor Need: At Mountain View School, unduplicated pupils, including low socioeconomic students, Foster Youth, and English Learners including Long Term 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 disadvantaged students. These disciplinary trends, coupled with data from the California Healthy Kids Survey indicating that only 63% of students feel safe	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 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	CAASPP ELA and Math (Metric 1.7) Local Assessments - iReady (Metric 1.12) CAASPP ELL progress (Metric 1.8) EL reclassification rate (Metric 1.9) Suspension Rate (Metric 3.4) Chronic Absenteeism Rate (Metric 1.2) Attendance Rate (Metric 1.1)

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
	at school, highlight the need for comprehensive support strategies. Scope: Schoolwide	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 in securing our campuses throughout the day. In response, the LEA will renew licenses for existing visitor check-in systems and upgrade	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 (Metrics 3.6 and 3.8) Chronic Absenteeism Rate (Metric 1.2)

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	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 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	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, the district ensures that all staff are equipped with the knowledge and skills necessary to support unduplicated pupils, fostering equitable	CAASPP ELA and Math (Metric 1.7) Local Assessments - iReady (Metric 1.12) CAASPP ELL progress (Metric 1.8) EL reclassification rate (Metric 1.9) Fully qualified teachers (Metric 4.1) Standards Based Lesson Plans (Metric 4.2) Percent of students meeting or exceeding standard (Metric 4.3) Access to broad course of study (Metric 4.4)

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
	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	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 for all students. The necessity of this initiative is underscored by the 2023 dashboard results, which show a significant Distance from	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, academic coaches, teachers, and instructional aides to enhance their capacity to meet the diverse academic and behavioral needs of	CAASPP Math and ELA (Metric 1.7) Attendance Rate (Metric 1.1) Chronic absenteeism rate (Metric 1.2) Suspension rate (Metric 1.3) Percent of students feeling safe while at school (Metric 3.7) Percent of students feeling safe while at school or while commuting (Metric 3.8)

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	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	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.	
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 dashboard results indicate substantial academic gaps, with the Distance from Standard (DFS) for all students in the district	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 effective instructional practices. They will focus on strategies to meet the needs of students requiring additional assistance, including low socio-	CAASPP ELA and Math (Metric 1.7) Local Assessments - iReady (Metric 1.12) CAASPP ELL progress (Metric 1.8) EL reclassification rate (Metric 1.9) Fully qualified teachers (Metric 4.1) Standards Based Lesson Plans (Metric 4.2)

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
	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	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.	Percent of students meeting or exceeding standard (Metric 4.3) Access to broad course of study (Metric 4.4)
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 -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	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 equity and improves educational outcomes across the district.	Attendance Rate (Metric 1.1) Chronic absenteeism rate (Metric 1.2) Suspension rate (Metric 1.3) CAASPP ELA and Math (Metric 1.7) CAASPP ELL progress (Metric 1.8) EL reclassification rate (Metric 1.9) Local Assessments - iReady (Metric 1.12) Percent of students feeling safe while at school (Metric 3.6) Percent of students feeling safe while at school or while commuting (Metric 3.8)

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
	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		Percent of students meeting or exceeding standard (Metric 4.3) Access to broad course of study (Metric 4.4)

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 children's progress. Educational partners have highlighted the need for continuous communication from the ELD department	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 the reclassification criteria and ensure parents are informed about their children's language proficiency milestones. This action is implemented	CAASPP Math and ELA (Metric 1.7) CAASPP ELL progress (Metric 1.8) KiDS reclassification rate (Metric 1.9) Local Assessments-iReady (Metric 12) Percent of parents in attendance at conferences and back to school. (Metric 3.2)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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)	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.	
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 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	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 tailored support that addresses their language acquisition needs. This training will be delivered to all teachers and Instructional aide district-wide,	CAASPP Math and ELA (Metric 1.7) Broad course of study (Metric 4.4) CAASPP ELL progress (Metric 1.8) EL reclassification rate (Metric 1.9) Local Assessments-iReady (Metric 1.12) Fully qualified teachers (Metric 4.1) Standards Based Lesson Plans (Metric 4.2)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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)	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.	Percent of students meeting or exceeding standard (Metric 4.3)

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.

Lamont Elementary School District will use the additional concentration grant add-on funding to increase and maintain staffing that provides direct services to students across the district, where all schools serve a high concentration of unduplicated pupils, including English learners,

low-income students, and foster youth. These funds will be used primarily through Action 1.7: Classroom Size Reduction Teachers and Action 4.4: Academic Coaches.

