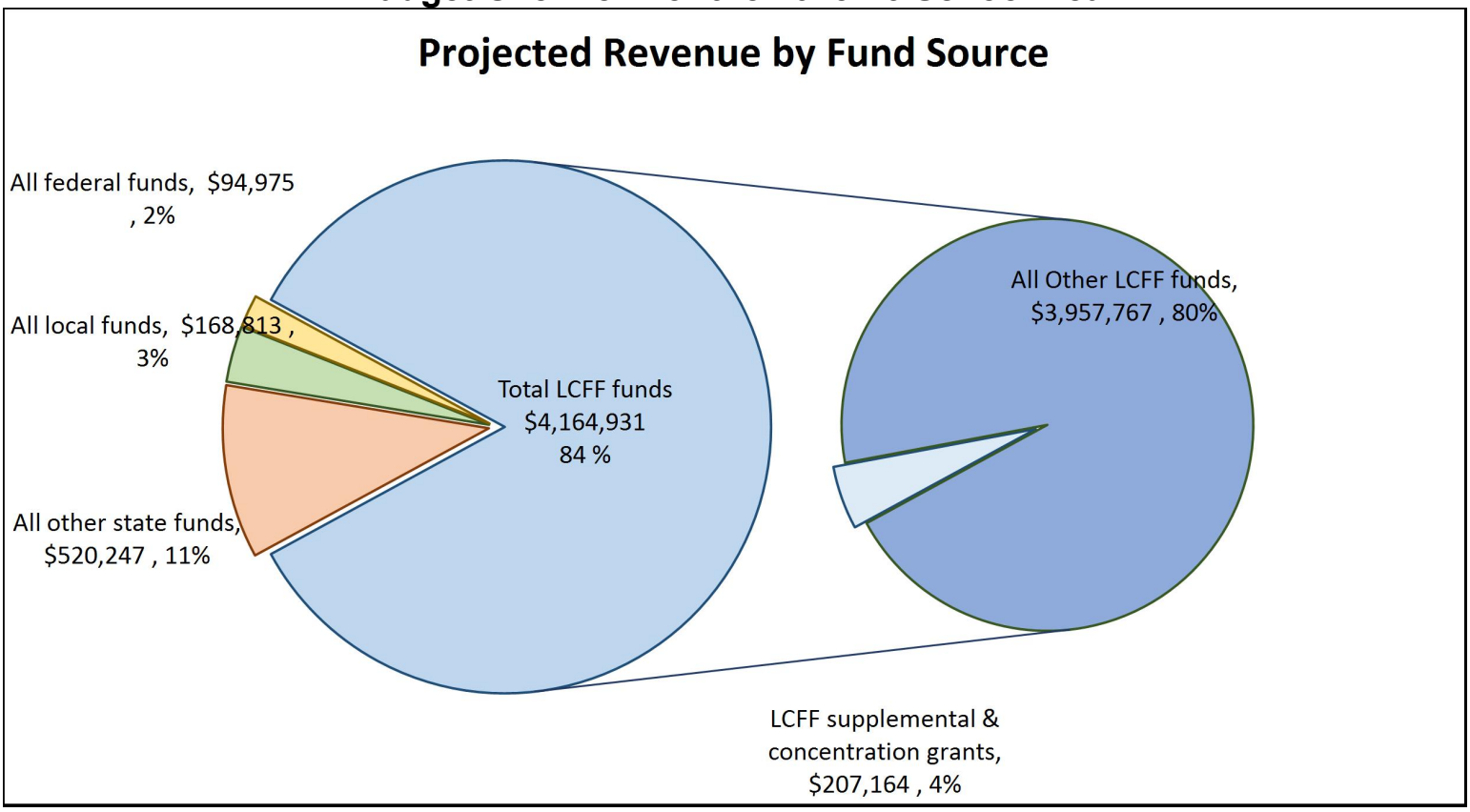
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Geyserville Unified School District
CDS Code: 49 70706 0000000
School Year: 2025-26
LEA contact information:
Deborah Bertolucci
Superintendent
dbert@gusd.com
(707)857-3592 ext 102

