LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lamont Elementary School District
CDS Code: 15-63560-000000
School Year: 2024-25
LEA contact information:
Dr. Lori Gonzalez
Superintendent
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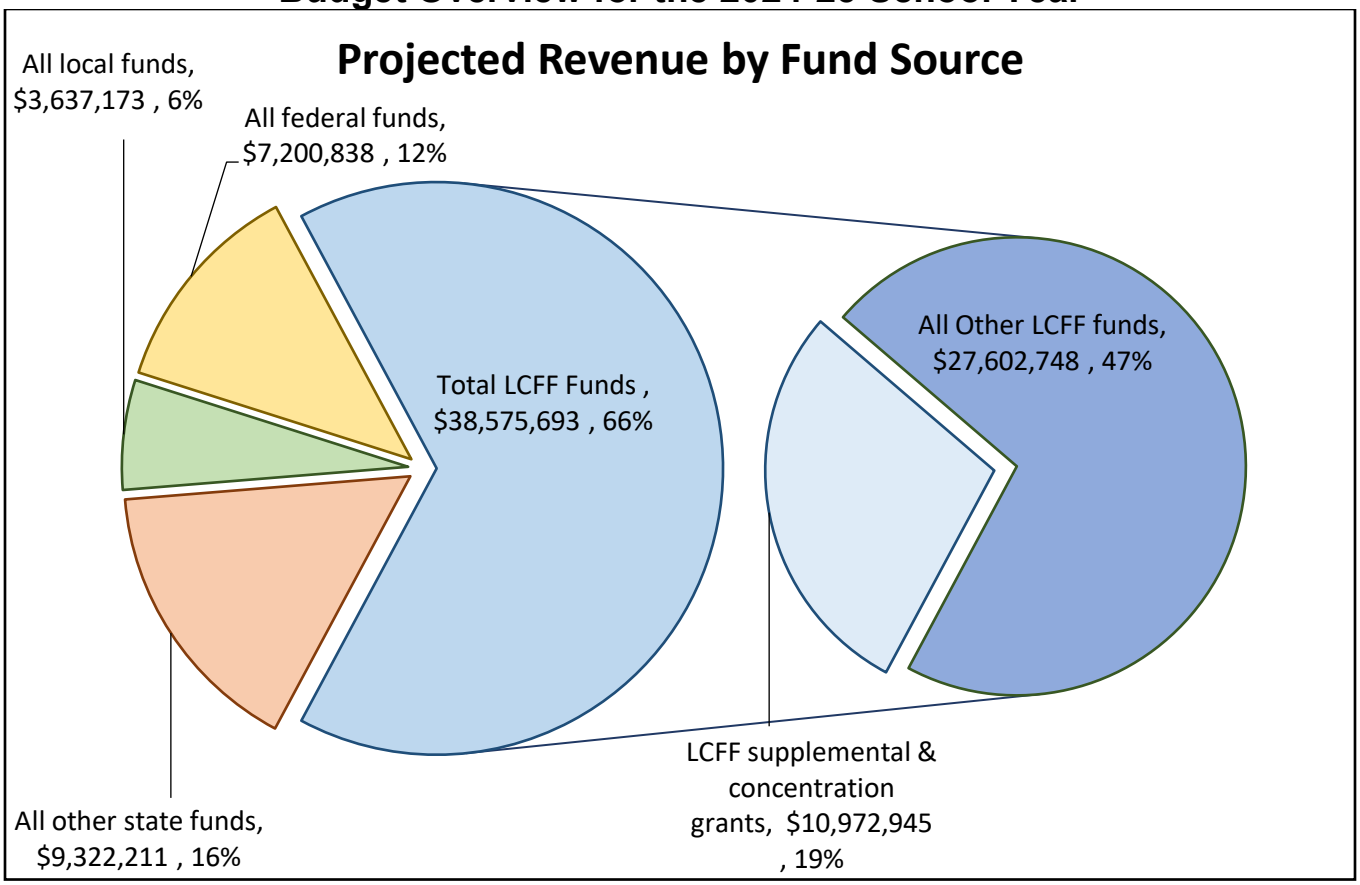
661-845-0751

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 2024-25 School Year

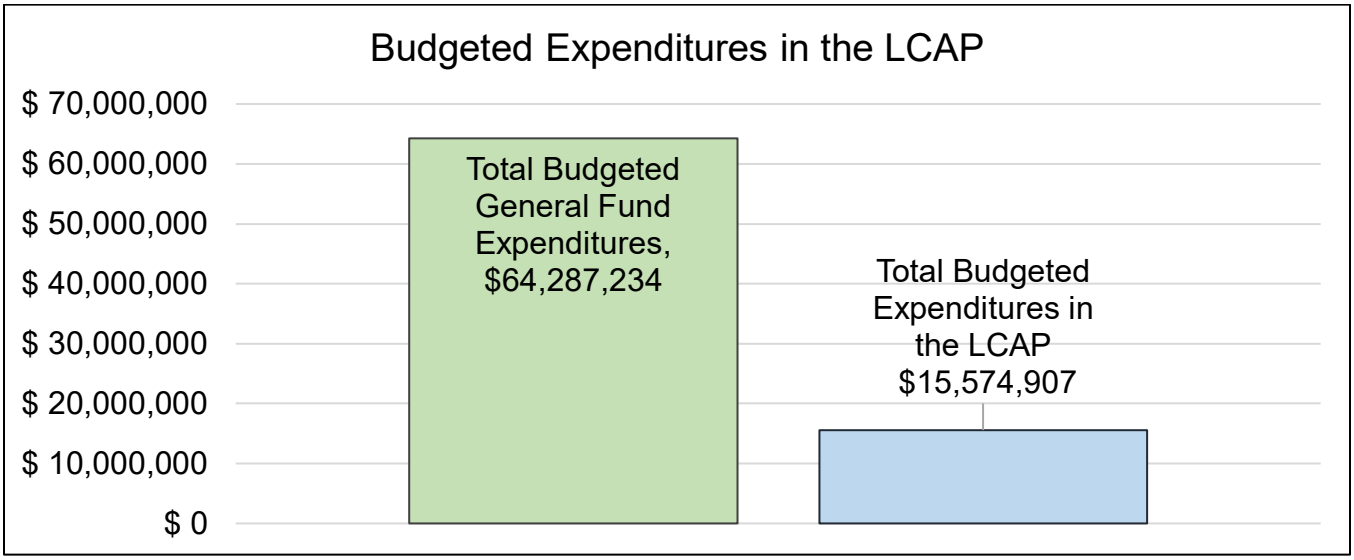


This chart shows the total general purpose revenue Lamont Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lamont Elementary School District is $58,735,915, of which $38,575,693 is Local Control Funding Formula (LCFF), $9,322,211 is other state funds, $3,637,173 is local funds, and $7,200,838 is federal funds. Of the $38,575,693 in LCFF Funds, $10,972,945 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 2024-25. 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 $64,287,234.34 for the 2024-25 school year. Of that amount, $15,574,906.81 is tied to actions/services in the LCAP and $48,712,327.53 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

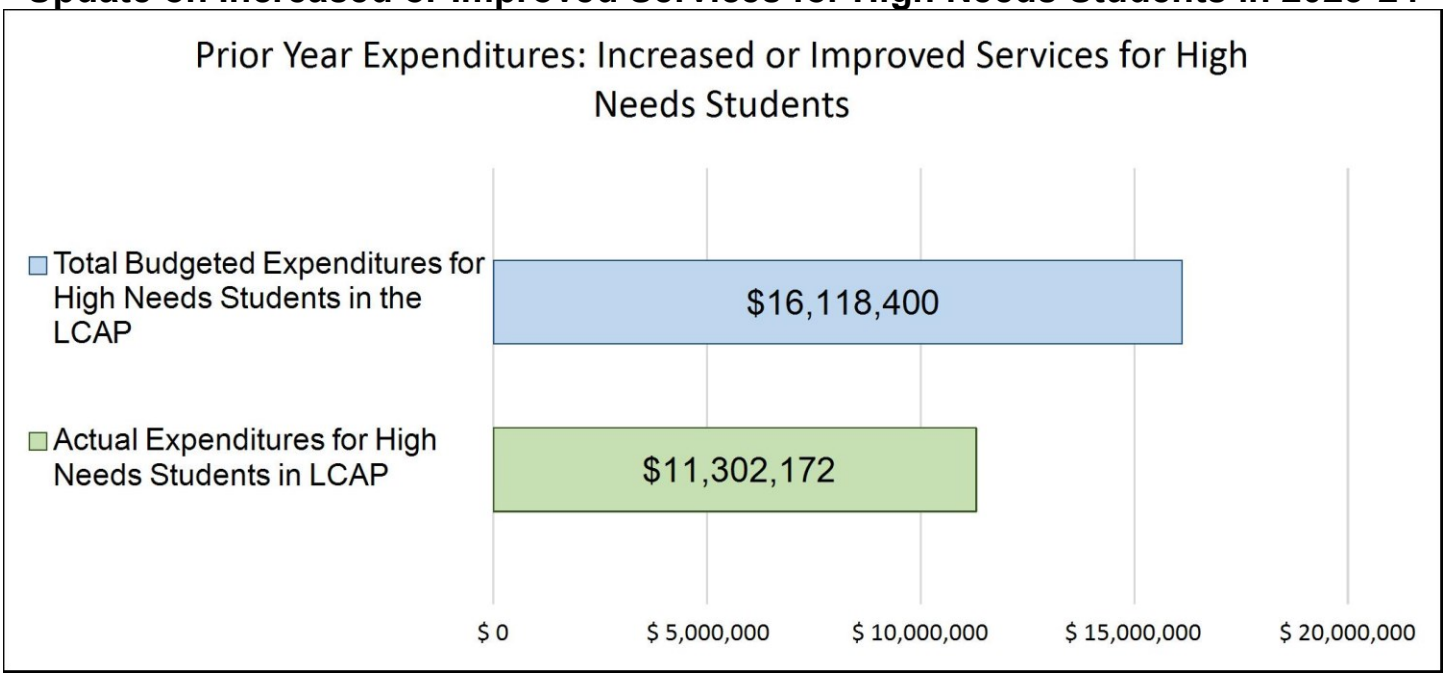
The budgeted expenditures that are not included in the Local Control and Accountability Plan (LCAP) will be used for salaries and benefits for certificated teachers, classified personnel, and administrative personnel, expenditures for books and supplies, services, on-going operating expenses and capital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

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Lamont Elementary School District is projecting it will receive $10,972,945 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 $15,524,906.81 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 2023-24



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 2023-24, Lamont Elementary School District's LCAP budgeted $16,118,400.00 for planned actions to increase or improve services for high needs students. Lamont Elementary School District actually spent $11,302,171.60 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-4,816,228.4 had the following impact on Lamont Elementary School District’s ability to increase or improve services for high needs students:

The LCAP includes large budgeted amounts for technology and 21st Century. These are too meet 21st Century learning. These items are still being implemented.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5 Pupil Engagement: (A) School attendance rates as measured by CALPADS and CA Dashboard.	In 2020-21, LESD's district attendance rate was at 93.97 as measured by CALPADS Data.	2021-22 attendance rate was at 88.43% as measured by Kern Integrated Data System (KiDS).	2022-23 attendance rate was at 93.03% as measured by Kern Integrated Data System (KiDS).	2023-24 attendance rate is currently at 95.08% as measured by Kern Integrated Data Systems (KiDS)	Maintain the District attendance rate at or above 95%.
Priority 5 Pupil Engagement: (B) Chronic absenteeism rates as measured by CALPADS.	Prior to school closure, 2019 data for chronic absenteeism was 8.1%.	2021-22 chronic absenteeism as of June 6, 2022 was at 46% and end of year data indicates 47% as measured by the Kern Integrated Data System (KiDS).	2022-23 chronic absenteeism rate as of May 18, 2023 was at 24% and end of year data indicates 24% as measured by the Kern Integrated Data System (KiDS).	2023-24 chronic absenteeism rate as of December 15, 2023 was at 13% as measured by the Kern Integrated Data System (KiDS).	Decrease Chronic Absenteeism rate to at least 3% as measured by the Kern Integrated Data System (KiDS).
Priority 5 Pupil Engagement: (C) Middle School drop out rates	2019 Drop out rate for Mt. View Middle School is 0%.	2021-22 Drop out rate for Mt. View Middle School was 0.15% as measured by the Kern Integrated Data System (Kids).	2022-23 Drop out rate for Mt. View Middle School was 0% as measured by the Kern Integrated Data System (Kids).	2023-24 Drop out rate for Mt. View Middle School is at 0% as measured by the Kern Integrated Data System (Kids).	Decrease the district drop out rate to 0%.
Priority 5 Pupil Engagement: (D) High School drop out rates	N/A	N/A	N/A	N/A	N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5 Pupil Engagement: (E) High School graduation rates	N/A	N/A	N/A	N/A	N/A
Priority 6 School Climate: (A) Pupil suspension rates	While the CA School Dashboard did not report suspension data for the 2019-20 school year, internal data showed that the district reduced suspensions of All Students to 0%. 2018-2019 Dashboard data showed pupil suspension rate at 1.2%. *Due to COVID-19 rate is extremely low.	2021-22 suspension rate was at 1.68% as measured by the Kern Integrated Data System (KiDS).	2022-23 suspension rate was at 1.61% as measured by the Kern Integrated Data System (KiDS).	2023-24 suspension rate was at 3.99% as measured by the Kern Integrated Data System (KiDS).	Maintain the District's suspension rate of 0%.
Priority 6 School Climate: (B) Pupil expulsion rates	In 2020-21, 0% students were expelled. *Due to COVID-19 rate is extremely low.	2021-22 expulsion rate was 0%.	2022-23 expulsion rate was 0%.	2023-24 expulsion rate was 0%.	Maintain the District's expulsion rate of 0%.
Priority 6 School Climate: (C) Other local measures on sense of safety and school connectedness.	Current California Healthy Kids Survey results were not available at the time this document was submitted. Baseline data was based on	2021-22 California Healthy Kids Survey results indicate that only 58.5% of students feel safe while in school.	2022-23 California Healthy Kids Survey results indicate that only 67% of students feel safe while in school.	2023-24 California Healthy Kids Survey results indicate that only 63% of students feel safe while in school.	85% of students will feel safe while in school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2018-2019 data which indicated that 78.71% students felt safe while in school.				

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

The LEA was somewhat successful in implementing Action 1.1 and 1.2. The district addressed students' social-emotional needs by investing in staffing, providing professional development opportunities, and implementing a curriculum tailored to support aspects of the Multi-Tiered Systems of Support (MTSS) model. Although the position was posted several times on EdJoin, the LEA was unable to fill the position of PBIS/ Intervention Coordinator. However, each school site did operate under the MTSS model with some great success. According to data from Kern Integrated Data System (KIDS), attendance increased from baseline data 95.3% meeting our desired outcome. There are School Social workers at each school site that work with students under the MTSS model of supports. Behavior aides are also at each of the sites that work with students under Tier 1 and some Tier 2 support. PBIS staff was also provided with and attended professional development. The MTSS teams received ongoing support and coaching to enhance their implementation and expansion efforts. Noteworthy achievements included daily social-emotional lessons using dedicated curriculum, as well as the distribution of school-specific items to promote a sense of community among students.

Action 1.3, 1.4, 1.5: Were implemented as planned. Vice Principals at each site offered support with MTSS and SEL support while working collaboratively with school site nurses and Attendance Advocates. With the assistance of Attendance Advocates, and according to KiDS data for chronic absenteeism, there was a significant decrease 2021-22 at 47% to 12% for 2023-24 school year.

Action 1.6 Athletics, sports and intramurals was fully implemented. Sports and athletics play a vital role in schools, significantly impacting attendance rates. Engaging in sports activities often motivates students to attend school regularly, as they are eager to participate in practices, games, and competitions. This commitment to sports fosters a sense of responsibility and discipline, encouraging students to prioritize their academic responsibilities to maintain eligibility for sports programs. Additionally, being part of a sports team promotes a sense of belonging and camaraderie, further incentivizing students to attend school regularly to be with their teammates and contribute to their team's success.

Action 1.7 was partially implemented due to the fact that the Campus Supervisor that was hired for the middle school was released after two weeks. The position has been posted on EdJoin and the LEA just hired a candidate in May for this position. Students tend to perform better

academically when they feel safe and secure on their school campus. A positive and secure environment fosters a sense of trust and belonging, allowing students to focus more effectively on their studies. When students feel safe, they are more likely to engage in classroom activities, participate in discussions, and seek help when needed. This sense of security also reduces stress and anxiety levels, enabling students to concentrate on learning and academic growth. Moreover, a safe and supportive school environment encourages positive relationships among students, teachers, and staff, leading to improved overall well-being and academic outcomes.

Action 1.8 Expanded Learning/ASES Staff was previously retired and not included with the 2023-24 LCAP.

Action 1.9 was fully implemented and the LEA was able to purchase a bus to provide transportation to students that live in unincorporated areas.

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

Lamont School District conducted an analysis of material difference between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2023-24 LCAP Goal 1 was $2,380,000.00. The estimated actual expenditures for 2023-24 LCAP Goal 1 was $2,431,898.02. This a difference of $-51,898.02.