Through Action 1.7, the district will increase direct services to students by funding additional classroom teachers to support reduced class sizes in grades TK–6. Smaller class sizes allow teachers to provide more individualized instruction, increase student-teacher interaction, monitor student progress more closely, and respond more quickly to academic and social-emotional needs. This staffing increase is principally directed toward improving outcomes for unduplicated pupils by creating learning environments where students receive more targeted support in English Language Arts, mathematics, English language development, and foundational academic skills.

Through Action 4.4, the district will increase direct and indirect instructional support to students by funding academic coaches who provide job-embedded coaching, professional learning, and curriculum support to classroom staff. While academic coaches primarily build staff capacity, their work directly increases the quality and consistency of instructional services students receive. Coaches support teachers in implementing effective strategies in English Language Arts, mathematics, science, English Language Development, and technology integration, with an emphasis on improving outcomes for English learners, low-income students, and foster youth.

Together, these actions increase the number and effectiveness of staff serving students in high-need schools by adding classroom teaching capacity and strengthening instructional support systems. The district will monitor the effectiveness of these staffing investments through student achievement data, including CAASPP ELA and mathematics results, English Learner progress, reclassification rates, local i-Ready assessment results, standards-based lesson implementation, and access to a broad course of study. These actions align with the district’s plan to use concentration grant add-on funds to expand direct services and improve academic outcomes for students with the greatest needs.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$28,152,516	10,736,576	38.137%	0.000%	38.137%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$13,733,644.00	\$536,747.00	\$0.00	\$0.00	\$14,270,391.00	\$9,533,974.50	\$4,736,416.50

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	\$185,000.00	\$200,000.00				\$200,000.00	
1	1.2	MTSS Staff - Behavior	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$570,000.00	\$0.00	\$570,000.00				\$570,000.00	
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	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alicante and Lamont Transitional Kindergarten and Kindergarten	Ongoing	\$550,000.00	\$0.00	\$550,000.00				\$550,000.00	
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	\$342,878.00	\$157,122.00	\$500,000.00				\$500,000.00	
1	1.6	Enrichment/Intervention Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$10,000.00	\$0.00	\$10,000.00				\$10,000.00	
1	1.7	Classroom Size Reduction Teachers	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alicante, Lamont, Myrtle K-6	Ongoing	\$3,006,747.00	\$0.00	\$2,720,000.00	\$286,747.00			\$3,006,747.00	

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	1.8	Dual Immersion Teacher	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mountain View Middle School Mountain View 7th and 8th grade 7th and 8th	Ongoing	\$721,747.00	\$0.00	\$471,747.00	\$250,000.00			\$721,747.00	
1	1.9	Physical Education Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$606,197.50	\$18,802.50	\$625,000.00				\$625,000.00	
1	1.10	Music/Band Teachers	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alicante, Myrtle Ave and Mt. View Middle 4-8 Grade	Ongoing	\$415,367.60	\$34,632.40	\$450,000.00				\$450,000.00	
1	1.11	STEM Teacher at Mt. View	English Learners Foster Youth Low Income	Yes	Schoolwide	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	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mt. View Middle School 7th-8th	Ongoing	\$100,000.00	\$0.00	\$100,000.00				\$100,000.00	
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	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alicante, Lamont, Myrtle Tk-6	Ongoing	\$398,000.00	\$0.00	\$398,000.00				\$398,000.00	
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	\$3,000.00	\$7,000.00	\$10,000.00				\$10,000.00	
1	1.16	School Counselor	English Learners Foster Youth	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Mt. View	Ongoing	\$140,000.00	\$0.00	\$140,000.00				\$140,000.00	