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

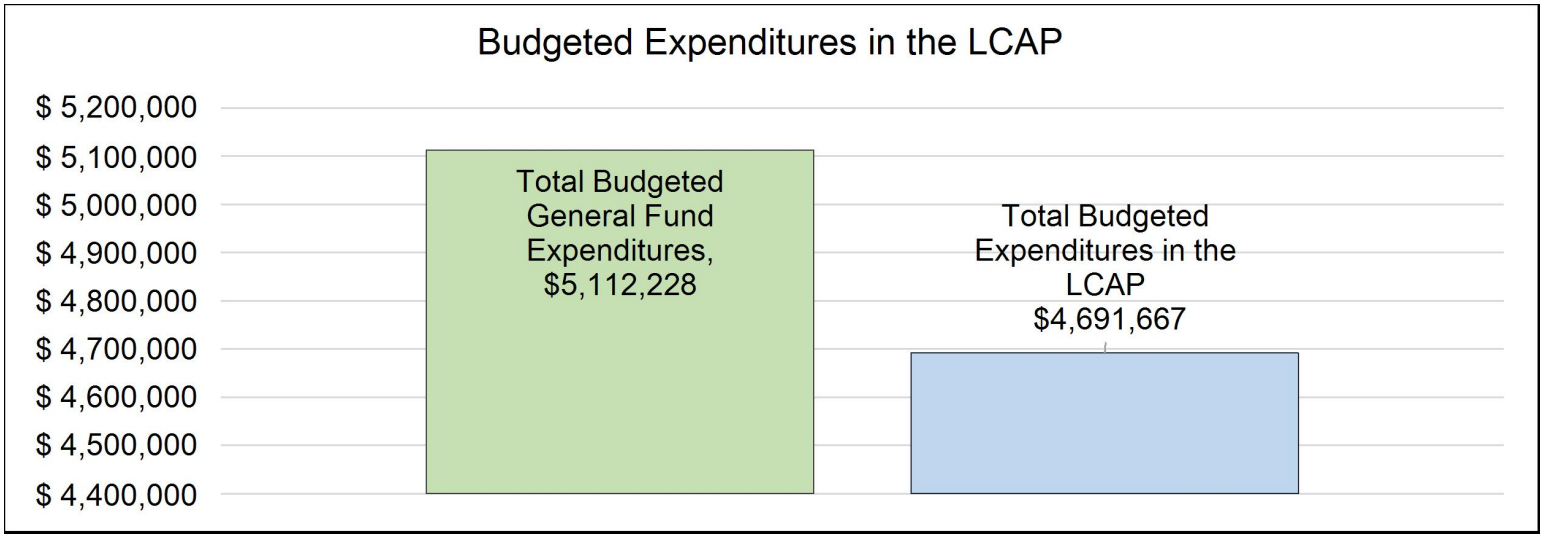


This chart shows the total general purpose revenue Geyserville Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Geyserville Unified School District is $4,948,966, of which $4,164,931 is Local Control Funding Formula (LCFF), $520,247 is other state funds, $168,813 is local funds, and $94,975 is federal funds. Of the $4,164,931 in LCFF Funds, $207,164 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 Geyserville Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Geyserville Unified School District plans to spend $5,112,228 for the 2025-26 school year. Of that amount, $4,691,667 is tied to actions/services in the LCAP and $420,561 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