The substantive differences were due to over budgeting in Action 1, 2, 5, 6, and 7, and under budgeting in Actions 4, 8-10. Action 1 required more staff and supplies than budgeted.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions outlined in Goal 1 helped make progress towards the LEA's goal: Improve and/or increase services to support student attendance rates and systems of support. Action 1.1 MTSS Staff, Action 1.2 Professional Development on Multi-Tiered Systems of Support, Action 1.3 Vice Principals to offer 1 on 1 support, Action 1.5 Truancy Advocates. Action 1.6 Student Athletics and Action 1.7 showed effectiveness with school attendance rates, middle school drop out rate and expulsion rate. (Priority 5 (a)), which will lead to improve student achievement and social emotional support for all students. In 2023-24 the districts attendance rate increased by 4.6% as measured by Kern Integrated Data System (KiDS). We decreased in attendance by 5.54% in 2021-2022. In 2022- 23 attendance rate increased to 93.03%. We will continue to adapt these actions which will support employing MTSS Staff to provide academic and behavioral support to address the social and emotional learning needs of students and to work with low socio-economic students, Foster Youth, and English Learners, 2) having Vice-Principals for all school sites to increase supervision and enhance positive behaviors, 3) By hiring 2 new RN's to our nursing staff we will continue to support with medical needs that may keep students at home, 4) truancy advocates to re-engage students who are missing school, 5) athletics to motivate students to be in school every day and enhance positive behavior, 6) School Safety/License fees for Raptor to provide a safe school environment for students. The LEA expulsion rate (Priority 6(b)) and dropout rate (Priority 5 (c)) continue to

be at 0%. These actions will also support to decrease our 2023-24 suspension rate shown as 3.99% as measured by the Kern Integrated Data System (KiDS). In addition to the added funding to strengthen the actions as we add Restorative Attendance and Behavior Support Practices Framework professional development to our PBIS Tier II and III teams. This framework lays out what supports and interventions we should be providing for attendance issues and behavior support to our low socioeconomic students, Foster Youth, and English Learners. MTSS teams include Social Workers, Family Advocates, Vice Principals, Teachers, Special Education staff, site attendance advocates, Family advocates, School psychologists, and Family Resource Center staff. LESD's current chronic absenteeism (Priority 5 (b)) is at 13% as measured by the Kern Integrated Data System (KiDS). Even though we were unable to meet the chronic absenteeism goal, we will adapt this goal as it has the potential for improving school climate and attendance rates.

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

This goal has been revised to more closely align with our recently adopted mission, vision, and the Framework for the Future. Actions within this goal that have proven effective will be reallocated to another goal that better reflects its priorities and metrics. Actions: 1.1, 1.2, 1.3 and 1.7 will be moved to the new and revised Goal 3.
For action 1.1 The LEA realizes the importance of providing supports for improving social/emotional and well being of our students, therefore the LEA will improve hiring process which will allow us to implement this action.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3 Parent Involvement: (A) Efforts to seek parent input in making decisions for district and school sites as measured by the Local indicator Self Reflection Tool.	Full Implementation according to the local indicator self-reflection tool 2020-2021.	Full Implementation according to the local indicator self-reflection tool 2021-2022.	Full Implementation according to the local indicator self-reflection tool 2022-2023.	Full Implementation according to the local indicator self-reflection tool 2023-2024.	Full Implementation and Sustainability according to the 2024 local indicator self-reflection tool Fall 2024.
Priority 3 Parent Involvement: (B) How district promotes participation of parents for unduplicated pupils as measured by parent surveys and sign-in sheets.	0% of parents of unduplicated students attended parent conferences and/or back to school night. Currently that data is not collected.	2021-22 data indicates 61.4% of parents of unduplicated students attended back to school night as indicated by sign in sheets.	2022-23 data indicates 70% of parents of unduplicated students attended back to school night as indicated by sign in sheets.	2023-24 data indicates 76% of parents of unduplicated students attended back to school night as indicated by sign in sheets.	50% of parents of unduplicated students attended parent conferences and/or back to school night.
Priority 3 Parent Involvement: (C) How district promotes participation of parents for pupils with exceptional needs as	The LEA conducted/completed a 100% of IEP's with parent input.	2021-22 data indicates that the LEA conducted/completed a 100% of IEP's with parent input.	2022-23 data indicates that the LEA conducted/completed a 100% of IEP's with parent input.	2023-24 data indicates that the LEA conducted/completed a 100% of IEP's with parent input.	100% of IEP's will be completed with parent input.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured by parent sign-in sheets.					

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

The LEA was successful in implementing Action 2.1 Kindergarten Registration and Summer Orientation for parents of incoming Kindergarten students. Kindergarten orientation and early registration are crucial steps in setting students up for a successful start to their academic journey. Orientation sessions help familiarize both students and parents with the school environment, routines, and expectations. This familiarity eases the transition from home to school, reducing anxiety and ensuring a smoother start to the kindergarten year. The LEA was able to register approximately 104 students.

Action 2.2 was partially implemented. The LEA did have two Parent Engagement Liaisons, however, 1 resigned after the third month of school. Parent Engagement Liaisons worked under the supervision of Community Schools Grants. They conducted a range of classes for parents aimed at enhancing their ability to support their child's learning at home, including strategies for homework completion.

Action 2.3 successfully executed as intended, contributing to the fulfillment of LCAP Goal 2.3 for the district for 2023-24 school year. All school sites received allocated funds to recognize and appreciate parental involvement in activities and meetings, reinforcing the significance of their support in enriching the educational journey for students. This igoal and action aimed to foster sustained engagement and emphasize the crucial role parents play in student success.

Action 2.4, 2.5, and 2.7, were fully implemented and assisted the LEA in reaching our desired outcome for 2023-2024. Parent involvement and professional development remain key priorities for the district. The Victor Rios Scholar Program, facilitated via Parent University, has been effectively rolled out. Notably, For the Cene Con Sus Hijos event, Astronaut Jose Hernandez came to speak to our families. His story resonated deeply with those served in the Lamont Elementary School District, making the event very well-received. The schools also planned various family-oriented events, including Family Math Night and Family Movie Night. They also hosted interactive sessions like Paint Night, where parents and children created artwork together. Additionally, there were AVID Parent Nights, Literacy Nights, Science Fairs, History Fairs, and other engaging activities.

Action 2.6 District Translator was fully implemented as planned. A District Communication/Parent Translator & Interpreter offered services to families as required for board meetings, district parent meetings, and parent gatherings such as IEPs.

Action 2.8 (District and School site Websites) was fully implemented as planned. We've recently revamped our website to ensure it's user-friendly for parents. With these updates in place, we intend to utilize it as a valuable tool for communicating effectively with families and community.

Action 2.9 (Mt. View Middle School Orientation) was fully implemented as staff were paid to assist with the orientation, materials and supplies were purchased, and transportation was available to parents and students so they may attend.

Action 2.10 Parent Involvement TOSA was previously retired and not implemented as part of the 2023-24 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.

Lamont School District conducted an analysis of material difference between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2023-24 LCAP Goal 2 was $233,000.00. The estimated actual expenditures for 2023-24 LCAP Goal 2 was $280,853.32. This a difference of $47,853.32. Outsourcing our parent programs and hiring speakers proved to be more costly than anticipated.
Actions with material differences in budgeted and estimate actual expenditures included:

- Action 2.5 Parent/Family Non-Academic Activity was under budgeted. Action 5 required more funds for supplies.
- Action 2.7 Cene Con Sus Hijos Dinner was under budgeted. Action 7 required more funds to cover the cost of a consultant/s and supplies needed for the Cene.
- Action 2.8 District and School Site Websites was well under budgeted.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Parent involvement in the district continues to strengthen, as evidenced by increasing attendance at various events and enhanced support activities. School site data indicates that over 70% of parents of unduplicated students (Priority 3 (b)) attended back to school night as indicated by sign-in sheets and over 60% of parents of unduplicated students attended parent conferences and/or back to school night. In addition, in 2022-23, the district conducted and completed 100% of IEPs with parent input (Priority 3 (c)) and the 2023-24 data indicates the same outcome. Our bilingual Parent Engagement Liaisons continue to play a critical role in parent communication and engagement. Therefore, the following actions were deemed to be effective: Kindergarten Orientation (2.1) , Parent Engagement Liaisons (2.2), funds to all 4 school sites to recognize parents for attending Parent meetings (2.3), Parent Professional Development/Conferences (2.4), Parent/Family Non-Academic activity (2.5), District Translator (2.6), Cene Con Sus Hijos Dinner (2.7), District and School site Websites (2.8), and Mt. View Middle School Orientation (2.9) indicate that our district parents are integrating themselves into the district's parent engagement activities. In addition, through the family resource and learning center, the district will provide additional services to enhance and expand support to parents of unduplicated students.

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

This goal has been revised to more closely align with our recently adopted mission, vision, and the Framework for the Future. Actions within this goal that have proven effective will be reallocated to another goal that better reflects its priorities and metrics. Actions: 2.1, 2.2, 2.3, 2.4, and 2.5 will be moved to the new and revised goal 3. Actions: 2.6 and 2.7 will be moved to the new and revised goal 4.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1 Basic Services: (A) Teachers appropriately assigned and fully credentialed.	In 2020-21, 93% of teachers were fully credentialed according to an H.R. audit and the number of misassignments was 0%. Rate of teachers teaching EL's without authorization is 3% for 2020-21.	For 2021-22, 85% of teachers were fully credentialed according to an H.R. audit and the number of misassignments was 0%. Rate of teachers teaching EL's without authorization was 0%.	For 2022-23, 86% of teachers were fully credentialed according to an H.R. audit and the number of misassignments was 0%. Rate of teachers teaching EL's without authorization was 0%.	For 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 was 0%.	95% of teachers will be fully credentialed. 100% teachers teaching with EL authorization.
Priority 1 Basic Services: (B) Pupil access to standards-aligned materials.	100% Compliance on the Williams requirement that our students do have standard-aligned materials.	For 2021-22 100% Compliance on the Williams requirement that our students do have standard-aligned materials.	For 2022-23 100% Compliance on the Williams requirement that our students do have standard-aligned materials.	For 2023-24 100% Compliance on the Williams requirement that our students do have standard-aligned materials.	100% of students will have access to standards-aligned instructional materials.
Priority 1 Basic Services: (C) School facilities maintained in good repair.	All facilities had an overall rating of Good/Exemplary as indicated on the FIT report rating the LEA at 100%.	2021-22 all facilities had an overall rating of Good/Exemplary as indicated on the FIT report rating the LEA at 100%.	2022-23 all facilities had an overall rating of Good/Exemplary as indicated on the FIT report rating the LEA at 100%.	2023-24 all facilities had an overall rating of Good/Exemplary as indicated on the FIT report rating the LEA at 100%.	All facilities will be maintained in "good or exemplary" repair as rated by the annual Facilities Inspection Tool (FIT).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2 Implementation of CCSS: (A) Implementation of CA academic and performance standards.	In 2020-21, State standards were fully implemented as verified by data collection obtained through routine classroom walk-through and Google Classroom Observations.	In 2021-22, State standards were fully implemented as verified by data collection obtained through routine classroom walk-through and Google Classroom Observations.	In 2022-23, State standards were fully implemented as verified by data collection obtained through routine classroom walk-through and Google Classroom Observations.	In 2023-234 State standards were fully implemented as verified by data collection obtained through routine classroom walk-through and Google Classroom Observations.	State standards will be fully implemented as verified by data collection obtained through routine classroom walk-through.
Priority 2 Implementation of CCSS: (B) How programs/services enable EL's to access CCSS and ELD standards for academic content knowledge and English language proficiency.	100% of English Learners will receive designated and integrated ELD support aligned to the ELD Standards as measured by master schedules and routine classroom walk-through and Google Classroom observations.	For 2021-22 100% of English Learners will receive designated and integrated ELD support aligned to the ELD Standards as measured by master schedules and routine classroom walk-through and Google Classroom observations.	For 2022-23 100% of English Learners will receive designated and integrated ELD support aligned to the ELD Standards as measured by master schedules and routine classroom walk-through and Google Classroom observations.	For 2023-24 100% of English Learners are receiving designated and integrated ELD support aligned to the ELD Standards as measured by master schedules and routine classroom walk-through and Google Classroom observations.	100% of English Learners will receive designated and integrated ELD support aligned to the ELD Standards as measured by master schedules and routine classroom walk-through.
Priority 4 Student Achievement: (A) Statewide Assessments	2019 CAASPP results for "all students" that scored at Met or Exceeded Standard for: ELA 33.76% Math 22.88% Science 14.94%	2020 and 2021 CAASPP data is not available. Due to COVID-19, the LEA did not administer the assessment. STAR data for students that scored At/Above Benchmark is listed below:	2022 CAASPP results for "all students" that scored at Met or Exceeded Standard for: All Students: ELA 24.2% Math 11.03% Science 13.64%	2023 CAASPP results for "all students" that scored at Met or Exceeded Standard for: All Students: ELA 24% Math 13% Science 12%	5% increase of students who have scored at Met or Exceeded Standard. All Students: ELA 38.76% Math 27.88% Science 34.93% ELL:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2019 CAASPP results for "ELL students" that scored at Met or Exceeded Standard for: ELA 10.04% Math 8.31% Science 0.85%	ELA: MATH: 3rd - 25% 35% 4th - 19% 31% 5th - 21% 28% 6th - 17% 31% 7th - 14% 25% 8th - 10% 17%	ELL: ELA 8.64% MATH 4.32% SCIENCE 2.6%	ELL: ELA 11% MATH 7% SCIENCE 2%	ELA 15.04% Math 13.31% Science 7.90%
Priority 4 Student Achievement: (B) A-G Requirements	N/A	N/A	N/A	N/A	N/A
Priority 4 Student Achievement: (C) Percentage of pupils who have successfully completed CTE pathways.	N/A	N/A	N/A	N/A	N/A
Priority 4 Student Achievement: (D) Percentage of pupils who have successfully completed both B & C.	N/A	N/A	N/A	N/A	N/A
Priority 4 Student Achievement: (E) Percentage of EL pupils making	Due to the COVID-19 pandemic, state law suspended the reporting of state and	For the 2020-21 school year KiDS Data reports that 33.29% of ELL	2022 California School Dashboard data indicates that 53.7% of ELL	2023 California School Dashboard data indicates that 51.57% of ELL	Increase the percent of EL progress to 55%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
progress toward English proficiency.	local indicators, including EL progress towards English proficiency, on the 2019 Dashboard. 50.9% made progress towards English language proficiency.	students made progress towards EL proficiency.	students made progress towards EL proficiency.	students made progress towards EL proficiency.	
Priority 4 Student Achievement: (F) English Learner reclassification rate.	In 2020-21 based on Data Quest 149 students (9.3%) English Learners were reclassified.	Based on 2021-2022 KiDS Data 5.98% of English Language Learners were reclassified.	Based on 2022-23 KiDS Data, 6.35% of English Language Learners were reclassified.	Based on 2023-24 KiDS Data, 11.01% of English Language Learners were reclassified.	Increase the percent of reclassification to 15%.
Priority 4 Student Achievement: (G)Percentage of pupils passing AP exam with 3 or higher.	N/A	N/A	N/A	N/A	N/A
Priority 4 Student Achievement: (H) Percentage of pupils who participate in and demonstrate college preparedness on EAP (other).	N/A	N/A	N/A	N/A	N/A
Priority 7 Course Access: (A) Extent to which pupils have access to and are enrolled in a broad course of study as measured by master schedules.	100% of students, including unduplicated pupils had access to all required areas of broad coursework as measured by master schedules as stated	For 2021-22 100% of students, including unduplicated pupils had access to all required areas of broad coursework as measured by master schedules as stated	For 2022-23 100% of students, including unduplicated pupils had access to all required areas of broad coursework as measured by master schedules as stated	For the 2023-24 school year, 100% of students, including unduplicated pupils have access to all required areas of broad coursework as measured by master	All students have access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 as measured

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	by Ed Code 51210 and 51220.	by Ed Code 51210 and 51220.	by Ed Code 51210 and 51220.	schedules as stated by Ed Code 51210 and 51220.	by master schedules and course offerings.
Priority 7 Course Access: (B) Programs and services developed and provided to low income, English learner and foster youth pupils.	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 English Learners 52.30% Low Income 81.63% Foster Youth 1% AFTER SCHOOL PROGRAM English Learners 55.50% Low Income 92.33% Foster Youth .035%	2021-22 data indicates that 100% of low income, English learners and foster youth pupils have access to programs and services developed for them and for target intervention and support the percent of students receiving services as measured by Aeries: SUMMER SCHOOL English Learners 57.98% Low Income 89.64% Foster Youth 2.24% AFTER SCHOOL PROGRAM English Learners 55.50% Low Income 88.52%	2022-23 data indicates that 100% of low income, English learners and foster youth pupils have access to programs and services developed for them and for target intervention and support the percent of students receiving services as measured by Aeries: SUMMER SCHOOL English Learners 59.25% Low Income 92.41% Foster Youth 2.12% AFTER SCHOOL PROGRAM English Learners 58.35% Low Income 89.67%	2023-24 data indicates that 100% of low income, English learners and foster youth pupils have access to programs and services developed for them and for target intervention and support the percent of students receiving services as measured by Aeries: SUMMER SCHOOL English Learners 74 % Low Income 96 % Foster Youth 0 % AFTER SCHOOL PROGRAM English Learners 44% Low Income 92%	100% of low income, English learners and foster youth pupils have access to programs and services developed for them and a 5% increase in the following programs as measured by Aeries: SUMMER SCHOOL English Learners 60.00% Low Income 90.00% Foster Youth 6% AFTER SCHOOL PROGRAM English Learners 60.50% Low Income 97.33% Foster Youth 5.35% INTERVENTION ACADEMY