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			Low Income	Middle SchoolMountain View Middle School 7-8									
1	1.17	AVID	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$12,995.00	\$87,005.00	\$100,000.00				\$100,000.00	
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	\$15,000.00	\$5,000.00	\$20,000.00				\$20,000.00	
1	1.19	Athletic Program	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alicante, Mountain View, Myrtle 4-8	Ongoing	\$86,646.00	\$68,354.00	\$155,000.00				\$155,000.00	
1	1.20	Special Education Needs	Students with Disabilities	No			All Schools	Ongoing	\$0.00	\$40,000.00	\$40,000.00				\$40,000.00	
1	1.21	Student Academic Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$4,960.00	\$11,040.00	\$16,000.00				\$16,000.00	
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	\$125,000.00	\$125,000.00				\$125,000.00	
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	\$314,560.00	\$60,440.00	\$375,000.00				\$375,000.00	
1	1.24	Micro-School Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$42,000.00	\$58,000.00	\$100,000.00				\$100,000.00	
1	1.25	6th Grade Outdoor Learning	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alicante Elementary School and Myrtle Avenue School 6th	Ongoing	\$1,000.00	\$64,000.00	\$65,000.00				\$65,000.00	
2	2.1	21st Century Classrooms	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$25,000.00	\$1,775,000.00	\$1,800,000.00				\$1,800,000.00	

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			Low Income										
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	\$560,027.50	\$14,972.50	\$575,000.00				\$575,000.00	
2	2.4	Teacher Workstation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$5,000.00	\$95,000.00	\$100,000.00				\$100,000.00	
2	2.5	Modular Buildings - Classroom size reduction	English Learners Foster Youth Low Income	Yes	Schoolwide	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	\$24,997.00	\$24,997.00				\$24,997.00	
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	\$3,309.90	\$17,190.10	\$20,500.00				\$20,500.00	
3	3.4	Kindergarten Preparation	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alicante and Lamont Elementary TK-Kindergarten	Ongoing	\$7,099.50	\$7,900.50	\$15,000.00				\$15,000.00	
3	3.5	Mt.View Middle School Orientation	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mt.View Middle School 7	Ongoing	\$500.00	\$2,000.00	\$2,500.00				\$2,500.00	
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	\$10,000.00	\$10,000.00				\$10,000.00	

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
3	3.7	District Translator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$110,000.00	\$0.00	\$110,000.00				\$110,000.00	
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	\$35,000.00	\$35,000.00				\$35,000.00	
3	3.9	School Safety/Campus Supervisor	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mountain View Middle School Mountain 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(s)	English Learners	All Schools	Ongoing	\$78,000.50	\$1,999.50	\$80,000.00				\$80,000.00	
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	\$75,000.00	\$75,000.00				\$75,000.00	
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	\$634,500.00	\$0.00	\$634,500.00				\$634,500.00	
4	4.5	District Buyback Day	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$49,439.00	\$50,561.00	\$100,000.00				\$100,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$28,152,516	10,736,576	38.137%	0.000%	38.137%	\$13,693,644.00	0.000%	48.641 %	Total:	\$13,693,644.00
								LEA-wide Total:	\$8,145,997.00
								Limited Total:	\$200,000.00
								Schoolwide Total:	\$5,347,647.00

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	\$200,000.00	
1	1.2	MTSS Staff - Behavior	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$570,000.00	
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	\$550,000.00	
1	1.5	Health and Wellness Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500,000.00	
1	1.6	Enrichment/Intervention Support	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$10,000.00	

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	\$471,747.00	
1	1.9	Physical Education Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$625,000.00	
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	\$450,000.00	
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	\$100,000.00	
1	1.14	Vice Principals at School Sites	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alicante, Lamont, Myrtle Tk-6	\$398,000.00	
1	1.15	Gifted and Talented Education (GATE) and Honors Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
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	\$100,000.00	

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	\$20,000.00	
1	1.19	Athletic Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alicante, Mountain View, Myrtle 4-8	\$155,000.00	
1	1.21	Student Academic Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$16,000.00	
1	1.22	Education Fieldtrips for all grade levels	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$125,000.00	
1	1.23	Library Staff and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$375,000.00	
1	1.24	Micro-School Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	
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	\$65,000.00	
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	\$575,000.00	
2	2.4	Teacher Workstation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	
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	\$24,997.00	
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	\$20,500.00	
3	3.4	Kindergarten Preparation	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alicante and Lamont Elementary TK-Kindergarten	\$15,000.00	
3	3.5	Mt.View Middle School Orientation	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mt.View Middle School 7	\$2,500.00	
3	3.6	Parent Involvement Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
3	3.7	District Translator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$110,000.00	
3	3.8	District and School site Websites	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$35,000.00	
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	\$80,000.00	
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	\$75,000.00	
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	\$634,500.00	
4	4.5	District Buyback Day	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$13,400,900.00	\$12,188,296.73