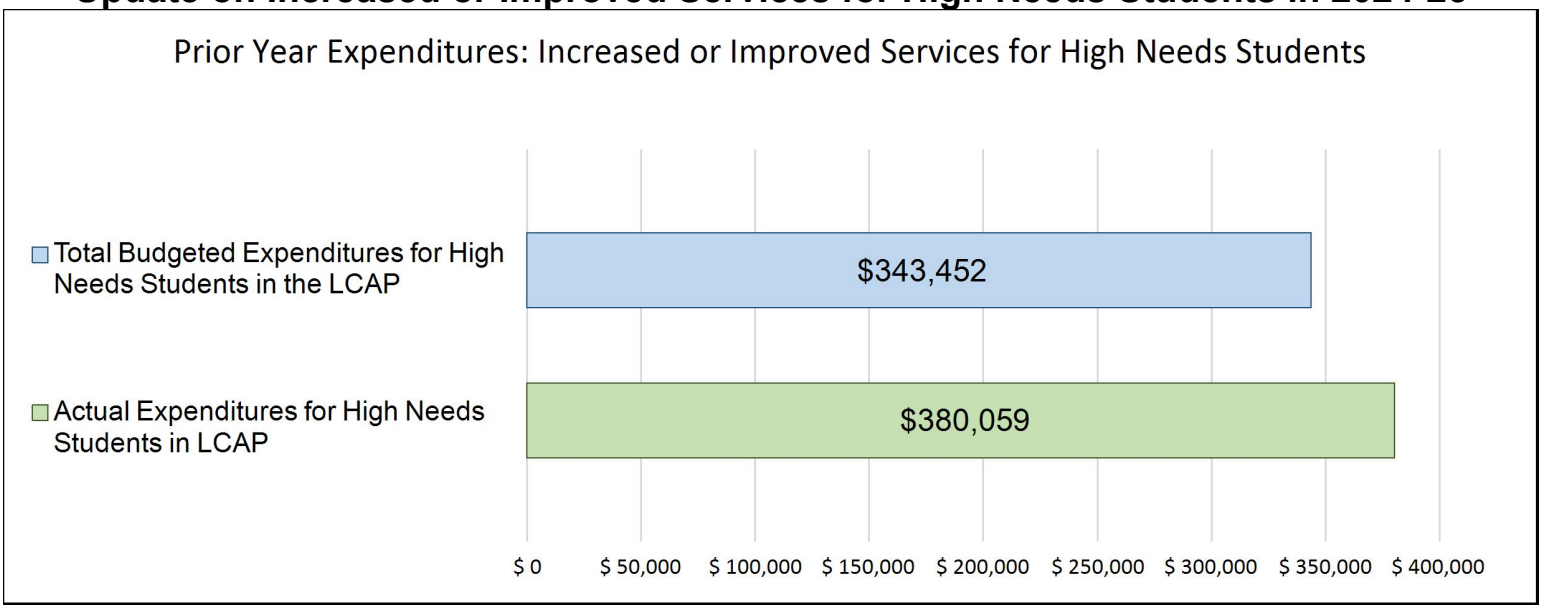
The following are not included in the LCAP:
Contributions to Cafeteria, Insurance, Audit, Legal costs and other general administration.

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

In 2025-26, Geyserville Unified School District is projecting it will receive $207,164 based on the enrollment of foster youth, English learner, and low-income students. Geyserville Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Geyserville Unified School District plans to spend $320,209 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Geyserville Unified 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 Geyserville Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Geyserville Unified School District's LCAP budgeted $343,452 for planned actions to increase or improve services for high needs students. Geyserville Unified School District actually spent $380,059 for actions to increase or improve services for high needs students in 2024-25.

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
Geyserville Unified School District	Deborah Bertolucci Superintendent	dbert@gusd.com (707)857-3592 ext 102

Plan Summary [2025-26]

General Information

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

Geyserville is approximately twenty miles north of Santa Rosa, CA in northern Sonoma County. It is an old farming community set in the valley and surrounded by vineyards. Its diverse population includes founding families, vineyard owners, land managers, laborers, seasonal workers, and people employed in a wide variety of occupations in Sonoma and the surrounding counties. Our district has approximately 194 students in TK-12, 61% are socioeconomically disadvantaged, 26% English Language Learners, and 0% foster youth. There are three schools in the district: Geyserville Elementary School (TK-5) with around 100 students, Geyserville New Tech Academy (6-12th) with around 100 students, and Buena Vista Continuation High School (11th-12th) with around 6 students.