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	INTERVENTION ACADEMY English Learners 60.70% Low Income 91.87% Foster Youth 0%	Foster Youth 2.52% INTERVENTION ACADEMY English Learners 67.79% Low Income 93.84% Foster Youth 0.28%	Foster Youth 2.95% INTERVENTION ACADEMY English Learners 68.65% Low Income 95.24% Foster Youth 2.12%	Foster Youth 0% INTERVENTION ACADEMY English Learners 64% Low Income 93% Foster Youth .04%	English Learners 68.00% Low Income 96.00% Foster Youth 5%
Priority 7 Course Access: (C) Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs.	100% of pupils with exceptional needs are enrolled in programs and services as aligned to their IEP's.	For 2021-2022 100% of pupils with exceptional needs are enrolled in programs and services as aligned to their IEP's.	For 2022-23 100% of pupils with exceptional needs are enrolled in programs and services as aligned to their IEP's.	For 2023-2024 100% of pupils with exceptional needs are enrolled in programs and services as aligned to their IEPs.	100% of pupils with exceptional needs are enrolled in programs and services as aligned to their IEP's.
Priority 8 Other Student Outcomes: (A) Pupil Outcomes in subjects described in 51210/51220 (Ex: CBM metrics, Physical Fitness Testing, various participation rates etc).	The KIDS Dashboard for Renaissance STAR data indicates the following End of the Year results for ELA and Math At/Above Benchmark: ELA: MATH: 3rd - 14% 21% 4th - 21% 23%	Based on 2021-22 the KIDS Dashboard for Renaissance STAR data indicates the following End of the Year results for ELA and Math At/Above Benchmark: ELA: MATH: 3rd - 25% 35%	Based on 2022-23 the KIDS Dashboard for Renaissance STAR data indicates the following End of the Year results for ELA and Math At/Above Benchmark: ELA: MATH: 3rd - 20% 33%	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%	Increase STAR results by 5% in each subject area to the following: ELA: MATH: 3rd - 19% 26% 4th - 26% 28% 5th - 22% 33% 6th - 20% 32%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	5th - 17% 28% 6th - 15% 27% 7th - 18% 25% 8th - 16% 26%	4th - 19% 31% 5th - 21% 28% 6th - 17% 31% 7th - 14% 25% 8th - 10% 17%	4th - 26% 40% 5th - 14% 29% 6th - 17% 27% 7th - 12% 28% 8th - 11% 15%	4th - 28% 47% 5th - 19% 37% 6th - 23% 37% 7th - 7% 3% 8th - 6% 3%	7th - 23% 30% 8th - 21% 31%

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

The LEA was successful in implementing all actions for this goal.

Action 3.1 and 3.2. Educational field trips offer invaluable benefits to students by providing real-world learning experiences that cannot be replicated in a classroom setting alone. These trips broaden students' horizons, allowing them to explore new environments, cultures, and ideas firsthand. Field trips also foster curiosity, critical thinking, and problem-solving skills as students encounter new challenges and situations outside their usual routine.

Action 3.3 was fully implemented, Summer Academy was available to all students, featuring programs like STEAM on Demand and the Cesar Chavez Foundation Language Arts Program. Students actively participated and gained a unique perspective on Science during their learning experiences.

Action 3.4 was fully implemented, small group instruction and one-on-one assistance were fully integrated into our approach, with instructional aides playing a crucial role in addressing learning loss. They provided targeted support for English Learner students in literacy and across all subject areas, focusing on English language acquisition under the guidance of a certified teacher.

Action 3.5 Nearly all staff had the opportunity to participate in some form of in-person Professional Development (PD). This PD was tailored for both certified and classified staff across all content areas.

Action 3.6 Highlighting the significance of Spanish books for students in Dual Immersion classes, chapter books were acquired for all grade levels in both English and Spanish at every school site.

Action 3.7 The Math Intervention program was successfully introduced at Mt. View Middle School. The Intervention teacher conducted small group sessions and offered personalized one-on-one support to students who required extra assistance to excel academically.

Action 3.8 Before and After School teachers offered an opportunity for students to receive extra support in ELA and Math. Students that participated in the Before School class (zero period) were allowed to have one extra elective during the regular school day.

Action 3.9 The hiring of four Elementary Physical Education teachers was a crucial step, ensuring the full implementation of physical education programs at the elementary school sites.

Action 3.10 The full implementation of Classroom Size Reduction Teachers was a strategic move to foster academic growth. With smaller class sizes, teachers could dedicate more individualized, targeted time to each student, facilitating personalized instruction and enabling effective small group learning sessions.

Action 3.11 Academic Coaches played a crucial role at the school site, providing essential support to classroom teachers. They not only offered guidance and assistance but also demonstrated effective teaching strategies in classrooms. Additionally, they were available to mentor and support new or first-year teachers, contributing significantly to the overall professional development and success of the teaching staff.

Action 3.12 was achieved with the successful allocation of funding for academic buyback for both certificated and classified staff. Professional development sessions were conducted to support staff in meeting students' needs effectively. Additionally, a guest speaker addressed the importance of preparing students for an unpredictable future, enriching our staff's understanding and approach to education.

Action 3.13 Successfully enhances library resources across all four schools. Additional library staff facilitated student projects and extracurricular activities, enriching their educational experience. Furthermore, the purchasing of new books and supplies bolstered our libraries, contributing to a more robust learning environment for students.

Action 3.14 was effectively implemented, ensuring comprehensive enrichment and intervention support for all students across all school sites in English Language Arts (ELA), English Language Development (ELD), and Mathematics.

Action 3.15 was successfully implemented with the employment of three band teachers and the procurement of instruments, uniforms, and other essential music supplies. This action aimed to enrich students' educational experience by providing opportunities for music education and participation in band or Mariachi activities. By investing in staff and resources, students were able to engage in meaningful musical experiences, fostering their artistic and personal development.

Action 3.16 was successfully implemented, with English Language Development (ELD) support staff playing a pivotal role in tracking data for our English Language Learners (ELLs) and providing valuable assistance to schools. They offered additional support to ELL parents, aiding in their understanding of the reclassification process. This initiative aimed to ensure equitable opportunities for ELL students and foster collaboration between schools and families, ultimately enhancing student success in language acquisition and academic achievement.

Action 3.17 was successfully implemented with the employment of Dual Immersion teachers at Mt. View Middle School, extending the Dual Language Immersion (DLI) program for 7th and 8th-grade students beyond the 6th grade. This initiative aimed to sustain and expand the benefits of bilingual education, offering students continued opportunities for language proficiency and cultural understanding. By providing continuity in the DLI program, students were able to further develop their language skills and thrive in a diverse and inclusive learning environment.

Action 3.19 was effectively implemented through the provision of supplemental supplies, materials, and targeted professional development to address the distinctive needs of our Special Education students. This action was designed to ensure that these students receive the necessary support and resources to maximize their learning potential. By tailoring materials and providing specialized training, we aimed to create an inclusive environment where all students can thrive academically and socially.

Action 3.20 is being successfully implemented with the addition of a school counselor dedicated to meeting the diverse needs of our middle school students. This counselor played a vital role in ensuring that high-risk students were supported in reaching their academic potential while providing counseling services and social-emotional support as needed. By addressing both academic and emotional needs, this action aimed to foster a positive and supportive school environment conducive to student success and well-being.

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

Lamont School District conducted an analysis of material difference between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2023-24 LCAP Goal 3 was $6,665,000.00. The estimated actual expenditures for 2023-24 LCAP Goal 3 was $5,937,905.98. This a difference of $727,094.02. Actions showing materials differences between budgeted and estimate actual expenditures include:

- Action 3.5 Professional Development ELA, ELD, Math, Tech was slightly over budgeted
- Action 3.8 Before and After School Teachers at Mt. View Middle was over budgeted
- Action 3.10 Classroom Size Reduction Teachers was slightly under budgeted
- Action 3.16 ELD Support Staff was slightly over budgeted
- Action 3.17 Dual Immersion Teacher was over budgeted
- Action 3.20 School Counselor was over budgeted as this position worked only part of the school year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions implemented under this goal were effective in helping LESD improve academic achievement and promote equity for all students. The percentage of ELL, Low Income, and foster youth students that received intervention/supplemental support has increased for all three programs as indicated by the data above. This is specifically supported by Actions 3.3, 3.7, 3.8, 3.14, and 3.16. Although STAR data showed that some of the grade levels demonstrated positive growth in ELA and Math others did not and we feel that continued implementation of the described actions are appropriate. Teachers on Special Assignment, Action 11, have provided effective coaching and instructional support to teachers throughout the school district. They coach teachers effectively using lesson studies, just in time instructional feedback, and grade level PLCs to support improving student learning and outcomes. We have taken numerous steps in our Professional Development, Actions 5 and 12, and plan to increase the opportunities for teachers to learn, synthesize ideas, and put these ideas into practice. These new learning opportunities have the potential for improved better student outcomes. Actions 1 and 2 give students an opportunity to learn outside of the classroom environment. Educational field trips and Camp Keep are a hands on learning experience for the students of Lamont, especially when over 80% of the students are low-social economic disadvantaged. Actions 4, 7, 8, 9, 10, 14, 15, and 17 provided students with supplemental support when needed in the classroom. For example, Instructional aides play a vital role and allow for small group instruction and at times 1 on 1 support in the classroom. Actions 3.6 and 3.13 provided students with the opportunity to increase reading achievement by providing them access to reading material that they would enjoy and was somewhat effective based on increases in our STAR ELA data. At a time where student needs are so varied and plentiful, the commitment to diverse learning models is critical to the overall success of our programs. We are focused on the work our certificated and classified staff provide to our English Language Learners, Low Income and Foster Youth needed for academic success. We are sure these strategies will prove beneficial in all metrics related to our students' academic growth and in assisting them in being college and career ready.

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

This goal has been revised to more closely align with our recently adopted mission, vision, and the Framework for the Future. Actions within this goal that have proven effective will be reallocated to another goal that better reflects its priorities and metrics. Actions: 3.1, 3.2, 3.3, 3.4, 3.7, 3.8, 3.9, 3.10, 3.14, and 3.20 will be moved to a new Goal 1. Actions: 3.6, 3.13, 3.15 and 3.17 will be moved to a new goal 2. Action: 3.16 will be moved to goal 3. Actions: 3.5, 3.11 and 3.12 will be moved to goal 4. Eventhough actions 3.5, 3.4, 3.3, and 3.11 were not as effective for meeting the academic metric we will revise to reflect increased professional development for our academic coaches and support staff.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1 Basic Services: (A) Teachers appropriately assigned and fully credentialed.	In 2020-21, 93% of teachers were fully credentialed according to an H.R. audit and the number of misassignments was 3%. Rate of teachers teaching EL's without authorization is 3% for 2020-21.	In 2021-22, 85% of teachers were fully credentialed according to an H.R. audit and the number of misassignments was 0%. Rate of teachers teaching EL's without authorization is 0%.	In 2022-23, 80% of teachers were fully credentialed according to an H.R. audit and the number of misassignments was 0%. Rate of teachers teaching EL's without authorization is 0%.	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%.	95% of teachers will be fully credentialed. 100% teachers teaching with EL authorization.
Priority 1 Basic Services: (B) Pupil access to standards-aligned materials.	100% Compliance on the Williams requirement that our students do have standard-aligned materials as measured by the textbook sufficiency report.	For 2021-22 100% Compliance on the Williams requirement that our students do have standard-aligned materials as measured by the textbook sufficiency report.	For 2022-23 100% Compliance on the Williams requirement that our students do have standard-aligned materials as measured by the textbook sufficiency report.	For 2023-24 100% Compliance on the Williams requirement that our students do have standard-aligned materials.	100% Compliance on the Williams requirement that our students do have standard-aligned materials as measured by the textbook sufficiency report.
Priority 1 Basic Services: (C) School	All facilities had an overall rating of Good/Exemplary as	For 2021-22 all facilities had an overall rating of	For 2022-23 all facilities had an overall rating of	2023-24 all facilities had an overall rating of Good/Exemplary as	All facilities will be maintained in "good or exemplary" repair as

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
facilities maintained in good repair.	indicated on the FIT report rating the LEA at 100%.	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%.	indicated on the FIT report rating the LEA at 100%.	rated by the annual Facilities Inspection Tool (FIT).
Priority 4 Student Achievement: (A) Statewide Assessments	2019 CAASPP results for "all students" that scored at Met or Exceeded Standard for: ELA 33.76% Math 22.88% Science 14.94% 2019 CAASPP results for "ELL students" that scored at Met or Exceeded Standard for: ELA 10.04% Math 8.31% Science 0.85%	2020 and 2021 CAASPP data is not available. Due to COVID-19, the LEA did not administer the assessment. STAR data for students that scored At/Above Benchmark is listed below: ELA: MATH: 3rd - 25% 35% 4th - 19% 31% 5th - 21% 28% 6th - 17% 31% 7th - 14% 25% 8th - 10% 17%	2022 CAASPP results for "all students" that scored at Met or Exceeded Standard for: All Students: ELA 24.2% Math 11.03% Science 13.64% ELL: ELA 8.64% MATH 4.32% SCIENCE 2.6%	2023 CAASPP results for "all students" that scored at Met or Exceeded Standard for: All Students: ELA 24% Math 13% Science 12% ELL: ELA 11% MATH 7% SCIENCE 2%	5% increase of students who have scored at Met or Exceeded Standard. All Students: ELA 38.76% Math 27.88% Science 34.93% ELL: ELA 15.04% Math 13.31% Science 7.90%
Priority 4 Student Achievement: (B) A-G Requirements	N/A	N/A	N/A	N/A	N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 Student Achievement: (C) Percentage of pupils who have successfully completed CTE pathways.	N/A	N/A	N/A	N/A	N/A
Priority 4 Student Achievement: (D) Percentage of pupils who have successfully completed both B & C.	N/A	N/A	N/A	N/A	N/A
Priority 4 Student Achievement: (E) Percentage of EL pupils making progress toward English proficiency.	Due to the COVID-19 pandemic, state law suspended the reporting of state and local indicators, including EL progress towards English proficiency, on the 2019 Dashboard. 50.9% made progress towards English language proficiency.	For the 2020-21 school year KiDS reports 33.29% of ELL students made progress towards EL proficiency.	2022 California School Dashboard data indicates that 53.7% of ELL students made progress towards EL proficiency.	2023 California School Dashboard data indicates that 51.57% of ELL students made progress towards EL proficiency.	Increase the percent of EL progress to 55%.
Priority 4 Student Achievement: (F) English Learner reclassification rate.	In 2020-21 based on Data Quest 149 students (9.3%) English Learners were reclassified.	Based on 2021-2022 KiDS Data, 5.98% of English Language Learners were reclassified.	Based on KiDS 2022-23 data, 6.35% of English Language Learners were reclassified.	Based on 2023-24 KiDS Data, 11.01% of English Language Learners were reclassified.	Increase the percent of reclassification to 15%.
Priority 4 Student Achievement: (G)Percentage of pupils passing AP exam with 3 or higher.	N/A	N/A	N/A	N/A	N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 Student Achievement: (H) Percentage of pupils who participate in and demonstrate college preparedness on EAP (other).	N/A	N/A	N/A	N/A	N/A
Priority 8 Other Student Outcomes: (A) Pupil Outcomes in subjects described in 51210/51220 (Ex: CBM metrics, Physical Fitness Testing, various participation rates etc).	The KIDS Dashboard for Renaissance STAR Reading shows the following End of the Year ELA and Math test results: At/Above Benchmark. ELA: MATH: 3rd - 14% 21% 4th - 21% 23% 5th - 17% 28% 6th - 15% 27% 7th - 18% 25% 8th - 16% 26%	The 2021-22 KIDS Dashboard for Renaissance STAR data indicates the following End of the Year results for ELA and Math At/Above Benchmark: ELA: MATH: 3rd - 25% 35% 4th - 19% 31% 5th - 21% 28% 6th - 17% 31% 7th - 14% 25% 8th - 10% 17%	Based on 2022-23 the KIDS Dashboard for Renaissance STAR data indicates the following End of the Year results for ELA and Math At/Above Benchmark: ELA: MATH: 3rd - 20% 33% 4th - 26% 40% 5th - 14% 29% 6th - 17% 27% 7th - 12% 28% 8th - 11% 15%	Based on 2023-24 the KIDS Dashboard for Renaissance STAR data indicates the following End of the Year results for ELA and Math At/Above Benchmark: ELA: MATH: 3rd - 28% 38% 4th - 28% 47% 5th - 19% 37% 6th - 23% 37% 7th - 7% 3% 8th - 6% 3%	Increase STAR results by 5% in each subject area to the following: ELA: MATH 3rd - 19% 26% 4th - 26% 28% 5th - 22% 33% 6th - 20% 32% 7th - 23% 30% 8th - 21% 31%

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

The LEA was successful in implementing all of the actions for this goal. The LEA continues to score a 100% compliance on Williams requirements for students and overall rating of Good/Exemplary as indicated on the FIT report rating the LEA at 100%. The LEA has 89% of its teachers are fully credentialed and 100% of teachers teaching with ELL authorization.