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	\$265,000.00	\$156,760.81
1	1.2	MTSS Staff - Behavior	Yes	\$450,000.00	\$565,334.83
1	1.3	Truancy Advocates	Yes	\$150,000.00	\$83,844.93
1	1.4	Instructional Assistance	Yes	\$450,000.00	\$409,699.00
1	1.5	Health and Wellness Staff	Yes	\$420,000.00	\$461,900.61
1	1.6	Enrichment/Intervention Support	Yes	\$30,000.00	\$10,014.60
1	1.7	Classroom Size Reduction Teachers	Yes	\$2,720,000.00	\$2,529,222.00
1	1.8	Dual Immersion Teacher	Yes	\$185,000.00	\$428,822.00
1	1.9	Physical Education Teachers	Yes	\$575,000.00	\$599,830.00
1	1.10	Music/Band Teachers	Yes	\$375,000.00	\$403,146.76
1	1.11	STEM Teacher at Mt. View	Yes	\$160,000.00	\$157,300.00

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	1.12	Enrichment/Intervention Math Teacher	Yes	\$115,000.00	\$97,389.00
1	1.13	Before and After School Teacher/s for Mt.View Middle School	No	\$0.00	\$0.00
1	1.14	Vice Principals at School Sites	Yes	\$388,000.00	\$391,642.24
1	1.15	Gifted and Talented Education (GATE) and Honors Program	Yes	\$30,000.00	\$0.00
1	1.16	School Counselor	Yes	\$140,000.00	\$90,146.00
1	1.17	AVID	Yes	\$150,000.00	\$47,434.17
1	1.18	Summer School Program For incoming Kindergarteners	Yes	\$25,000.00	\$25,000.00
1	1.19	Athletic Program	Yes	\$130,000.00	\$130,118.00
1	1.20	Special Education Needs	No	\$50,000.00	\$39,365.91
1	1.21	Student Academic Activities	Yes	\$20,000.00	\$13,199.18
1	1.22	Education Fieldtrips for all grade levels	Yes	\$200,000.00	\$79,448.00
1	1.23	Library Staff and Supplies	Yes	\$400,000.00	\$485,094.00
1	1.24	Micro-School Support	Yes	\$125,000.00	\$58,207.19

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	\$165,000.00	\$15,808.00
2	2.1	21st Century Classrooms	Yes	\$1,800,000.00	\$2195,366.45
2	2.2	Technology Devices and Infrastructure to support the Learner Profile	Yes	\$980,000.00	\$785,834.67
2	2.3	Technology Support Staff	Yes	\$565,000.00	\$453,077.31
2	2.4	Teacher Workstation	Yes	\$110,000.00	\$14,125.00
2	2.5	Modular Buildings -Classroom size reduction	Yes	\$20,400.00	\$20,400.00
3	3.1	Parent Professional Development/ Conferences/ Workshops	Yes	\$50,000.00	\$695.00
3	3.2	Parent Engagement Staff	Yes	\$80,000.00	\$37,719.00
3	3.3	Cene Con Sus Hijos Dinner	Yes	\$40,500.00	\$8,563.00
3	3.4	Kindergarten Preparation	Yes	\$30,000.00	\$8,519.00
3	3.5	Mt.View Middle School Orientation	Yes	\$5,000.00	\$232.00
3	3.6	Parent Involvement Supplies	Yes	\$5,000.00	\$9776.00
3	3.7	District Translator	Yes	\$90,000.00	\$99,173.45
3	3.8	District and School site Websites	Yes	\$40,000.00	\$27,575.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.9	School Safety/Campus Supervisor	Yes	\$100,000.00	\$74,371.00
3	3.10	School Safety supplies and licenses	Yes	\$500,000.00	\$393,154.48
3	3.11	ELD Support Staff	Yes	\$125,000.00	\$51,381.55
4	4.1	Professional Development - Learner Profile, Literacy, ELD, Writing, Math, STEAM	Yes	\$300,000.00	\$250,988.34
4	4.2	MTSS Professional Development	Yes	\$100,000.00	\$24,670.00
4	4.3	English Language Development Training and Programs	Yes	\$120,000.00	\$0.00
4	4.4	Academic Coaches	Yes	\$500,000.00	\$611,238.00
4	4.5	District Buyback Day	Yes	\$122,000.00	\$93,447.60