The Vision of Geyserville Unified School District is to provide the opportunity for all students to acquire the skills and values necessary to become responsible and contributing citizens. The Mission of Geyserville Unified School District is to create an educational environment conducive to learning by providing the resources necessary for the success of each and every student.

For the 2025- 2026 school year, Buena Vista High School is identified as an Equity Multiplier school and will therefore receive Equity Multiplier funding. The 2025-2026 LCAP serves as the district's strategic plan.

All information related to our LCAP can be found at our LCAP Hub: https://sites.google.com/gusd.com/gusdlcaphub/home

Reflections: Annual Performance

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

LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG)
An LREGB Needs Assessment was conducted to analyze Chronic Absenteeism, ELA and Math data. Based on this needs assessment, Counseling was determined to be the most effective way to support academic learning recovery and student social and emotional well-being if additional LREBG funds become available. This action can be found under LCAP Action 3.3 Social-Emotional and Wellness Support

Our District **has expended** all LREBG funds. However, if additional funding arises the following will be our LREBG funded action: 3.3 Social-Emotional and Wellness Support (Counseling)

3.3 Social-Emotional and Wellness Support
Counseling is an evidence-based practice to support academic learning recovery and student social and emotional well-being. This action is listed under category (C) for allowable uses: "Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. This includes evidence-based resources for reducing chronic absenteeism." The metrics being used to monitor the impact of the action includes: Chronic Absenteeism and the ELA/Math Academic Indicators on the CA Dashboard.

2024 CA DASHBOARD

SUCCESSES based on 2024 CA Dashboard and Local Data
State indicators where the LEA/School received "green" or "blue" performance level on the 2023 Dashboard for "all students"
- Suspension Rate (District-Blue, GES-Green, GNTA-Green)
- English Language Arts (GES-Green)
- Mathematics (GES-Green)

Student groups within the School/LEA that received "green" or "blue" performance level on one or more state indicators on the 2023 Dashboard:
- English Learners: Suspension rate (GES-Blue)
- Socioeconomically Disadvantaged: Suspension rate (District-Green, GES-Blue)
- Students with Disabilities: Suspension rate (District-Green)
- Hispanic: Suspension rate (District-Green, GES-Blue, GNTA-Green)
- White: Suspension rate (District-Green, GNTA-Green)

The following local indicators were at the "standard met" level.
- Basic Services
- Implementation the Academic Standards
- Parent and Family Engagement

- Local Climate Survey
- Access to Broad Course of Study

CHALLENGES based on 2024 CA Dashboard and Local Data:

Indicators where the School/LEA received the lowest performance level ('red") on the 2024 Dashboard for “all students”
- Chronic Absenteeism (GNTA)
- Mathematics (GNTA)

Student groups within the School/LEA that received the lowest performance level ('red") on one or more state indicators on the 2024 Dashboard:
- English Learners: English Language Arts (District), Mathematics (District)
- Hispanic: Mathematics (GNTA)
- Long Term English Learners: Suspension Rate (District)

REFLECTION
The two areas that were designated with the "red" performance level in 2023 improved on the 2024 CA Dashboard: English Learner Progress and Suspension rate for white student group. Majority of areas under suspension rate were at the blue or green level. Chronic Absenteeism rate decreased for all areas except at GNTA. Priority areas based on 2024 CA Dashboard include Mathematics at GNTA.