Action 4.1: Leasing modular buildings allows for one-on-one student support, smaller class sizes, and more personalized student assistance in General Education, helping to better support our students.

Action 4.2: AVID has been implemented at all school sites, featuring AVID Parent Nights and college field trips, to prepare students to be college and career ready. This program is especially beneficial for 1st generation college students. Additionally, teachers attend the Summer Institute Professional Development before the start of the school year to enhance their skills and support the program's goals.

Action 4.4 By using interactive smart boards, STEAM hands-on activities, and integrating all things Google, our technology support staff continuously assisted teachers and students with the use of all technology equipment, ensuring adherence to 21st-century learning standards.

Action 4.5: We have added STEAM classrooms, updated technology equipment, and introduced Maker Spaces at all four school sites. With 21st-century classroom furniture, our students are exposed to hands-on learning and technology competitions such as E-sports and the STEM Olympiads.

Action 4.6: Students were provided with opportunities to participate in local and state academic competitions such as Battle of the Books, the Oral Language Competition, and History Day. Academic Coaches and teachers assisted students in preparing for these local, state, and national competitions.

Action 4.7: At Mt. View Middle School, a STEM teacher provided students with extended learning opportunities to explore science, technology, engineering, and mathematics through an innovative teaching approach. Students engaged in hands-on learning by making robots, building drones, and competing in the STEM Olympiad.

Action 4.8: Distance Learning was retired after the 22-23 and no funds were allocated to this action.

Action 4.9: Independent Studies was retired for the 23-24 school year and no funds were allocated to this 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.

Lamont School District conducted an analysis of material difference between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2023-24 LCAP Goal 4 was $7,400,400. The estimated actual expenditures for 2023 24 LCAP Goal 4 was $2,444,085.00. This a difference of $4,956,315.00.
Actions within Goal 4 with material differences:

- Action 4.2 AVID was over budgeted
- Action 4.3 Technology Devices and Infrastructure was well over budgeted
- Action 4.4 Technology Support Staff was over budgeted
- Action 4.5 21st Century Classrooms was well over budgeted
- Action 4.9 Independent Study Teachers was well under budgeted

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions implemented under this goal have been effective in helping LESD focus on improving academic achievement and promote equity for all students. The LEA continues to be 100% Compliance on the Williams requirement for student access to standards aligned materials and textbooks(Priority 1(a)). There's a significant decline in the percent of student achievement as measured by the CAASPP (Priority 4(c)). A comparison of CAASPP scores from 2019- 2022 for all students in grades 3-8th grade revealed at least a 10% decline for math and ELA but a 1% decrease for science. This is specially supported by Actions 4.1, 4.2, 4.3, 4.4, 4.5 and 4.7. The 2023 California School Dashboard data indicates that 53.7% of ELL students made progress towards EL proficiency. This is a small increase from the previous year. In addition, according to KiDS 2023-24 data, 11.01% of English Language Learners were reclassified, which is about 1.5% more than last year. We are continuing to monitor and improve ELL programs and should be able to reclassify more students before the end of this and subsequent school years. Recuperating from learning loss caused by the COVID -19 pandemic continues to be a challenge and the Renaissance STAR data is indicative of that. Results indicate improvement for half of the grade levels and a decrease for the others in both ELA and math. We continue to review programs and implementation as we make changes. AVID implementation has assisted with instruction and learning outcomes. Through informal interviews and discussions, students advocated for smaller class sizes and Educational field trips to visit universities/colleges as a source for additional learning experience. This is supported by 4.1 and 4.2. As supported by 4.6, students were provided with the opportunity to participate in local and state competitions, whereas many of our students made it to the county level, none of our students made it to the state level this school year. For Action 4.9, effectiveness for this action was made available by hiring Independent Study Teachers for those students who still did not return to school due to COVID-19. Students had access to digital network devices while at school and at home which assisted them with learning. Hot spots were made available to students that did not have internet at home while completing homework as needed. Students were able to access Google Classroom, Clever, and Google meets as needed for instruction. However, this action was retired for the 23-24 school year. Action 4.3 Some classrooms were updated with state of the art supplemental teaching tools which assisted teachers with direct instruction and 21st Century learning opportunities. Action 4.5 we continue to improve our classrooms to make them 21st.

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

This goal has been revised to more closely align with our recently adopted mission, vision, and the Framework for the Future. Actions within this goal that have proven effective will be reallocated to another goal that better reflects its priorities and metrics. Actions: 4.2 and 4.6 will be moved to the new and revised Goal 1. Actions: 4.1, 4.3, 4.4, 4.5, and 4.7 will be moved to the new and revised Goal 2.

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.

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

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

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023

Local Control and Accountability Plan

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

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

Plan Summary [2024-25]

General Information

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

The Lamont Elementary School District (LESD) serves approximately 2,696 students in grades transitional kindergarten through 8th grade, supported by a dedicated team of about 460 staff members. Located in the unincorporated rural farming community of Lamont, with a population of around 13,500, the district spans from Hilltop in the north to Weedpatch in the south, covering an area of approximately two miles in each direction.

LESD comprises four schools: Mt. View Middle School (7th and 8th grades), Alicante Elementary (Transitional Kindergarten through 6th grade), Myrtle Avenue School (4th through 6th grades, including a microschool program), and Lamont Elementary (Transitional Kindergarten through 3rd grade). The district also offers four preschool programs, a parent education program, and various after-school learning opportunities.

Our district'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." Recognizing the crucial role of parents and staff, we aim to create a safe and supportive environment where students are ready to learn. The district's mission statement underscores our commitment to embracing a multicultural approach to whole-child education, providing inclusive, equitable, and innovative learning experiences to ensure every child recognizes and develops their unique strengths, interests, and values.

The student population in Lamont is predominantly Hispanic (98.5%), with a significant portion of students (88.1%) considered socio-economically disadvantaged. Over half (53.6%) are English Language Learners, and 330 students come from migrant families. Many parents work as farm laborers and primarily speak Spanish at home.

LESD's pillars of success highlight our strategic focus areas:

1. Whole Child Success for All Students: We implement a holistic approach to student well-being, integrating mental health and wellness programs with academic achievement and competency-based instruction to foster comprehensive growth for every student.

2. 21st Century Learning Schools: We are transforming our district facilities into dynamic learning environments by enhancing technology integration, promoting digital literacy, fostering 21st-century skills, and improving our physical infrastructure to support modern educational practices.

3. Culture, Community, and Climate: We strengthen partnerships with families, community organizations, and local businesses to create a supportive and engaged school community, enhancing the educational experience for all students.

4. Investing in Our Team: We provide ongoing professional learning opportunities and support to empower educators and staff to excel in their roles, ensuring they are equipped to meet the diverse needs of our students.

Our mission is to build confident, innovative learners today to unlock the potential of tomorrow. We achieve this through personalized learning environments, reliable connectivity, and active partnerships with local organizations, all contributing to high student achievement.

With the goal of closing the achievement gap and meeting the needs of all students, LESD incorporates various programs such as AVID, after-school programs, Battle of the Books, Extended Day, History Day Competition, Oral Language Festival, Summer and Winter Academies, STEM, and 21st Century Learning Skills. We are committed to ensuring that every student is college and career ready, reflecting our belief that every student has the ability to achieve great things.

Reflections: Annual Performance

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

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

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

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

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

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

ELA Performance Overview:

CAASPP Results for All Students:
2022-23

- ELA: 24% scored at or above the Met Standard
- Math:13% scored at or above the Met Standard
- Science:12% scored at or above the Met Standard

CAASPP Results for English Language Learners (ELL):

- ELA: 11% scored at or above the Met Standard
- Math: 7% scored at or above the Met Standard
- Science:2% scored at or above the Met Standard

2023 California School Dashboard Data:

- ELL Progress:** 51.57% of ELL students made progress towards English Language proficiency.
- Reclassification:11.01% of ELL students were reclassified as proficient in English.

Local Renaissance STAR Data (End of the Year 2022-23):

ELA At/Above Benchmark:

- 3rd Grade:28%
- 4th Grade:28%
- 5th Grade:19%
- 6th Grade: 23%
- 7th Grade:7%
- 8th Grade:6%

Math At/Above Benchmark:

- 3rd Grade: 38%
- 4th Grade: 47%
- 5th Grade:37%
- 6th Grade:37%
- 7th Grade:3%
- 8th Grade: 3%

Analysis and Reflection

1. English Language Arts (ELA):
The overall performance in ELA is concerning, with only 24% of students meeting or exceeding the standard. This suggests a need for stronger literacy programs and interventions.

- English Language Learners:With only 11% of ELL students meeting or exceeding the standard, it is evident that these students require more robust language support and targeted literacy instruction.
- Local Data:The Renaissance STAR data shows a significant decline in ELA performance as students progress to higher grades, particularly in 7th and 8th grades, where only 7% and 6% of students, respectively, are at or above benchmark.

2. Mathematics

- All Students:The performance in math is even more concerning, with only 13% of students meeting or exceeding the standard. This indicates a pressing need for improved math instruction and support systems.
- English Language Learners:Only 7% of ELL students met or exceeded the math standard, highlighting the necessity for math instruction that accommodates language learning needs.
- Local Data: The Renaissance STAR data reveals better performance in lower grades, particularly in 3rd and 4th grades, but a sharp decline in 7th and 8th grades, where only 3% of students are at or above benchmark.

3. Science:

- All Students:With only 12% of students meeting or exceeding the science standard, it is clear that science education needs significant enhancement.
- English Language Learners:The very low performance (2%) among ELL students in science emphasizes the need for engaging and accessible science instruction for these learners.

4. Progress Towards English Proficiency:

- The fact that 51.57% of ELL students made progress towards English proficiency is a positive indicator. However, with only 11.01% being reclassified, there is room for improvement in sustaining and accelerating language proficiency and reclassifying students at a timely manner.

Implications for Instruction and Intervention

1. Targeted Support for ELL Students:

- Language Acquisition Programs: Strengthening language acquisition programs, including ESL support and integrating language development across subjects, is essential.
- Culturally Responsive Teaching: Implementing culturally responsive teaching practices can help engage ELL students and make learning more relevant and accessible.

2. Enhanced Literacy and Math Programs:
- Reading Interventions: Implementing targeted reading interventions and literacy programs can help improve ELA outcomes. This includes after-school tutoring, reading workshops, and family literacy nights.
- Math Support: Developing math support programs, such as math labs, tutoring sessions, and interactive math activities, can help students build a stronger foundation in mathematics.

3. Professional Development for Teachers:
- Ongoing Training: Providing ongoing professional development for teachers in effective instructional literacy, math and science strategies, particularly for teaching ELL students and using data to inform instruction, is crucial.
- Collaborative Planning: Encouraging collaborative planning among teachers to share best practices and develop integrated lesson plans can improve instructional quality.

4. Engagement and Resources:
- Parental Involvement: Increasing parental involvement and providing resources for parents to support their children's learning at home can make a significant difference.
- Learning Resources: Ensuring that students have access to high-quality learning resources, including technology and hands-on learning materials, can enhance their learning experiences.

Conclusion

The 2023 CAASPP results and local data reveal substantial challenges in the academic performance of students, particularly English Language Learners. Addressing these issues requires a multifaceted approach, including targeted interventions, enhanced instructional strategies, and ongoing support for both students and teachers. By focusing on these areas, we can work towards improving educational outcomes and ensuring that all students have the opportunity to succeed academically.

Reflections: Technical Assistance

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

N/A

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) was a priority, with meetings held in both winter and spring to accommodate various schedules. To ensure broad participation, sessions were offered in the morning and evening, allowing multiple opportunities for parents to provide input on addressing the district's needs. Engagement activities included open meetings, "Coffee with the Superintendent," "Tacos with the Superintendent," District English Learner Advisory Committee (DELAC) sessions, and School Site Council meetings. During these events, dashboard and local data, along with funding information, were shared to inform discussions. Parents' feedback was carefully considered in shaping the district's goals and actions, reflecting a collaborative approach to educational planning.
Students	Student engagement played a crucial role in developing the goals and actions of the Local Control and Accountability Plan (LCAP). This year, two "Student Voice" lunches with the superintendent were held to gather direct input from those most affected by the LCAP's actions. Additionally, the school climate and California Healthy Kids Survey were administered to students starting in third grade to gather comprehensive data on their well-being and experiences. These activities provided invaluable opportunities to hear firsthand from students about what they believe will help them succeed. Their insights were pivotal in shaping decisions that are learner-centered,

Educational Partner(s)	Process for Engagement
	personalized, and authentic, ensuring that the LCAP truly reflects the needs and aspirations of the student body.
Teachers, Local bargaining unit - LTA	The engagement of the Lamont Teachers Association (LTA) in developing the goals and actions of the Local Control and Accountability Plan (LCAP) was instrumental. Formal meetings, along with various informal discussions held throughout the year, provided numerous opportunities for collaboration. Through scheduled meetings, dashboard and local data, as well as funding information, were shared to facilitate informed input on addressing the district's needs. Additionally, training sessions offered further avenues for gathering valuable insights from these key stakeholders. The contributions of teachers and LTA members were essential in crafting a comprehensive LCAP that effectively addresses the needs of Lamont Elementary School District (LESD) students.
Local bargaining unit- CSEA, Other School Personnel	The engagement of the California School Employees Association (CSEA) in developing the goals and actions of the LCAP was instrumental. Formal meetings, along with various informal discussions held throughout the year, provided numerous opportunities for collaboration. Through scheduled meetings, dashboard and local data, as well as funding information, were shared to facilitate informed input on addressing the district's needs. Additionally, training sessions offered further avenues for gathering valuable insights from these key stakeholders. The contributions of CSEA members were essential in crafting a comprehensive LCAP that effectively addresses the needs of LESD students.
Principals, Administrators, and Directors	Principals, administrators, and directors actively engaged in the development of the Local Control and Accountability Plan (LCAP) through a series of leadership meetings held throughout the year. These meetings provided a platform for sharing dashboard and local data, along with funding information, to facilitate informed discussions on addressing the district's needs. Additionally, surveys were conducted to gather further input, and leadership training sessions offered more opportunities to collect valuable insights. The feedback from these educational leaders was integral in shaping the goals and actions of the LCAP, ensuring that the plan reflected a comprehensive understanding of the district’s priorities and challenges.

Educational Partner(s)	Process for Engagement
SELPA	The LEA consulted with SELPA on all aspects of LCAP goal actions on February 6, 2024.

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

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

School Climate and Safety:

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

Classroom Environment and Learning:

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

Parental and Staff Engagement:

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

Student Motivation and Support:

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

Infrastructure and Resources:

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

Training and Development:

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

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

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

Professional Development for Staff

Learner-Centered Educational Practices:

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

Holistic Approach to Student Well-being:

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

Summer and Optional PD:

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

Technology and Resources

Up-to-Date Technology:

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

Basic Materials and Programs:

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

Student and Family Support

Educational Field Trips and Camps:

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

Social Workers and Vice-Principals:

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

Workshops for Parents:

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

Enrichment and Facilities

Music and Arts Programs:

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

Cultural and Community Events:

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

Facility Upgrades:

- Upgrading drinking faucets and ensuring current facilities meet basic standards, including well-maintained bathrooms and buildings.

- Upgraded classrooms and outdoor spaces to support STEAM implementation

Additional Supports

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

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

Summary
The feedback from educational staff has led to an LCAP that prioritizes comprehensive professional development, modern technology, and robust support systems for students and families. The focus on holistic approaches to education, enrichment programs, and facility improvements ensures a well-rounded and supportive environment for all stakeholders in the district.

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

Investing in Our Team
Professional Development and Training:

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

Tutoring and Homework:

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

Parent Involvement:

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

Support for Teachers:

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

Whole Child Success

Academic and Emotional Support:

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

Behavior and Character Building:

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

Culture, Community, and Climate

Community Engagement:

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

School Environment Improvements:

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

Parent and Student Interaction:

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

21st Century Learning

Modern Learning Environments:

- New Furniture and Flexible Seating: Supporting collaborative learning.
- Robotics Programs, STEM Activities: Preparing students for future careers.
- Enhanced Cafeteria Facilities and Improved Trash Management: Better school environment.

Student-Centered Learning:

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

Summary

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

Student Input:

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

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

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

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

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

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

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

Bargaining Units:
The input from local bargaining units within the Local Educational Agency (LEA) has been crucial in shaping the Local Control and Accountability Plan (LCAP). Their feedback has guided various initiatives aimed at enhancing student support services, improving school

climate, and providing better resources and training for staff. Here is a summary of how their feedback influenced the LCAP:

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

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

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

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

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

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

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

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

Public Hearing and Adoption:
The district has advertised and will be conducting a public hearing to seek input on the LCAP on June 11, 2024, during the Governing Board meeting.
The adoption of the LCAP will take place on June 25, 2024, during Governing Board meeting.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Analysis of Recent Data (2021-2023)
ELA Performance:

- 49% of students did not meet the standard.
- 27% nearly met the standard.
- 17% met the standard.
- 7% exceeded the standard.
- Distance From Standard: -67 in 2021-2022, improving slightly to -66 in 2022-2023.