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$10,575,670	\$13,350,900.00	\$12,468,473.17	\$882,426.83	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	\$265,000.00	\$156,760.81		
1	1.2	MTSS Staff - Behavior	Yes	\$450,000.00	\$565,334.83		
1	1.3	Truancy Advocates	Yes	\$150,000.00	\$83,844.93		
1	1.4	Instructional Assistance	Yes	\$450,000.00	\$409,699.00		
1	1.5	Health and Wellness Staff	Yes	\$420,000.00	\$461,900.61		
1	1.6	Enrichment/Intervention Support	Yes	\$30,000.00	\$10,014.60		
1	1.7	Classroom Size Reduction Teachers	Yes	\$2,720,000.00	\$2,529,222.00		
1	1.8	Dual Immersion Teacher	Yes	\$185,000.00	\$428,822.00		
1	1.9	Physical Education Teachers	Yes	\$575,000.00	\$599,830.00		
1	1.10	Music/Band Teachers	Yes	\$375,000.00	\$403,146.76		
1	1.11	STEM Teacher at Mt. View	Yes	\$160,000.00	\$157,300.00		
1	1.12	Enrichment/Intervention Math Teacher	Yes	\$115,000.00	\$97,389.00		
1	1.14	Vice Principals at School Sites	Yes	\$388,000.00	\$391,642.24		

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	1.15	Gifted and Talented Education (GATE) and Honors Program	Yes	\$30,000.00	\$0		
1	1.16	School Counselor	Yes	\$140,000.00	\$90,146.00		
1	1.17	AVID	Yes	\$150,000.00	\$47,434.17		
1	1.18	Summer School Program For incoming Kindergarteners	Yes	\$25,000.00	\$25,000.00		
1	1.19	Athletic Program	Yes	\$130,000.00	\$130,118.00		
1	1.21	Student Academic Activities	Yes	\$20,000.00	\$13,199.18		
1	1.22	Education Fieldtrips for all grade levels	Yes	\$200,000.00	\$79,448.00		
1	1.23	Library Staff and Supplies	Yes	\$400,000.00	\$485,094.00		
1	1.24	Micro-School Support	Yes	\$125,000.00	\$58,207.19		
1	1.25	6th Grade Outdoor Learning	Yes	\$165,000.00	\$15,808.00		
2	2.1	21st Century Classrooms	Yes	\$1,800,000.00	\$2,195,366.45		
2	2.2	Technology Devices and Infrastructure to support the Learner Profile	Yes	\$980,000.00	\$785,834.67		
2	2.3	Technology Support Staff	Yes	\$565,000.00	\$453,077.31		
2	2.4	Teacher Workstation	Yes	\$110,000.00	\$14,125.00		
2	2.5	Modular Buildings -Classroom size reduction	Yes	\$20,400.00	\$20,400.00		
3	3.1	Parent Professional Development/ Conferences/ Workshops	Yes	\$50,000.00	\$695.00		
3	3.2	Parent Engagement Staff	Yes	\$80,000.00	\$37,719.00		
3	3.3	Cene Con Sus Hijos Dinner	Yes	\$40,500.00	\$8,563.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.4	Kindergarten Preparation	Yes	\$30,000.00	\$8,519.00		
3	3.5	Mt.View Middle School Orientation	Yes	\$5,000.00	\$232.00		
3	3.6	Parent Involvement Supplies	Yes	\$5,000.00	\$9,776.00		
3	3.7	District Translator	Yes	\$90,000.00	\$99,173.45		
3	3.8	District and School site Websites	Yes	\$40,000.00	\$27,575.00		
3	3.9	School Safety/Campus Supervisor	Yes	\$100,000.00	\$74,371.00		
3	3.10	School Safety supplies and licenses	Yes	\$500,000.00	\$393,154.48		
3	3.11	ELD Support Staff	Yes	\$125,000.00	\$51,381.55		
4	4.1	Professional Development - Learner Profile, Literacy, ELD, Writing, Math, STEAM	Yes	\$300,000.00	\$250,988.34		
4	4.2	MTSS Professional Development	Yes	\$100,000.00	\$24,670.00		
4	4.3	English Language Development Training and Programs	Yes	\$120,000.00	\$0		
4	4.4	Academic Coaches	Yes	\$500,000.00	\$611,238.00		
4	4.5	District Buyback Day	Yes	\$122,000.00	\$93,447.60		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$27,605,626	\$10,575,670	6.649%	44.959%	\$12,468,473.17	0.000%	45.166%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(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:

- 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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