Reference
- GUSD: https://www6.cde.ca.gov/californiamodel/studentgroupsreport?year=2024&cdcode=4970706&scode=
- GES: https://www6.cde.ca.gov/californiamodel/studentgroupsreport?year=2024&cdcode=&scode=6051734
- GNTA: https://www6.cde.ca.gov/californiamodel/studentgroupsreport?year=2024&cdcode=&scode=0129981

ADDRESSING THE NEED
Our district is addressing the identified needs of student groups, and/or schools within the LCAP based on this data in the following LCAP actions:
- 3.1 Multilingual Learner Support (2023 Priority)
- 1.2 School Safety (2023 Priority)
- 2.6 Engaging Experiences (2023 and 2024 Priority)
- 3.2 Instructional Support (2024 Priority)
- 3.4 Multi-Tiered System of Support (2024 Priority)

REQUIRED ACTIONS
The State of California requires the following actions to be included in a district LCAP:
- Students with Disabilities Required Action is found under action 3.5 Students with Disabilities
- English Learners Required Action is found under action 3.1 Multilingual Learner Support (note our district has less than 15 LTEL’s)

- Technical Assistant Required Action(s): N/A for our district
- 2023 CA Dashboard Required Actions(s) is found under actions 3.1 Multilingual Learner Support (for red indicator for GUSD English Learner Progress Indicator) and 1.3 School Climate (for red indicator for GNTA White subgroup for suspension rate)
- 2024 CA Dashboard Required Actions(s) is found under actions 3.2 Instructional Support and 3.4 Multi-Tiered System of Support
- Equity Multiplier Required Goal is found under Goal 4
- LREBG Action is found under 3.4 Multi-tiered systems of support (MTSS)

The section below is based on the 2023 CA Dashboard and remains unchanged during the three-year LCAP cycle:

CHALLENGES based on 2023 CA Dashboard and Local Data:

Overall indicators where the School/LEA that received the lowest performance level ('red") on one or more state indicators on the 2023 Dashboard for “all students”
- There were no indicators where the LEA/School received "red" performance level on the 2023 Dashboard for "all students":

Student groups within the School/LEA that received the lowest performance level ('red") on one or more state indicators on the 2023 Dashboard:
- GUSD: English Learners for English Learner Progress (red)
- GES: There were no student groups where the LEA/School received "red" performance level
- GNTA: White subgroup for Suspension Rate (red)

Reflections: Technical Assistance

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

Not Applicable

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

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
Teachers/ Other school personnel/ Local bargaining units of the LEA	Youth Truth Survey: [January 2025] Staff meetings to discuss priorities: GES GNTA: August 12, 2025 & January 6, 2025 Request for Feedback Email LCAP Hub Feedback Link: [Feb-May 2025] Local bargaining units were consulted: Certificated, Classified Process for engagement: notes were collected from meetings, comments were added to the LCAP google document, emails to staff, access to LCAP Hub, qualitative analysis of Youth Truth Survey comments was completed, and quantitative analysis of Youth Truth Survey results was done. Influence: No changes were requested
Principals/Administrators	Meetings to discuss priorities: GUSD: Sept 9, Oct 1, Nov 12, Dec 10, Jan 9, Feb 23 GNTA: June 11, July 31, Aug 25, Oct 16, Nov 12, Dec 10, Jan 7, Feb 3, March 11 GES: Meetings to discuss revisions: GUSD: December 3, 2024, GES: March 14, 2025, GNTA: March 8, 2025 Request for Feedback Email: March 8 2025 Ongoing Feedback and Discussions: [Jan-May 2025] Process for engagement: Meetings, discussions, and comments on LCAP document informed changes to the LCAP.