Math Performance:

- 63% of students did not meet the standard.
- 24% nearly met the standard.

- 10% met the standard.
- 3% exceeded the standard.
- Distance From Standard: -106 in 2021-2022, improving to -104 in 2022-2023.

Rationale for the Goal

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

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

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

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

Analysis of recent Attendance Data:

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

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

Explanation for the Goal:

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

Justification for Holistic Approach:

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

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

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

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

Suspension Rates:

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

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

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of District Attendance Source: KiDS, Local data Priority 5(a): Pupil Engagement	In 2023-2024, LESD's attendance rate: All Students: 95.0% SED: 94.9% EL: 95.5% FY: 94.7%			2026-27 Attendance Rate: 96% for all student groups	
1.2	Percentage of Chronic absenteeism rates	2023 CA School Dashboard: All Students: 26.6%			2026 CA School Dashboard:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard Priority 5(b): Chronically Absent rate	SED: 23.1% EL: 20.7% FY: 53.8%			All Students and Student Groups: 10% or less chronic absenteeism rate	
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 decreased to 5.56%			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.	
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%.			2026-27: Maintain Drop out rate for Mt. View Middle School at 0%.	
1.5	Level/Rating of Implementation of Common Core State Standards	In 2023-24, State standards were fully implemented (rating: 4) for ELA, ELD, Mathematics, Next Generation standards			2026-27: A rating of 4 in the implementation of the Common Core State Standards	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Routine classroom walk-throughs and lesson plans Priority 2 Implementation of CCSS: (A) Implementation of CA academic and performance standards.	and a rating of 3 for History Social Science				
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 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.	2023-24, 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	
1.7	Distance from Standard Percent of "all" students meeting or exceeding	2023 CA School Dashboard results Distance from Standard (DFS) for:			2026 CA Dashboard:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standards and percent of "ELL students" meeting or exceeding standards Source: California Dashboard (DFS), CAASPP Assessment Priority 4 Student Achievement: (A) Statewide Assessments	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: • All Students: ELA: -62, Math:-140 • ELLs: ELA: -116, Math: -186 • SED: ELA: -65, Math: -143			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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• 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%				
1.8	Percent of ELL making progress towards English Language Proficiency Source: Dashboard data for ELL Priority 4 Student Achievement: (E) Percentage of EL pupils making progress toward English proficiency.	2023 CA School Dashboard CAASPP Data indicates that 51.57% of ELL made progress towards English language proficiency as reported on the			2026 CA Dashboard: 57.57% of ELL making progress towards English Language proficiency	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	Percent of English Language Learners being reclassified Source: local data, KiDS Priority 4 Student Achievement: (F) English Learner reclassification rate.	2023-24 KiDS data indicates that 9.83% of all English Learners were reclassified.			2026-27: 15.83% reclassification rate.	
1.10	Percent of low income, English learners and foster youth students attending programs and services Source: Local data, Aeries Priority 7 Course Access: (B) Programs and services developed and provided to low income, English learner and foster youth pupils.	2023-24 data indicate that 100% of low income, English learners and foster youth pupils have access to programs and services developed for them and for target intervention and support. The percent of students receiving services as measured by Aeries: SUMMER SCHOOL total 252 English Learners 74% (186) Low Income 96% (241) Foster Youth 0% AFTER SCHOOL PROGRAM total 404			2026-27: 100% of low income, English learners and foster youth pupils have access to programs and services developed for them and for target intervention and support. Increase participation of low income, English learners and foster youth pupils by at least 6% in summer School, After School Program, and Intervention Academy	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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)				
1.11	Percent of of pupils with exceptional needs enrolled in programs and services as aligned to their IEP's. Source: CALPADS Priority 7 Course Access: (C) Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs.	2023-24: 100% of pupils with exceptional needs are enrolled in programs and services as aligned to their IEP's.			2026-27: 100% of pupils with exceptional needs are enrolled in programs and services as aligned to their IEP's.	
1.12	Percent of students making progress Source: local data, KiDS	Based on 2023-24 the KIDS Dashboard for Renaissance STAR data indicates the			2026-27: At least a 6% increase in At/Above	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 8 Other Student Outcomes: (A) Pupil Outcomes in subjects described in 51210/51220 (Ex: CBM metrics, Physical Fitness Testing, various participation rates etc).	following End of the Year results for ELA and Math At/Above Benchmark: ELA: MATH: 3rd - 28% 38% 4th - 28% 47% 5th - 19% 37% 6th - 23% 37% 7th - 7% 3% 8th - 6% 3% STAR Reading Raw data based on Historical Extract 20% At/Above Grade Level 15% On Watch 21% Intervention 44% Urgent Intervention STAR Math Raw data based on Historical Extract: 38% At/Above Grade Level 14% On Watch 19% Intervention 29% Urgent Intervention			Benchmark in ELA and Math	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Multi Tier Systems of Support (MTSS) Development	Purchase supplemental programs that support the implementation of the MTSS model of support. These programs will help increase achievement, particularly for English learners, low-income students, and foster youth, by addressing Tier 1, Tier 2, and Tier 3 needs. The intervention and enrichment activities will be personalized, authentic, competency-based, and equitable and inclusive. Additionally, social-emotional support programs will be included to ensure comprehensive student development, aligning with our learning model that emphasizes being an empathetic collaborator, innovative problem solver, resilient learner, effective communicator, and responsive community member.	$265,000.00	Yes
1.2	MTSS Staff - Behavior	Implement and maintain a Multi-Tiered System of Support (MTSS) for behavioral interventions, focusing on unduplicated students, including	$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. 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.		

Action #	Title	Description	Total Funds	Contributing
		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 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.		

Action #	Title	Description	Total Funds	Contributing
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. 7. Leverage Review Teams and Boards: • Effectively use Student Attendance Review Team (SART) contracts, District Attendance Review Team (DART), and Student Attendance Review Board (SARB) referrals to address and resolve attendance issues.	$90,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. IAs will support student safety for 1 hour per day using Local Control and Accountability Plan (LCAP) funds. They will monitor common areas and engage students in activities that promote a positive school climate, including conflict resolution and inclusive practices.	$445,000.00	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. • 1 LVN for Lamont School (TK-3). • 2 LVNs for Alicante • 1 LVN for Myrtle. • 1 LVN for Mountain View • Conduct periodic workload distribution analysis and needs assessments.	$420,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Increase Monitoring and Support: • Establish a dedicated team to monitor and support foster youth, homeless students, low socio-economic students, and students with disabilities. • Develop partnerships with community health and wellness services to provide comprehensive support and resources. • Implement a streamlined referral process to minimize wait times for families seeking services. • 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	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		resources and opportunities to improve their academic performance, fostering greater overall success.		
1.7	Classroom Size Reduction Teachers	Employ Staff in grades 4-6 to maintain 26/1 (5 teachers) and funding for Staff grades TK-3 20:1 Classroom Size Reduction (12 teachers) to help support the learning and development of our low socio-economic students, Foster Youth, and English Learners.	$2,720,000.00	Yes
1.8	Dual Immersion Teacher	Employ a Dual Immersion Teacher for 7th and one for 8th Grade at Mt. View Middle School To extend the Dual Immersion program beyond 6th grade, Mt. View Middle School will employ a dedicated Dual Immersion teacher for 7th and 8th grade. This role will ensure the continuity and advancement of bilingual education, supporting students in achieving higher levels of proficiency in both languages while continuing their academic development in a dual-language setting.	$185,000.00	Yes
1.9	Physical Education Teachers	Employ five elementary physical education teachers: one at Lamont Elementary School, one at Myrtle Ave School, two at Alicante School, and one at Mt. View Middle School. These teachers will focus on low socio-economic students, foster youth, and English learners, emphasizing the importance of exercise and making healthy choices both at school and at home. Funding for: 1. Staff 2. Supplies and materials	$575,000.00	Yes
1.10	Music/Band Teachers	Provide music opportunities for all students by employing three band teachers: one for Mt. View Middle School, one for Myrtle Ave School, and	$374,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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		
1.11	STEM Teacher at Mt. View	Employ a STEM teacher for Mt. View Middle School to provide extended learning time, engage students in additional learning activities, and address learning gaps, particularly for low socio-economic students, foster youth, and English learners. This position aims to prepare students for 21st-century learning. 1. Teacher 2. Supplies	$75,000.00	Yes
1.12	Enrichment/Intervention Math Teacher	Employ a Math Intervention/Enrichment Teacher at Mountain View Middle School to provide small group instruction and one-on-one support to students, particularly targeting low socio-economic students, Foster Youth, and English Learners. This role will address individual learning needs and enhance student success in math. The teacher will implement tailored intervention strategies to improve math proficiency. Additionally, they will offer enrichment activities to challenge advanced learners. This initiative aims to close achievement gaps and promote equitable educational opportunities.	$115,000.00	Yes
1.13	Before and After School Teacher/s for Mt.View Middle School	Employ Before and After School teacher/s at Mt.View Middle School to meet the needs of students needing additional academic and SEL support to succeed; including low socio-economic students, Foster Youth and English Learners.	$10,000.00	Yes
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,	$388,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
1.15	Gifted and Talented Education (GATE) and Honors Program	Implement a GATE program that is supplementary to the base program available to all students. The GATE program will provide the opportunity for students who qualify to receive enrichment activities to further enhance learning for advanced students. Funding for: • Staff • Materials and supplies • Assessments • Curriculum	$30,000.00	Yes
1.16	School Counselor	Provide certificated staff (counselor) to serve middle school students to ensure that at risk students are meeting their academic potential and to provide counseling services and social emotional support needed especially for low-income, English language learners and foster youth students to ensure they are college and career ready.	$120,000.00	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,	$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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		
1.18	Summer School Program	Operate a Summer Academy Program to promote continued learning and the social emotional well being of: low socio-economic students, Foster Youth and English Learners by providing academic intervention services with integration of digital resources. 1) Personnel Salaries 2) Materials/Software/Applications 3) Transportation Costs	$65,000.00	Yes
1.19	Athletic Program	Ongoing Funding for Athletics at Alicante, Myrtle Ave, and Mt. View Schools To ensure continued support for athletics and intramural sports at Alicante, Myrtle Ave, and Mt. View Schools, providing a safe environment for UP's and students. This initiative aims to keep students connected to the regular school day, improve attendance, and allow students to showcase both their academic and athletic abilities. This revised proposal aims to create a sustainable and impactful athletics program that benefits students at Alicante, Myrtle Ave, and Mt. View Schools, fostering a supportive and engaging school environment. Funding for: 1. Uniforms for Athletic Teams 2. Sport Equipment 3. Participation Fees:	$130,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		4. Coaching Staff Stipend: increase stipends for coaching staff to attract and retain qualified and dedicated coaches. • Provide additional training and professional development opportunities for coaches to enhance their skills and effectiveness		
1.20	Special Education Needs	To meet the unique needs of our Special Education students funds will be provided for supplemental materials, supplies and professional development. Allocating funds to provide supplemental materials, supplies, and professional development for educators working with Students with Disabilities (SWD) ensures that these students receive the targeted support they need across the district. These resources will be available to all instructional staff, enabling them to implement additional interventions that align with each student's Individualized Education Program (IEP) goals. This funding allows teachers to access and utilize specialized materials and training to address the significant academic deficits identified by the 2022-2023 CAASPP data. By providing these resources on an LEA-wide basis, the action ensures a uniform approach to improving educational outcomes for SWD, fostering equity and supporting their academic growth across all schools in the district.	$50,000.00	No
1.21	Student Academic Activities	The LEA will principally direct funds for low socio-economic students, Foster Youth and English Learners to increase student academic achievement and learning through collaboration, critical thinking, creativity and communication through county, state, or national competitions. Funds will be used to pay for teacher stipends to assist and prepare students with academic competitions. The majority of students that win local events typically do not have the resources to pay for out of town expenses to compete at state level competition, therefore, the funds allocated will be utilized to pay for entry fees, supplies, and travel expenses. 1) Personnel Cost 2) Entry Fees 3) Travel Expenses 4) Materials and Supplies 5) Shirts for identification and to promote school climate	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.22	Education Fieldtrips for all grade levels	Provide funding for low socio-economic students, foster youth, and English learners to attend educational field trips, giving them the opportunity to experience art, science, and environmental education firsthand. These field trips are planned instructional activities that offer learning experiences difficult to achieve in a classroom setting. Funding will cover transportation, admission fees, and any additional costs associated with the trips.	$200,000.00	Yes
1.23	Library Staff and Supplies	Employ additional Library Support Staff at Lamont, Alicante, Myrtle, and Mt.View Middle School to assist low socio-economic students, Foster Youth, and English Learners when working on school projects such as research and extra-curricular academic activities. 1. Support Staff 2. Books 3. Facilities 4. Supplies	$400,000.00	Yes
1.24	Micro-School Support	Support the implementation of the Micro-School model. This model will primarily support English learners, low-income, and foster youth students by providing a learning experience that is more personalized, authentic, competency-based, and equitable and inclusive. The Micro-School approach aligns with our district's learning model, fostering empathetic collaboration, innovative problem-solving, resilience, effective communication, and community responsiveness. Funding for: 1. Staffing 2. Materials and Supplies 3. Training	$125,000.00	Yes
1.25	6th Grade Outdoor Learning	Provide funding for 6th grade students to attend outdoor learning experiences such as Camp Keep to provide an educational experience (environmental education) outside of the classroom for low socio-economic students, Foster Youth, and English Learners.	$165,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

Learner Profile

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

Framework for the Future

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

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

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Good or exemplary report Source: FIT Tool report Priority 1 Basic Services: (C) School facilities maintained in good repair.	2023-24 School Year: All facilities had an overall rating of Good/Exemplary as indicated on the FIT report rating the LEA at 100%.			2026-27 School Year: 100% (All) facilities with an overall 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.			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.	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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.	$3,120,006.81	Yes

Action #	Title	Description	Total Funds	Contributing
		• Ensure seating arrangements are adaptable to different teaching and learning styles, promoting an engaging and dynamic classroom environment. 3.Technology Integration: • Equip all classrooms, not just STEM classes, with modern technology such as multi-Promethean panels and flexible seating to benefit all low socioeconomic students, Foster Youth, English Learners, and low-income students. • Provide ongoing training for teachers to effectively integrate technology into their instruction. 4. Additional Personnel: • Hire additional certificated and classified personnel to implement 21st-century learning strategies. For instance, organizing parent nights and other educational events will require more staff. • Ensure these personnel are well-trained to support the diverse needs of our student population. 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.		

Action #	Title	Description	Total Funds	Contributing
		• Increase student engagement and motivation by offering interactive and hands-on learning experiences. • Foster a love for learning through creative and innovative teaching methods. • Skill Development: • Equip students with essential 21st-century skills such as critical thinking, problem-solving, collaboration, and technological proficiency. • Encourage students to be effective communicators, empathetic collaborators, innovative problem solvers, resilient learners, and responsive community members. Implementation Plan: • Conduct a thorough needs assessment to identify classrooms that require modernization. • Develop a phased plan to upgrade classrooms, ensuring minimal disruption to ongoing learning activities. • Allocate funds appropriately to cover technology, flexible seating, Maker Space supplies, and additional personnel. • Establish timelines and milestones for each phase of the implementation.		
2.2	Technology Devices and Infrastructure to support the Learner Profile	The district plans to enhance technology integration to support students in becoming resilient learners, responsive community members, innovative problem-solvers, effective communicators, and empathetic collaborators. The district plans to provide each student with a 2:1 device setup—one device for use at school and another for home use. Additionally, the district plans to equip students in grades TK-3 with 1:1 iPads for classroom use to support supplemental teaching applications for intervention and early learning. The LEA will also ensure robust digital infrastructure and resources to optimize classroom instruction and staff productivity. 1. Provide Digital Devices for Students and Staff: • Ensure every student has access to a digital device for daily classroom instruction and online assessments, including those	$2,154,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. 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.		

Action #	Title	Description	Total Funds	Contributing
		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. • 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	$565,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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: • 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.	$110,000.00	Yes
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	$20,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
		relationships with students and provide individualized instructional support.		