Educational Partner(s)	Process for Engagement
	Influence: Minor updates were made to the LCAP to reflect current practice and input from various educational partners throughout the year.
Parents/ Family	Youth Truth Survey: [January 2025] Parent Meetings Feedback Opportunities: GES: GNTA: Dec 12, Feb 20, April 17 Request for Feedback Email Process for engagement: notes were collected from meetings (group settings and individual meetings), qualitative analysis of Youth Truth Survey comments was completed, and quantitative analysis of Youth Truth Survey results was done Influence: No changes were requested
Students	Youth Truth Survey: [January 2025] Observations and informal meetings: [Ongoing] Student Advisory Group: Leadership Meeting Site Council: GNTA: 2025: Dec 12, Feb 20, April 17 Leadership Meeting Process for engagement: notes were collected from meetings (group and individual), observations, qualitative analysis of Youth Truth Survey comments was completed, and quantitative analysis of Youth Truth Survey results was done. Influence: No changes were requested
SELPA (Special Education Local Plan Area Administrator)	The superintendent consulted with its special education local plan area administrator to determine that specific actions for individuals with exceptional needs (Students with Disabilities) are included and are consistent with strategies included in the annual assurances support plan for the education of individuals with exceptional needs (Students with Disabilities). Process for engagement: Email was sent and an email response was provided

Educational Partner(s)	Process for Engagement
	Influence: No changes were requested
Parent Advisory Committee/ Schoolsite Councils / School Plans	The Parent Advisory Committee/ schoolsite council reviewed and provided feedback of the LCAP (March 2024). The school plans are in direct alignment with the LCAP as demonstrated in our SPSA Addendum (May 2024). Process for engagement: Meetings and discussions notes were collected Influence: No changes were requested
English Learner Advisory Councils	English Language Advisory Committee Meetings: Superintendent Presented LCAP: April 17 2025 The superintendent presented the LCAP to the English Learner Parent Advisory Committee for review and comment. In June 2025, the superintendent responded, in writing, to comments received from the English Learner Parent Advisory Committee and can be found on the LCAP Hub. Process for engagement: Meetings and discussions notes were collected Influence: No changes were requested
Student Advisory Groups	Site Council Meetings (Site Council Serves as Parent Advisory Committee (PAC) School Priority Discussions: GES: 2/20/2025 GNTA: GNTA: Dec 12, Feb 20, April 17 SPSA LCAP Addendum Approval: Superintendent Presented LCAP Process for engagement: Meetings and discussions notes were collected Influence: No changes were requested
Community (Public Notification)	The superintendent notified members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP using the most

Educational Partner(s)	Process for Engagement
	efficient method of notification possible (does not need to be printed or mailed) (June 2025)
Governing Board/Community (Public Hearing)	The governing board held one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. (The agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the local control and accountability plan or annual update to the local control and accountability plan was available for public inspection. The public hearing was held at the same meeting as the public hearing for Budget Adoption) (June 23, 2025) Influence: No changes were requested
Governing Board (Adoption: Public Meeting)	The governing board adopted the LCAP in a public meeting. This meeting was held after, but not on the same day as, the public hearing. This meeting was the same meeting that the governing board adopted a budget. (June 25, 2025) Influence: No changes were requested
Equity Multiplier Goal Educational Engagement	Educational partners (staff, students, families) from Buena Vista were consulted as part of the determination for Goal 4 and its actions as part of the requirements for Equity Multiplier Funding. (May/June 2025) Influence: It was decided that a Wellness Coach and Online Learning Platform (Edgenuity) was a better use of funds to help improve academic, social and emotional needs of students.

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

LCAP engagement supported 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. During the 2024-2025 LCAP cycle significant work was done to update and revise the LCAP based on educational partner feedback. The 2025-2026 LCAP is in year 2 of a 3-year LCAP cycle. No major changes were made to the 2025-2026 LCAP goals and actions. The following is summary of the changes:

- 1.3 School Climate: Under Social-emotional support: modified "toolbox" to Second Step Social Emotional Learning Curriculum, and added Wellness coordinator to the list of items that SCOE is providing. Under "School Connectedness modified the list of events to

be "5th Grade Student Council, Spirit Rally, Morning Announcements, Library Events, Kindness Week" instead of "Kindness Tree, Stonesoup Thanksgiving, Idle free campus"

- 2.2 Highly Qualified Staff added "appropriately" to "Ensure appropriately credentialed staff..." Added general details around TK programming "Transitional Kindergarten: Continue to provide transitional kindergarten as required by the state. "
- 2.4 Staff Development: added categories for professional development "Professional Learning will relate to the following areas based on identified needs for each school year: Curriculum, School Climate, Systems, and Operations and Support
- 3.1 Multilingual Learner Support: Added "Leverage community resources to support English Learners" to "Community support: Leverage community resources to support English Learners (such as La Familia Sana, SCOE) "
- 3.3 Social-Emotional and Wellness Support* Reorganized sentence to describe the action and then in parenthesis provide the examples "Alternative Discipline Techniques: Explore and utilize alternative discipline techniques (Restorative Practices, Behavior Reflections, Behavior Contract and Restorative Consequences for conflict resolution and behavior modification).
- 3.4 Multi-Tiered Systems of Support under MTSS: added "Continue to Implement, review, and revise MTSS protocols... "
- 4.1 Services and Support: added "dual enrollment" as an example

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide safe, secure and welcoming school environments	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The goal was developed based on educational partner input and ensuring all state priorities are met. All of our educational partners want the school to be welcoming, safe, well maintained and able to function properly as a business. The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model (https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp). Priority areas for this goal area are marked above. The actions and metrics grouped together demonstrate all the components necessary for running schools that people enjoy visiting, that are safe, and that are beautiful.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	FACILITIES (Local Indicator-CA Dashboard) # of instances where facilities do not meet the "Good Repair" standard (including deficiencies and extreme deficiencies)	2023-2024 4 instances	2024-2025 3 instances		0 instances	Decreased by 1
1.2	FACILITIES % schools meet the overall "good" or	2023-2024 100%	2024-2025 100%		100%	Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	"exemplary" rating on FIT Report.					
1.3	FAMILY INPUT (Efforts to seek parent input in decision making) # parents/guardians responded to YouthTruth Survey	2023-2024 76 total 39 surveys (Tk-5) 20 surveys (6-8) 17 surveys (9-12)	2024-2025 73 total 43 surveys (Tk-5) 30 surveys (6-12) *metric changed see prompt #4*		75+ surveys	Decreased by 3
1.4	FAMILY ENGAGEMENT (Local Indicator-CA Dashboard) See Local Indicator report for detailed version. https://sites.google.com/gusd.com/gusdlcaphub/home	2022-2023 "Standard Met" on CA Dashboard	2023-2024 "Standard Met" on CA Dashboard		"Standard Met" on CA Dashboard	Maintained "Standard Met"
1.5	FAMILY SURVEY (Youth Truth Survey) "My school creates a friendly environment"	2023-2024 92% (TK-5) 74% (6-8) 76% (9-12)	2024-2025 71% (TK-5) 69% (6-12)		TK-5: Maintain 90%+ 6-8: 80%+ 9-12: 82%+	Decreased by 21% for TK-5 and 5-7% for 6-12
1.6	PARENT PARTICIPATION-UNDUPLICATED / EXCEPTIONAL NEEDS (Youth Truth) Due to the small sample size (as a rural/small district) we will use schoolwide data	2023-2024 69% (TK-5) 55% (6-8) 41% (9-12) Rating: Full Implementation	2024-2025 64% (TK-5) 59% (6-12)		75%+ (3-5) 60%+ (6-8) 50%+ (9-12) Rating: Full and Sustainable Implementation	Decreased by 5% for TK-5 Increased by 4-18% for 6-12