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.			2026-27 School Year: Maintain Full Implementation (4 or better) on 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	2023-24 School Year: 75% of parents of unduplicated students attended parent conferences and/or back to school night. according to sign-ins			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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	district promotes participation of parents for unduplicated pupils as measured by parent surveys and sign-in sheets.					
3.3	Percent of IEPs with parent input Source: Siris Report Priority 3 Parent Involvement: (C) How district promotes participation of parents for pupils with exceptional needs as measured by parent sign-in sheets.	2023-24 School Year: The LEA conducted/completed a 100% of IEP's with parent input.			2026-2027 School Year: Complete 100% of IEP's with parent input.	
3.4	Suspension Rate Source: Local indicator such as KiDS or other. Priority 6 School Climate: (A) Pupil suspension rates	2023 Dashboard data indicates the suspension rate at 1.8% Current (May 2024) KiDS data indicates: an overall suspension rate of 3.99%, EL 3.27%, SWD 4.47%, Homeless 5.3%, Foster Youth 5.56%, SED 4.20% For Mountain View: All students: 14.29% EL: 17.51%			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.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 16.33% Homeless: 22.73% SED: 15.58%				
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.			2026-2027 School Year: Continue with 0% students expelled.	
3.6	Percent of students feeling safe while at school Source: California Healthy Kids Survey Priority 6 School Climate: (C) Other local measures on sense of safety and school connectedness.	2023-24 School Year: Current California Healthy Kids Survey results indicate that 63% students felt safe while in school.			2026-2027 School Year: 70% (at least) of students will feel safe while in school. on the California Healthy Kids	
3.7	Percent of Teachers with appropriate credentials Source: Local H.R. 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			2026-2027 School Year: 93% will be of teachers fully credentialed Maintain 0% misassigned teachers and teachers without authorizations	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		authorization is 0% for 2023-24.				
3.8	Percent of students feeling safe while at school or while commuting Source: local data (surveys), student connectedness Priority 6 School Climate: (C) Other local measures on sense of safety and school connectedness.	In 2023-2024, School Climate Survey for grades 3-8. Students expressing not feeling safe either at school or while commuting: 3% of third and fourth graders 6.83% of fifth graders 3.32% of sixth graders 6.36% of seventh graders 4.31% 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	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Parent Engagement Staff	Parent Engagement staff, that will work under the supervision of the Community Schools Grants to facilitate classes that will build family capacity in efforts to assist their child while at home with a focus principally direct to our parents of low socioeconomic students, Foster Youth, and English Learners.	$43,000.00	Yes
3.3	Cene Con Sus Hijos Dinner	Fund a District Cena Con Sus Hijos Dinner to Include Parents of Low Socioeconomic Students, Foster Youth, and English Learners 1.Promote Family Importance: This dinner emphasizes the importance of family and effective communication with children at home. 2. Provide Strategies and Modeling: Parents are shown and guided on how to create a meaningful suppertime experience without electronic devices, including suggested questions to ask their children. 3. Provide Supplies:Supplies may include, but are not limited to, food, pens, pencils, paper, and rental equipment if necessary. 4. Guest speakers	$40,500.00	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	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Parent Involvement Supplies	Provide funds to all 4 school sites to recognize parents for attending parent meetings or school related functions with a focus on our parents of low socioeconomic students, Foster Youth and English Learners. Materials purchased must be Educational materials that parents can use with their child at home while assisting with homework. Parents will receive training on how to use the educational materials provided to them (Ex: Chromebooks, E-readers, chapter books, etc.).	$4,000.00	Yes
3.7	District Translator	Employ a District Communication/Parent Translator & Interpreter to provide services principally directed for the parents of low socioeconomic students, Foster Youth and English Learners at board meetings, IEP's, parent conferences, parent meetings, and social media.	$94,000.00	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.	$40,000.00	Yes
3.9	School Safety/Campus Supervisor	Employ a Campus Supervisors for Mt.View Middle School with an emphasis on our low socioeconomic students, Foster Youth, and English Learners. Research has shown that students tend to do better in school and attend school when they feel safe and secure.	$100,000.00	Yes
3.10	School Safety supplies and licenses	The Local Education Agency (LEA) will strengthen security across all school sites by renewing license fees for the existing visitor check-in systems and acquiring updated surveillance cameras for all locations. Additionally, the LEA will procure emergency kits and supplies for classroom use to ensure student safety and preparedness.	$500,000.00	Yes

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.	$75,000.00	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%			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%	
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.			2026-27: State Standards Fully Implemented (rating of 4 or better)	

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			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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Mt. View Middle: • All Students: ELA: -62, Math:-140 • ELLs: ELA: -116, Math: -186 • SED: ELA: -65, Math: -143 • Hispanic: ELA: -62, Math: -140 • SWDs: ELA: -168, Math: -201 2023 CAASPP results for "ELL students" that scored at Met or Exceeded Standard for: ELA 11% Math 7% Science 2% Percent of All Students meeting or exceeding standards: ELA 24% Math 13% Science 12%				
4.4	Percent of students with access to all required areas of broad coursework.	2023-24: 100% of students, including unduplicated pupils, had access to all			continue with 100% of students, including unduplicated	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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.	required areas of broad coursework as measured by master schedules as stated by Ed Code 51210 and 51220.			pupils, with access to all required areas of broad coursework as	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Professional Development - Learner Profile, Literacy, ELD, Writing, Math, STEAM	To ensure student success and organizational advancement, the LEA will provide professional development for both classified and certificated staff based on their roles. Including: 1) Providing supplemental professional development opportunities for teachers and paraprofessionals to support the implementation of Common Core State Standards and enhance learning for low socioeconomic students, Foster Youth, and English Learners. This professional development will include Literacy, STEAM (Science, Technology, Engineering, Arts, and Mathematics), ELD (English Language Development), and Writing. 2) Providing supplemental professional development to support the implementation of Designated English Language Development (ELD) for teachers, administrators, and instructional classified staff. This will emphasize the ELA/ELD framework, ELD standards, and effective instructional strategies that support language acquisition. a) Teachers will provide protected Designated ELD instruction for 30 minutes daily to English learners, focusing on the explicit teaching of English syntax, grammar, vocabulary, and text structures correlated to Common Core State Standards. b) Ensure that all English Learner students are placed appropriately and receive a minimum of 30 minutes of daily instruction as noted on the instructional schedule. 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.	$450,000.00	Yes

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

Action #	Title	Description	Total Funds	Contributing
		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.	$120,000.00	Yes
4.4	Academic Coaches	Employ Teachers on Special Assignment to provide coaching support for classroom teachers, professional learning experiences, and curricular support in English Language Arts, Mathematics, Science, and technology integration that includes coaching on how to meet the needs of students 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	$500,000.00	Yes
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.	$122,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Funds for: 1. Stipends 2. Speaker 3. Trainers 4. Supplies and materials		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$10972945	$1408517.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
40.006%	15.174%	$4,297,477.10	55.180%

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	Implementing the MTSS model with targeted programs will enable teachers and support staff to provide effective interventions and enrichment, especially in math. This LEA-wide approach will also support English Language Learners, Low Income, and Foster Youth by using these tailored programs.	Percent of "all" students meeting or exceeding standards and percent of "ELL students" meeting or exceeding standards CAASPP Math and ELA (Goal 1 Metric 6 and 7) Local Assessments-iReady (goal 1 Metric 8,11)

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and staff feel dissatisfied with existing support 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	To address the chronic absenteeism rates and improve overall attendance, the district employs Attendance Truancy Advocates as part of a	Student attendance rate (Goal 1, Metric 1)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: With an overall attendance rate of 95.3%, the district aims to increase attendance further, as indicated by our educational partners' feedback. However, chronic absenteeism remains a significant challenge for unduplicated student groups, with a district-wide rate of 13.06%. Most specific groups face even higher absenteeism rates: English Learners (11.15%), Students with Disabilities (21.09%), Homeless Students (27.18%), Foster Youth (17.65%), Socio-Economically Disadvantaged Students (13.55%), and Hispanic/Latino Students (12.77%). **Scope:** LEA-wide	comprehensive Multi-Tiered System of Support (MTSS), provided on an LEA-wide basis. These 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.	Chronic absenteeism (Goal 1, Metric 2)
1.4	**Action:** Instructional Assistance **Need:** Through input from educational partners and local academic data starting with 1st grade, a critical need has been identified for instructional aides in TK and Kindergarten to support our unduplicated student groups. Partners have emphasized the necessity for early academic intervention to develop foundational skills in reading, writing, and mathematics, ensuring students are well-prepared for future academic challenges. They also highlighted the importance of teaching proper behavior expectations early and the need for effective supports to facilitate the	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	Percent of students meeting or exceeding standard (Goal 1 Metric 7) Percent of ELL making progress (Goal 1 Metric 8) Percent of ELL being reclassified (Goal 1 Metric 9) Percent of Students making progress (Goal 1 Metric 12)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	timely reclassification of English Learners. By addressing these needs, instructional aides 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	inclusive practices. This schoolwide approach ensures that all young students receive the 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 have highlighted the need for increased health and wellness support, specifically through Licensed Vocational Nurses (LVNs) and nurses. Providing immediate and appropriate care for minor ailments and addressing emotional health on campus is crucial for improving attendance and overall student well-being. Health and wellness staff can ensure that students receive timely care and support, reducing absences and promoting a healthier school environment, which is vital for enhancing academic engagement and success.	Hiring health and wellness staff, including Licensed Vocational Nurses (LVNs) and nurses, is essential for increasing monitoring and support for foster youth, homeless students, low socio-economic students, and students with disabilities. This dedicated team will establish partnerships with community health services to provide comprehensive resources and develop a streamlined referral process to reduce wait times for families. They will enhance accessibility to health services through on-site care and telehealth options, accommodating various needs. Additionally, health and wellness staff will improve crisis response capabilities, addressing immediate mental health concerns and increasing awareness and accessibility of crisis response services. This LEA-wide implementation aims to meet the critical need for mental health and social-emotional support, ensuring all students receive the necessary assistance for their well-being and educational success.	Student attendance rate (Goal 1, Metric 1) Chronic absenteeism (Goal 1, Metric 2)

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	performance and addressing the diverse needs of our student population. **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. Feedback from educational partners emphasizes the need for smaller class sizes to better address the needs of all students and effectively implement a Multi-Tiered System of Supports (MTSS) model, aimed at improving learning outcomes for every student. **Scope:** Schoolwide	Employing additional staff to maintain smaller class sizes of 26:1 in grades 4-6 and 20:1 in grades K-3 is crucial for providing the individualized support and attention that younger students, especially low socio-economic students, Foster Youth, and English Learners, need to thrive academically. This action allows for more personalized instruction and closer teacher-student interactions, which are essential for developing foundational skills in the early years. By fostering a supportive and responsive learning environment, this approach facilitates academic growth and better prepares students for the challenges of middle school. Implementing smaller class sizes on a schoolwide basis ensures that all students receive the necessary attention and targeted interventions to enhance their learning outcomes, thereby promoting equitable access to quality education at the identified schools and grade level spans.	CAASPP Math and ELA (Goal 1 Metric 6 and 7) Local Assessments-iReady (Goal 1 Metric 8,11) Percent of students meeting or exceeding standard (Goal 1 Metric 7) Percent of ELL making progress (Goal 1 Metric 8) Percent of ELL being reclassified (Goal 1 Metric 9) Percent of Students making progress (Goal 1 Metric 12)
1.8	**Action:** Dual Immersion Teacher **Need:** Educational partners have identified the need to continue the Dual Language program at the	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	CAASPP Math and ELA (Goal 1 Metric 6 and 7) Local Assessments-iReady (goal 1 Metric 11)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Middle School, aligning with our learner profile that emphasizes multilingualism as a key component of holistic student learning. Maintaining this program is crucial for fostering bilingualism, which research shows enhances 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	supports unduplicated pupils, including English Learners, by providing consistent, high-quality bilingual instruction that enhances their cognitive development, cultural competency, and academic achievement. Offered schoolwide, this approach benefits the DLI students by promoting multilingualism and meeting diverse learning needs, thereby fostering an inclusive and equitable educational environment.	Percent of students meeting or exceeding standard (Goal 1 Metric 7) Percent of ELL making progress (Goal 1 Metric 8) Percent of ELL being reclassified (Goal 1 Metric 9) Percent of Students making progress (Goal 1 Metric 12)
1.9	**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	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	Student attendance rate (Goal 1, Metric 1) Chronic absenteeism (Goal 1, Metric 2) Percent of "all" students meeting or exceeding standards and percent of "ELL students" meeting or exceeding standards CAASPP Math and ELA (Goal 1 Metric 6 and 7) Local Assessments- iReady (goal 1 Metric 8,11)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	(DFS) for all students is -66 in ELA, -104 in Math, and -12 in Science. English Learners show a DFS of -99 in ELA and -125 in Math, while Hispanic students and Socio-Economically Disadvantaged (SED) students have a DFS of -66 in ELA and -104 in Math, 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	beyond individual classrooms or specific student groups. Ensuring that all students have access to high-quality physical education programs promotes a healthier school environment overall, which is crucial for the success of all students. The comprehensive nature of this approach allows us to address systemic issues related to student health, attendance, and academic performance.	
1.10	**Action:** Music/Band Teachers **Need:** Hiring music teachers at Alicante, Myrtle Avenue, and Mt. View Middle Schools to serve students in grades 4-8 addresses accessibility needs (e.g., Chronic Absenteeism, CA Dashboard; Attendance, KIDS) of unduplicated pupils, including low socio-economic students, foster youth, and English Learners. Educational partners have expressed a strong desire for all schools to	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	Student attendance rate (Goal 1, Metric 1) Chronic absenteeism (Goal 1, Metric 2) School Climate (Goal 3, Metric 6) Broad Course of Study (Goal 1, Metric 6)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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 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	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.	
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	Employing a STEM teacher at Mt. View Middle School addresses the academic and engagement needs of unduplicated pupils, including low socio-economic students, foster youth, and English learners, by providing extended learning time and targeted instruction. This position focuses on closing learning gaps and preparing students for 21st-century skills through engaging, hands-on STEM activities. By offering a robust STEM elective, this initiative enhances academic readiness for high school, fosters interest in high-demand fields, and improves overall student engagement. Offered on a schoolwide basis, this approach ensures that all students, regardless of background, have equitable access to high-quality STEM education, which is crucial for their academic and career success.	Student attendance rate (Goal 1, Metric 1) Chronic absenteeism (Goal 1, Metric 2) School Climate (Goal 3, Metric 6) Broad Course of Study (Goal 1, Metric 6) CAASPP Math and ELA (Goal 1 Metric 6 and 7) Local Assessments-iReady (goal 1 Metric 8,11)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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 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	Employing a Math Intervention/Enrichment Teacher at Mountain View Middle School will directly address the urgent needs of unduplicated pupils, including low socio-economic students, Foster Youth, and English Learners, by providing targeted, individualized support. Small group instruction and one-on-one support are essential. This role will enable the implementation of tailored intervention strategies to meet specific learning needs and improve math proficiency. By offering a combination of remediation for struggling students and enrichment for advanced learners, the teacher will ensure that all students have access to appropriate challenges and support, fostering academic success across the school. Providing this resource on a schoolwide basis ensures equitable access to quality math instruction, helping to close achievement gaps and elevate the overall academic performance of the entire student body.	CAASPP Math (Goal 1 Metric 7) Local Assessments-iReady (goal 1 Metric 12)

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
	these learning deficits and improve overall academic achievement. **Scope:** Schoolwide		
1.13	**Action:** Before and After School Teacher/s for Mt.View Middle School **Need:** Mountain View Middle School's 2023 dashboard data highlights significant academic challenges, with overall Distance from Standard (DFS) scores of -62 in English Language Arts (ELA) and -140 in mathematics for all students. Subgroup data further reveal critical needs: English Language Learners (ELLs) have a DFS of -116 in ELA and -186 in math; socioeconomically disadvantaged (SED) students show a DFS of -65 in ELA and -143 in math; Hispanic students have a DFS of -62 in ELA and -140 in math; and students with disabilities (SWDs) exhibit the largest gaps with a DFS of -168 in ELA and -201 in math. To address these disparities, educational partners recognized that employing teachers for before and after-school programs will provide additional instructional time and targeted support tailored to the unique needs of unduplicated pupils. **Scope:** Schoolwide	Employing before and after-school teachers at Mountain View Middle School will significantly enhance academic interventions for unduplicated pupils, addressing the critical needs identified by the 2023 dashboard results for all students and subgroups- English Language Learners, socioeconomically disadvantaged students, Hispanic students, and students with disabilities, the extended learning opportunities provided by these teachers are essential. This additional instructional time offers personalized assistance tailored to each student's specific learning gaps and needs, enabling them to improve proficiency in both ELA and math. Providing these programs on a schoolwide basis ensures that all students benefit from enriched learning experiences without disrupting their regular daily instruction. By focusing on critical before and after-school periods, this approach ensures equitable access to essential academic support, allowing students to catch up, build confidence, and excel in their academic pursuits.	CAASPP Math (Goal 1 Metric 7) Local Assessments- iReady (goal 1 Metric 12)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.14	**Action:** Vice Principals at School Sites **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	Provided on a School-wide basis, Vice Principals will: 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.	Student attendance rate (Goal 1, Metric 1) Chronic absenteeism (Goal 1, Metric 2) Suspension rate (goal 1, Metric 3) Broad Course of Study (Goal 1, Metric 6) Participation in programs and services (Goal 1, Metric 10) Exceptional needs students enrolled in programs in accordance to their IEP (Goal 1, Metric 11) Students making progress (Goal 1, Metric 12) School Climate (Goal 3, Metric 6) Parent Involvement and attendance at meetings (Goal 3 metrics 1 &2)
1.15	**Action:** Gifted and Talented Education (GATE) and Honors Program **Need:** Educational partner input highlights a critical need to revamp how the LEA currently addresses the needs of high-achieving students, ensuring they receive the necessary challenges and opportunities for growth through individualized instruction. The 2023	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	CAASPP ELA and Math (Goal 1 Metric 7) Local Assessments- iReady (goal 1 Metric 12) Broad Course of Study (Goal 1, Metric 6) School Climate (Goal 3, Metric 6)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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) 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	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 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	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	CAASPP ELA and Math (Goal 1 Metric 7) Local Assessments- iReady (goal 1 Metric 12) School Climate (Goal 3, Metric 6) Student attendance rate (Goal 1, Metric 1) Chronic absenteeism (Goal 1, Metric 2) Suspension rate (goal 1, Metric 3) Students making progress (Goal 1, Metric 12)

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	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 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	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.	
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	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-	CAASPP ELA and Math (Goal 1 Metric 7) Local Assessments- iReady (goal 1 Metric 12)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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 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	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 the educational disparities faced by unduplicated pupils.	
1.18	**Action:** Summer School Program **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)	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	CAASPP ELA and Math (Goal 1 Metric 7) Local Assessments- iReady (goal 1 Metric 12)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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 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	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.	
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	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	School Climate (Goal 3, Metric 6) Student attendance rate (Goal 1, Metric 1) Chronic absenteeism (Goal 1, Metric 2) Suspension rate (goal 1, Metric 3)

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	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 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	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 skills, and a stronger connection to their school community, contributing to their overall well-being and academic success.	Students making progress (Goal 1, Metric 12)
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	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	CAASPP ELA and Math for SWD (Goal 1 Metric 7) Local Assessments for SWD- iReady (goal 1 Metric 12)

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	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. **Scope:** LEA-wide	benefit from opportunities to excel beyond the classroom, fostering academic achievement and personal growth throughout the district.	
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.	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	CAASPP ELA and Math (Goal 1 Metric 7) Local Assessments - iReady (goal 1 Metric 12) School Climate (Goal 3, Metric 6) Student attendance rate (Goal 1, Metric 1) Chronic absenteeism (Goal 1, Metric 2)

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	educational journey and contributing to a more inclusive and equitable learning environment for all.	
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 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:**	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, 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.	CAASPP ELA and Math (Goal 1 Metric 7) Local Assessments - iReady (goal 1 Metric 12)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
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 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	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 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.	CAASPP ELA and Math (Goal 1 Metric 7) Local Assessments - iReady (goal 1 Metric 12)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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 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	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 development, fostering a more inclusive and effective educational environment for the entire student body.	CAASPP ELA and Math (Goal 1 Metric 7) Local Assessments - iReady (goal 1 Metric 12)
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	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	CAASPP Math and ELA (Goal 1 Metric 7) CAASPP ELL progres (Goal 1, Metric 8) KiDS reclassification rate (Goal 1, Metric 9) Local Assessments- iReady (Goal 1 Metric 12) Williams FIT Report (Goal 2, Metric 2)

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	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, and equips them with essential skills for future success. **Scope:** LEA-wide	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.	
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	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	CAASPP Math and ELA (Goal 1 Metric 7) CAASPP ELL progres (Goal 1, Metric 8) KiDS reclassification rate (Goal 1, Metric 9) Local Assessments-iReady (Goal 1 Metric 12)

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

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	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		
2.4	**Action:** Teacher Workstation **Need:** Input from educational partners has identified the need to improve instructional delivery, through a dynamic and effective learning environment and promote continuous academic growth for all students, especially those from low socio-economic backgrounds, Foster Youth, and English Learners. This enhancement supports the Lamont Elementary School District's Learner Model by enabling teachers to better integrate technology into their instruction. CAASPP data reveals substantial gaps, with the district's all-student average Distance From Standard (DFS) at -66 in ELA and -104 in Math. English Learners have a DFS of -99 in ELA and -125 in Math, while Hispanic students have a DFS of -66 in ELA and -104 in Math, and Socioeconomically Disadvantaged (SED) students have a DFS of -70 in ELA and -107 in Math. Only 11% of English Learners meet or	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 English Learners. Teachers will use these mobile workstations to move around the classroom, closely monitor student learning, and provide real-time feedback, fostering closer interactions and more personalized instruction. This mobility allows teachers to implement innovative teaching methods, adapt strategies to meet diverse needs, and enhance communication through digital tools. By engaging effectively with students, teachers can offer immediate assessment and feedback, promoting academic growth. This action is provided on an LEA-wide basis to ensure that all students benefit from improved instructional delivery, regardless of their socio-economic status, thereby supporting equitable educational outcomes across the district.	CAASPP Math and ELA (Goal 1 Metric 7) CAASPP ELL progres (Goal 1, Metric 8) KiDS reclassification rate (Goal 1, Metric 9) Local Assessments-iReady (Goal 1 Metric 12)

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	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		
2.5	**Action:** Modular Buildings -Classroom size reduction **Need:** Input from educational partners has highlighted the need for modular buildings at Alicante School to reduce class sizes in General Education, particularly to support low socio-economic students, Foster Youth, and English Learners. Smaller class sizes will enable teachers to build stronger relationships with students, provide more individualized instructional support, and promote continuous academic growth. According to CAASPP data, all students have an average Distance From Standard (DFS) of -66 in ELA and -104 in Math, with English Learners at a DFS of -99 in ELA and -125 in Math, and Hispanic and Socioeconomically Disadvantaged (SED) students also facing significant gaps. This initiative will offer more personalized attention and tailored instruction to unduplicated pupils, addressing their specific needs and fostering a	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 instructional support. Teachers will be able to interact more closely with students, tailoring their teaching to meet the specific needs of unduplicated pupils and offering focused attention that large classes often prohibit. This action, implemented on an LEA-wide basis, ensures that all students, particularly those from disadvantaged backgrounds, benefit from smaller class sizes and more personalized instruction, which can enhance their academic growth and overall learning experience. By creating a more supportive and engaging environment, this initiative aims to close achievement gaps and promote equitable educational outcomes for all students.	CAASPP Math and ELA (Goal 1 Metric 7) CAASPP ELL progres (Goal 1, Metric 8) KiDS reclassification rate (Goal 1, Metric 9) Local Assessments-iReady (Goal 1 Metric 12) Williams FIT Tool (Goal 2, Metric 2)

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	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		
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 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	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 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	Percent of Parent involvement (Goal 3, Metric 1) Percent of parents in attendance at conferences and back to school. (Goal 3, Metric 2) CAASPP Math and ELA (Goal 1 Metric 7) CAASPP ELL progres (Goal 1, Metric 8) KiDS reclassification rate (Goal 1, Metric 9) Local Assessments- iReady (Goal 1 Metric 12)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	urgent need for effective interventions to improve educational outcomes for these vulnerable groups. **Scope:** LEA-wide	academic and personal development, thereby addressing the critical needs identified among unduplicated pupils.	
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 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.	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 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.	Percent of Parent involvement (Goal 3, Metric 1) Percent of parents in attendance at conferences and back to school. (Goal 3, Metric 2) CAASPP Math and ELA (Goal 1 Metric 7) CAASPP ELL progres (Goal 1, Metric 8) KiDS reclassification rate (Goal 1, Metric 9) Local Assessments-iReady (Goal 1 Metric 12)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
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 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 District "Cena Con Sus Hijos" dinner specifically targets the needs of parents of low socioeconomic students, Foster Youth, and English Learners, offering them a unique opportunity to strengthen family bonds and improve home communication. The district will organize this dinner, bringing together parents and their children in a supportive environment to emphasize the significance of family interaction and effective communication at home. During the dinner, parents will receive guidance on creating meaningful suppertime experiences free from electronic distractions, including practical strategies and suggested questions to engage with their children. The event will also provide essential supplies such as food, and any necessary rental equipment. Additionally, speakers will offer skills and strategies for effective parenting, enhancing the parents' ability to support their children's academic and personal development. This initiative is delivered on an LEA-wide basis to ensure all eligible families benefit from these resources, thereby addressing the specific needs of unduplicated pupils by fostering a supportive and communicative home environment that contributes to their overall success.	Percent of Parent involvement (Goal 3, Metric 1) Percent of parents in attendance at conferences and back to school. (Goal 3, Metric 2) CAASPP Math and ELA (Goal 1 Metric 7) CAASPP ELL progres (Goal 1, Metric 8) KiDS reclassification rate (Goal 1, Metric 9) Local Assessments-iReady (Goal 1 Metric 12)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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 creating a strong start to their educational experience.	Percent of Parent involvement (Goal 3, Metric 1) Percent of parents in attendance at conferences and back to school. (Goal 3, Metric 2) Attendance of TK/K Students (Goal 1, Metric 1)
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	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	CAASPP Math and ELA (Goal 1 Metric 7) CAASPP ELL progres (Goal 1, Metric 8) KiDS reclassification rate (Goal 1, Metric 9) Local Assessments-iReady (Goal 1 Metric 12)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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	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 (Goal 3, Metric 1) Percent of parents in attendance at conferences and back to school. (Goal 3, Metric 2) Chronic Absenteeism Rate (Goal 1, Metric 2) Suspension Rate
3.6	**Action:** Parent Involvement Supplies **Need:** Educational partner input revealed the necessity of providing supplies to recognize and encourage families of unduplicated pupils who attend parent meetings or school-related functions. With 75% of parents of unduplicated students attending parent conferences and back-to-school nights, there is a clear interest in supporting their children's education. To foster this engagement and acknowledge their commitment, offering supplies such as educational materials, books, or practical resources serves as an incentive and recognition. This approach not only appreciates the parents' efforts but also further	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 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	CAASPP Math and ELA (Goal 1 Metric 7) CAASPP ELL progres (Goal 1, Metric 8) KiDS reclassification rate (Goal 1, Metric 9) Local Assessments-iReady (Goal 1 Metric 12) Percent of Parent involvement (Goal 3, Metric 1) Percent of parents in attendance at conferences and back to school. (Goal 3, Metric 2) Chronic Absenteeism Rate (Goal 1, Metric 2) Suspension Rate

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
	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	opportunities for all eligible families across the district, thereby fostering a supportive home learning environment that contributes to the academic success of unduplicated pupils.	
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 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.	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 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.	CAASPP Math and ELA (Goal 1 Metric 7) CAASPP ELL progres (Goal 1, Metric 8) KiDS reclassification rate (Goal 1, Metric 9) Local Assessments-iReady (Goal 1 Metric 12) Percent of parents in attendance at conferences and back to school. (Goal 3, Metric 2) Chronic Absenteeism Rate (Goal 1, Metric 2) Suspension Rate

Goal 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		
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% 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	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.	CAASPP Math and ELA (Goal 1 Metric 7) CAASPP ELL progres (Goal 1, Metric 8) KiDS reclassification rate (Goal 1, Metric 9) Local Assessments-iReady (Goal 1 Metric 12) Percent of parents in attendance at conferences and back to school. (Goal 3, Metric 2) Chronic Absenteeism Rate (Goal 1, Metric 2) Suspension Rate (Goal 3, Metric 4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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—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 at school, highlight the need for comprehensive support strategies. **Scope:** Schoolwide	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 unduplicated pupils and supporting their overall academic and social development.	CAASPP Math and ELA (Goal 1 Metric 7) CAASPP ELL progres (Goal 1, Metric 8) KiDS reclassification rate (Goal 1, Metric 9) Local Assessments-iReady (Goal 1 Metric 12) Suspension Rate (Goal 3, Metric 4) Chronic Absenteeism Rate (Goal 1, Metric 2) Attendance Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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 surveillance cameras, ensuring real-time monitoring and control. Additionally, the LEA will distribute emergency kits and supplies in classrooms to prepare for unforeseen events,	To enhance security and ensure student safety across all school sites, the Local Education Agency (LEA) will take specific actions that directly address the needs of unduplicated pupils. The district's security team, in collaboration with IT personnel and school administrators, will renew the license fees for existing visitor check-in systems to maintain robust visitor management. Additionally, they will acquire and install updated surveillance cameras at all locations, enhancing real-time monitoring and incident response capabilities. Classroom emergency kits and supplies will be procured and distributed by the LEA's facilities and operations team to prepare for potential emergencies. These measures are implemented LEA-wide because the safety concerns highlighted by surveys and educational partner feedback affect students district-wide, not just in isolated areas. By providing consistent security upgrades and preparedness resources, the LEA ensures that all students, including unduplicated pupils who may face greater vulnerabilities, benefit from a uniformly safe and secure learning environment.	Percent of students feeling safe while at school (Goal 3, Metric 6 and 8) Chronic Absenteeism Rate (Goal 1, Metric 2)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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 meeting or exceeding standards in ELA, 7% in Math, and 2% in Science. Furthermore, an audit for 2023-24 indicated that 89% of	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 educational opportunities and improving academic outcomes district-wide.	CAASPP Math and ELA (Goal 1 Metric 7) CAASPP ELL progres (Goal 1, Metric 8) KiDS reclassification rate (Goal 1, Metric 9) Local Assessments-iReady (Goal 1 Metric 12) Fully qualified teachers (Goal 4, Metric 1) Standards Based Lesson Plans (Goal 4, Metric 2) Percent of students meeting or exceeding standard (Goal 4, Metric 3) Access to broad course of study (Goal 4, Metric 4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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		
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 Standard (DFS) for all students in the district: -66 in English Language Arts (ELA), -104 in	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 unduplicated pupils. Supplies and curriculum will be provided to support Social-Emotional Learning	CAASPP Math and ELA (Goal 1 Metric 7) Attendance Rate (Goal 1, Metric 1) Chronic absenteeism rate (Goal 1 metric 2) Suspension rate (Goal 1 Metric 3 Suspension rate) Broad course of study (Goal 2 metric 3) Percent of students feeling safe while at school (Goal 3 metric 7) Percent of students feeling safe while at school or while commuting (Goal 3 metric 8)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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	(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 being -66 in English Language Arts (ELA) and	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-economic students, Foster Youth, and English	CAASPP Math and ELA (Goal 1 Metric 7) CAASPP ELL progres (Goal 1, Metric 8) KiDS reclassification rate (Goal 1, Metric 9) Local Assessments-iReady (Goal 1 Metric 12) Fully qualified teachers (Goal 4, Metric 1) Standards Based Lesson Plans (Goal 4, Metric 2) Percent of students meeting or exceeding standard (Goal 4, Metric 3)

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
	-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	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.	Broad Course of Study (Goal 4, Metric4)
4.5	**Action:** District Buyback Day **Need:** To address the academic disparities faced by unduplicated pupils and foster a motivated and effective teaching environment, the Local Education Agency (LEA) will implement Buyback Day Professional Development for all staff, both certificated and classified. This initiative will include inspiring PD days at the beginning of the school year and mid-year, as indicated by school-based educational partners, to motivate staff as they return from breaks. The 2023 dashboard results reveal substantial performance gaps, with all students in the district having a Distance from Standard (DFS) of -66 in ELA and -104 in Math, while English Learners (ELs) have even greater deficits with a DFS of -99 in ELA and -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.	CAASPP Math and ELA (Goal 1 Metric 7) Attendance Rate (Goal 1, Metric 1) Chronic absenteeism rate (Goal 1 metric 2) Suspension rate (Goal 1 Metric 3 Suspension rate) Broad course of study (Goal 2 metric 3 & Goal 4, Metric 4) Percent of students feeling safe while at school (Goal 3 metric 7) Percent of students feeling safe while at school or while commuting (Goal 3 metric 8) CAASPP Math and ELA (Goal 1 Metric 7) CAASPP ELL progres (Goal 1, Metric 8)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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		KiDS reclassification rate (Goal 1, Metric 9) Local Assessments- iReady (Goal 1 Metric 12) Percent of students meeting or exceeding standard (Goal 4, Metric 3)

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.11	**Action:** ELD Support Staff **Need:** To address the needs of unduplicated pupils, particularly English Learners (ELs), the Local Education Agency (LEA) will enhance communication by providing dedicated English Language Development (ELD) support staff to ensure regular updates to parents about their children's progress. Educational partners have highlighted the need for continuous	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	CAASPP Math and ELA (Goal 1 Metric 7) CAASPP ELL progres (Goal 1, Metric 8) KiDS reclassification rate (Goal 1, Metric 9) Local Assessments- iReady (Goal 1 Metric 12) Percent of parents in attendance at conferences and back to school. (Goal 3, Metric 2)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	communication from the ELD department regarding the academic performance and reclassification rates of English Learners. According to the 2023 dashboard results, English Learners (ELs) scored significantly below the standard, with a Distance from Standard (DFS) of -99 in English Language Arts (ELA) and -125 in Math, compared to the overall district DFS of -66 in ELA and -104 in Math. Additionally, the 2023 CAASPP results indicate that only 11% of ELs met or exceeded the standard in ELA, 7% in Math, and a mere 2% in Science, while the overall percentages for all students were 24% in ELA, 13% in Math, and 12% in Science. Notably, 51.57% of ELs made progress towards English language proficiency, and 11.01% were reclassified, as reported on the 2023 Dashboard and 2022-23 KiDS data. **Scope:** Limited to Unduplicated Student Group(s)	proficiency milestones. This action is implemented on an LEA-wide basis because the challenges of understanding the reclassification process and effectively monitoring EL progress are prevalent across all school sites within the district. By providing ELD staff district-wide, the LEA ensures that all EL families, regardless of their specific school, have equitable access to support and resources. This approach facilitates consistent and informed parental involvement, which is critical for improving the academic outcomes and overall success of EL students.	
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	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	CAASPP Math and ELA (Goal 1 Metric 7) Broad course of study (Goal 2 metric 3 & Goal 4, Metric 4) CAASPP ELL progres (Goal 1, Metric 8) KiDS reclassification rate (Goal 1, Metric 9) Local Assessments-iReady (Goal 1 Metric 12)

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

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

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

Additional Concentration Grant Funding

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

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

Goal #2 Action 10, the Parent Involvement TOSA
The Parent Involvement Academic Coach (TOSA), will provide classes that will build parents' capacity in efforts to assist their child while at home with a focus principally direct to our parents of low socioeconomic students, Foster Youth, and English Learners.

Goal #3 Action 18 - Academy/ELOP Academic Liaisons
The District will provide additional teacher and student support through the curriculum department by developing a system of continuous support to address low student achievement and other academic, social, and emotional needs of students, with an emphasis on on-site training to support unduplicated pupils, particularly low income and EL students, at the three elementary schools.

Goal #4 Action 9 - Independent Study Teachers
The district will continue to provide three Independent Study teachers to provide instructional support to students whose parents/guardians prefer this option over traditional, in-person instruction due to COVID-19, health, safety, and social-emotional issues due to the pandemic.

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

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

2024-25 Total 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	27428206	10972945	40.006%	15.174%	55.180%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$15,574,906.81	$0.00	$0.00	$0.00	$15,574,906.81	$7,746,962.00	$7,827,944.81

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		$15,000.00	$250,000.00	$265,000.00				$265,000.00	
1	1.2	MTSS Staff - Behavior	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$200,000.00	$0.00	$200,000.00				$200,000.00	
1	1.3	Truancy Advocates	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$90,000.00	$0.00	$90,000.00				$90,000.00	
1	1.4	Instructional Assistance	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Alicante and Lamont Transitional Kindergarten and Kindergarten		$445,000.00	$0.00	$445,000.00				$445,000.00	
1	1.5	Health and Wellness Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$262,878.00	$157,122.00	$420,000.00				$420,000.00	
1	1.6	Enrichment/Intervention Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$30,000.00	$0.00	$30,000.00				$30,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.7	Classroom Size Reduction Teachers	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Alicante, Lamont, Myrtle K-6		$2,720,000.00	$0.00	$2,720,000.00				$2,720,000.00	
1	1.8	Dual Immersion Teacher	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Mountain View Middle SchoolMountain View 7th and 8th grade7th and 8th		$185,000.00	$0.00	$185,000.00				$185,000.00	
1	1.9	Physical Education Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$556,197.50	$18,802.50	$575,000.00				$575,000.00	
1	1.10	Music/Band Teachers	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Alicante, Myrtle Ave and Mt.View Middle 4-8 Grade		$339,367.60	$34,632.40	$374,000.00				$374,000.00	
1	1.11	STEM Teacher at Mt. View	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Mountain View Middle School 7th-8th Grade		$72,000.00	$3,000.00	$75,000.00				$75,000.00	
1	1.12	Enrichment/Intervention Math Teacher	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Mt. View Middle School 7th-8th		$115,000.00	$0.00	$115,000.00				$115,000.00	
1	1.13	Before and After School Teacher/s for Mt.View Middle School	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth	All Schools Specific Schools:		$10,000.00	$0.00	$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
						Low Income	Mt. View Middle School									
1	1.14	Vice Principals at School Sites	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Alicante, Lamont, Myrtle Tk-6		$388,000.00	$0.00	$388,000.00				$388,000.00	
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		$10,000.00	$20,000.00	$30,000.00				$30,000.00	
1	1.16	School Counselor	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Mt. View Middle SchoolMountain View Middle School 7-8		$120,000.00	$0.00	$120,000.00				$120,000.00	
1	1.17	AVID	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$19,995.00	$130,005.00	$150,000.00				$150,000.00	
1	1.18	Summer School Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$39,701.00	$25,299.00	$65,000.00				$65,000.00	
1	1.19	Athletic Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Alicante, Mountain View, Myrtle 4-8		$61,646.00	$68,354.00	$130,000.00				$130,000.00	
1	1.20	Special Education Needs	Students with Disabilities	No			All Schools		$0.00	$50,000.00	$50,000.00				$50,000.00	
1	1.21	Student Academic Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$8,960.00	$11,040.00	$20,000.00				$20,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.22	Education Fieldtrips for all grade levels	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$200,000.00	$200,000.00				$200,000.00	
1	1.23	Library Staff and Supplies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$294,560.00	$105,440.00	$400,000.00				$400,000.00	
1	1.24	Micro-School Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$50,000.00	$75,000.00	$125,000.00				$125,000.00	
1	1.25	6th Grade Outdoor Learning	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Alicante Elementary School and Myrtle Avenue School 6th		$24,502.50	$140,497.50	$165,000.00				$165,000.00	
2	2.1	21st Century Classrooms	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$31,150.00	$3,088,856.81	$3,120,006.81				$3,120,006.81	
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		$0.00	$2,154,000.00	$2,154,000.00				$2,154,000.00	
2	2.3	Technology Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$550,027.50	$14,972.50	$565,000.00				$565,000.00	
2	2.4	Teacher Workstation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$10,000.00	$100,000.00	$110,000.00				$110,000.00	
2	2.5	Modular Buildings - Classroom size reduction	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Alicante School		$0.00	$20,400.00	$20,400.00				$20,400.00	
3	3.1	Parent Professional Development/	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools		$0.00	$50,000.00	$50,000.00				$50,000.00	

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
		Conferences/ Workshops	Low Income			Low Income										
3	3.2	Parent Engagement Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$43,000.00	$0.00	$43,000.00				$43,000.00	
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		$6,309.90	$34,190.10	$40,500.00				$40,500.00	
3	3.4	Kindergarten Preparation	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Alicante and Lamont Elementary TK-Kindergarten		$8,050.50	$6,949.50	$15,000.00				$15,000.00	
3	3.5	Mt.View Middle School Orientation	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Mt.View Middle School 7		$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.6	Parent Involvement Supplies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$4,000.00	$4,000.00				$4,000.00	
3	3.7	District Translator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$94,000.00	$0.00	$94,000.00				$94,000.00	
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		$0.00	$40,000.00	$40,000.00				$40,000.00	
3	3.9	School Safety/Campus Supervisor	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Mountain View Middle SchoolMountain View MIddle School		$100,000.00	$0.00	$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
							7-8									
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		$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		$72,502.50	$2,497.50	$75,000.00				$75,000.00	
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		$78,665.00	$371,335.00	$450,000.00				$450,000.00	
4	4.2	MTSS Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$100,000.00	$100,000.00				$100,000.00	
4	4.3	English Language Development Training and Programs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$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		$500,000.00	$0.00	$500,000.00				$500,000.00	
4	4.5	District Buyback Day	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$55,449.00	$66,551.00	$122,000.00				$122,000.00	

2024-25 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
27428206	10972945	40.006%	15.174%	55.180%	$15,524,906.81	0.000%	56.602 %	**Total:**	$15,524,906.81
								LEA-wide Total:	$10,462,506.81
								Limited Total:	$195,000.00
								Schoolwide Total:	$4,867,400.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Multi Tier Systems of Support (MTSS) Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$265,000.00	
1	**1.2**	MTSS Staff - Behavior	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	
1	**1.3**	Truancy Advocates	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$90,000.00	
1	**1.4**	Instructional Assistance	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alicante and Lamont Transitional Kindergarten and Kindergarten	$445,000.00	
1	**1.5**	Health and Wellness Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$420,000.00	

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	1.6	Enrichment/Intervention Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
1	1.7	Classroom Size Reduction Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alicante, Lamont, Myrtle K-6	$2,720,000.00	
1	1.8	Dual Immersion Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mountain View Middle School 7th and 8th grade	$185,000.00	
1	1.9	Physical Education Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$575,000.00	
1	1.10	Music/Band Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alicante, Myrtle Ave and Mt.View Middle 4-8 Grade	$374,000.00	
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	$75,000.00	
1	1.12	Enrichment/Intervention Math Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mt. View Middle School 7th-8th	$115,000.00	
1	1.13	Before and After School Teacher/s for Mt.View Middle School	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Mt. View Middle School	$10,000.00	
1	1.14	Vice Principals at School Sites	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alicante, Lamont, Myrtle Tk-6	$388,000.00	
1	1.15	Gifted and Talented Education (GATE) and Honors Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	

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	1.16	School Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mt. View Middle School 7-8	$120,000.00	
1	1.17	AVID	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	
1	1.18	Summer School Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$65,000.00	
1	1.19	Athletic Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alicante, Mountain View, Myrtle 4-8	$130,000.00	
1	1.21	Student Academic Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
1	1.22	Education Fieldtrips for all grade levels	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	
1	1.23	Library Staff and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$400,000.00	
1	1.24	Micro-School Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$125,000.00	
1	1.25	6th Grade Outdoor Learning	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alicante Elementary School and Myrtle Avenue School 6th	$165,000.00	
2	2.1	21st Century Classrooms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,120,006.81	
2	2.2	Technology Devices and Infrastructure to support the Learner Profile	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,154,000.00	

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 (%)
2	2.3	Technology Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$565,000.00	
2	2.4	Teacher Workstation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$110,000.00	
2	2.5	Modular Buildings - Classroom size reduction	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alicante School	$20,400.00	
3	3.1	Parent Professional Development/ Conferences/ Workshops	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
3	3.2	Parent Engagement Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$43,000.00	
3	3.3	Cene Con Sus Hijos Dinner	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,500.00	
3	3.4	Kindergarten Preparation	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Alicante and Lamont Elementary TK-Kindergarten	$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	$5,000.00	
3	3.6	Parent Involvement Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,000.00	
3	3.7	District Translator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$94,000.00	
3	3.8	District and School site Websites	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	
3	3.9	School Safety/Campus Supervisor	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Mountain View	$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 (%)
					Low Income	Middle School 7-8		
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	$75,000.00	
4	4.1	Professional Development - Learner Profile, Literacy, ELD, Writing, Math, STEAM	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$450,000.00	
4	4.2	MTSS Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
4	4.3	English Language Development Training and Programs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$120,000.00	
4	4.4	Academic Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500,000.00	
4	4.5	District Buyback Day	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$122,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$16,168,400.00	$11,360,625.81

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	MTSS Staff	Yes	$655,000.00	495195.13
1	**1.2**	MTSS Professional Development	Yes	$100,000.00	70000
1	**1.3**	Vice-Principals for all school sites	Yes	$320,000.00	384088.24
1	**1.4**	Nursing Staff	Yes	$200,000.00	417776.54
1	**1.5**	Truancy Advocates	Yes	$75,000.00	89261.11
1	**1.6**	Athletics	Yes	$130,000.00	121037.79
1	**1.7**	School Safety/License fees for Raptor	Yes	$500,000.00	424539.21
1	**1.8**	Expanded Learning-ASES Staff	No	$0.00	0
1	**1.9**	Transportation/Bus	Yes	$400,000.00	430000.00
2	**2.1**	Kindergarten Orientation	Yes	$15,000.00	8901.89

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Parent Engagement Liaisons	Yes	$43,000.00	32195.25
2	2.3	Parent Involvement	Yes	$4,000.00	4000.00
2	2.4	Parent Professional Development/Conferences	Yes	$50,000.00	46505.93
2	2.5	Parent/Family Non-Academic activity	Yes	$6,000.00	11537.37
2	2.6	District Translator	Yes	$80,000.00	92864.54
2	2.7	Cene Con Sus Hijos Dinner	Yes	$25,000.00	40348.34
2	2.8	District and School site Websites	Yes	$5,000.00	40000.00
2	2.9	Mt.View Middle School Orientation	Yes	$5,000.00	4500.00
2	2.10	Parent Involvement TOSA	No	$0.00	0
3	3.1	Education Fieldtrips for all grade levels	Yes	$200,000.00	200000
3	3.2	Camp Keep for 6th grade	Yes	$165,000.00	156725.76
3	3.3	Summer School Program	Yes	$135,000.00	14920.89
3	3.4	Instructional Assistance	Yes	$415,000.00	438806.80

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.5	Professional Development- ELA, ELD, Math, Tech	Yes	$450,000.00	368284.41
3	3.6	Common Core chapter books for students	Yes	$15,000.00	12000.00
3	3.7	Enrichment/Intervention Math Teacher	Yes	$95,000.00	113513.21
3	3.8	Before and After School teacher/s for Mt.View Middle School	Yes	$10,000.00	0
3	3.9	Physical Education Teachers	Yes	$555,000.00	569207.58
3	3.10	Classroom Size Reduction Teachers	Yes	$2,160,000.00	2690179.74
3	3.11	Academic Coaches	Yes	$600,000.00	525694.36
3	3.12	District Buy Back Day	Yes	$125,000.00	104700.83
3	3.13	Library Staff and supplies	Yes	$400,000.00	356625.30
3	3.14	Enrichment/Intervention Support	Yes	$30,000.00	29119.77
3	3.15	Music/Band Teachers	Yes	$370,000.00	370020.31
3	3.16	ELD Support Staff	Yes	$75,000.00	52208.16
3	3.17	Dual Immersion Teacher	Yes	$185,000.00	116882.81
3	3.18	Academy/ELOP Academic Liaisons	No	$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.19	Special Education Needs	No	$50,000.00	40500.00
3	3.20	School Counselor	Yes	$120,000.00	44399.54
4	4.1	Modular Buildings -Classroom size reduction	Yes	$20,400.00	20400.00
4	4.2	AVID	Yes	$150,000.00	43673.07
4	4.3	Technology Devices and Infrastructure	Yes	$3,000,000.00	1053933.85
4	4.4	Technology Support Staff	Yes	$565,000.00	428149.06
4	4.5	21st Century Classrooms	Yes	$3,500,000.00	720182.29
4	4.6	Student Academics	Yes	$20,000.00	4598.59
4	4.7	STEM Teacher	Yes	$145,000.00	155193.93
4	4.8	Distance Learning Teacher	No	$0.00	0
4	4.9	Independent Study Teachers	No	$0.00	17954.21

2023-24 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)
11773492	$16,118,400.00	$11,302,171.60	$4,816,228.40	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	MTSS Staff	Yes	$655,000.00	495195.13		
1	1.2	MTSS Professional Development	Yes	$100,000.00	70000.00		
1	1.3	Vice-Principals for all school sites	Yes	$320,000.00	384088.24		
1	1.4	Nursing Staff	Yes	$200,000.00	417776.54		
1	1.5	Truancy Advocates	Yes	$75,000.00	89261.11		
1	1.6	Athletics	Yes	$130,000.00	121037.79		
1	1.7	School Safety/License fees for Raptor	Yes	$500,000.00	424539.21		
1	1.9	Transportation/Bus	Yes	$400,000.00	430000.00		
2	2.1	Kindergarten Orientation	Yes	$15,000.00	8901.89		
2	2.2	Parent Engagement Liaisons	Yes	$43,000.00	32195.25		
2	2.3	Parent Involvement	Yes	$4,000.00	4000.00		
2	2.4	Parent Professional Development/Conferences	Yes	$50,000.00	46505.93		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.5	Parent/Family Non-Academic activity	Yes	$6,000.00	11537.37		
2	2.6	District Translator	Yes	$80,000.00	92864.54		
2	2.7	Cene Con Sus Hijos Dinner	Yes	$25,000.00	40348.34		
2	2.8	District and School site Websites	Yes	$5,000.00	40000.00		
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3	3.1	Education Fieldtrips for all grade levels	Yes	$200,000.00	200000.00		
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3	3.5	Professional Development-ELA, ELD, Math, Tech	Yes	$450,000.00	368284.41		
3	3.6	Common Core chapter books for students	Yes	$15,000.00	12000.00		
3	3.7	Enrichment/Intervention Math Teacher	Yes	$95,000.00	113513.21		
3	3.8	Before and After School teacher/s for Mt.View Middle School	Yes	$10,000.00	0		
3	3.9	Physical Education Teachers	Yes	$555,000.00	569207.58		
3	3.10	Classroom Size Reduction Teachers	Yes	$2,160,000.00	2690179.74		
3	3.11	Academic Coaches	Yes	$600,000.00	525694.36		
3	3.12	District Buy Back Day	Yes	$125,000.00	104700.83		
3	3.13	Library Staff and supplies	Yes	$400,000.00	356625.30		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.14	Enrichment/Intervention Support	Yes	$30,000.00	29119.77		
3	3.15	Music/Band Teachers	Yes	$370,000.00	370020.31		
3	3.16	ELD Support Staff	Yes	$75,000.00	52208.16		
3	3.17	Dual Immersion Teacher	Yes	$185,000.00	116882.81		
3	3.20	School Counselor	Yes	$120,000.00	44399.54		
4	4.1	Modular Buildings -Classroom size reduction	Yes	$20,400.00	20400.00		
4	4.2	AVID	Yes	$150,000.00	43673.07		
4	4.3	Technology Devices and Infrastructure	Yes	$3,000,000.00	1053933.85		
4	4.4	Technology Support Staff	Yes	$565,000.00	428149.06		
4	4.5	21st Century Classrooms	Yes	$3,500,000.00	720182.29		
4	4.6	Student Academics	Yes	$20,000.00	4598.59		
4	4.7	STEM Teacher	Yes	$145,000.00	155193.93		

2023-24 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)
28320923	11773492	13.51%	55.082%	$11,302,171.60	0.000%	39.907%	$4,297,477.10	15.174%

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.

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.

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.
- 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.

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

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) 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) (California Legislative Information) 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 (California Legislative Information);

- **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 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **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) (California Legislative Information) 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.

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

- 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.

- 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.

- 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.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)

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

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

Total Planned Expenditures Table

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

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

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

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

- **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 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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