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% who feel engaged with their students' school Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.					
1.7	SUSPENSION RATE (CA Dashboard) Status	2022-2023 All: 4.9% White: 7.4% EL: 1.6% Hispanic: 4.2% SED: 3.4% SWD: 2.2% Aug 2023-May 2024 (Local Data) All: 2.3%	2023-2024 All: 2% White: 3% EL: 3% Hispanic: 2% SED: 2% SWD: 2% Aug 2024-May 2025 (Local Data) All: 4%		Status: Less than 3%	CA Dashboard All: Decreased 3% White: Decreased 4% EL: Decreased 4% Hispanic: Decreased 2% SED: Decreased 1% SWD: Decreased 0.2% (Local Data) All: Increased 2%
1.8	EXPULSION RATE (Dataquest)	2022-2023 1%	2023-2024 0%		1% or less	Decreased by 1%
1.9	SAFE AT SCHOOL (Youth Truth)	2023-2024 Students:	2024-2025 Students:		Students: 75%+ Parents: 85%+	2024-2025 Students:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Students: ”Do you feel safe during school” or “I feel safe during school” Parents: “My child's learning environment is safe” Staff: “I feel safe from harm while at my school.”	-58% (3-5) -56% (6-8) -64% (9-12) Parents: -83% (3-5) -84% (6-8) -82% (9-12) Staff: -100% (3-5) -92% (6-12)	-65% (3-5) -64% (6-8) -59% (9-12) Parents: -74% (3-5) -74% (6-12) Staff: -100% (3-5) -92% (6-12)		Staff: 95%	(3-5) Improved 7% (6-8) Improved 8% (9-12) Decreased 5% Parents: (3-5) Decreased 9% (6-12) Decreased 8-10% Staff: (3-5) Maintained 100% (6-12) Maintained 92%
1.10	SCHOOL CONNECTEDNESS (Youth Truth) "I enjoy school most of the time" or “Do you like going to school" and Overall categories of Relationships and Belonging.	2023-2024 Enjoy School -32% (3-5) -45% (6-8) -36% (9-12) Relationships -82% (3-5) -26% (6-8) -33% (9-12) Belonging -30% (3-5) -40%(6-8) -39% (9-12)	2024-2025 Enjoy School -32% (3-5) -44% (6-8) -29% (9-12) Relationships -88% (3-5) -41% (6-8) -42% (9-12) Belonging -34% (3-5) -58%(6-8) -42% (9-12)		Higher than the county OR Enjoy School: 45%+ 38% (3-5) 51% (6-8) 42% (9-12) Relationships 85%+ (3-5) 35% (6-12) Belonging 35%+ (3-5) 45% (6-12)	Enjoy School (3-5): Maintained 32% (6-8): Decreased 1% (9-12) Decreased 7% Relationships (3-5) Increased 6% (6-8) Increased 15% (9-12) Increased 9% Belonging (3-5) Increased 4% (6-8) Increased 18% (9-12) Increased 3%
1.11	LOCAL CLIMATE SURVEY	2022-2023	2023-2024		"Standard Met" on CA Dashboard	Maintained "Standard Met"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Local Indicator-CA Dashboard) See local Indicator report for detailed version. https://sites.google.com/gusd.com/gusdlcaphub/home	"Standard Met" on CA Dashboard	"Standard Met" on CA Dashboard			
1.12	CHRONIC ABSENTEEISM RATE (CA Dashboard)	2022-2023 All: 32% White: 36% EL: 25% Hispanic: 33% SED: 32%	2023-2024 All: 28% White: 32% EL: 19% Hispanic:28% SED: 30%		Status: Less than 20%	All: Decreased by 4% White: Decreased by 4% EL: Decreased by 6% Hispanic: Decreased by 5% SED: Decreased by 2%
1.13	ATTENDANCE RATE (Local Data) Aug-April	2023-2024 89%	2024-2025 93%		Greater than 92%	Increased 4%

Goal Analysis [2024-25]

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

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

All actions were implemented as described for the 2024-2025 school year and there were no substantive differences in planned actions and actual implementation of these actions.

Successful Implementation:

- 1.1 General Maintenance & Facility Upgrades: Ongoing Implementation. We provided General Maintenance repairs, supplies and services; we monitored and implemented bond work that is providing modernizations to the facilities, infrastructure and equipment. We ensured all health safety protocols were in place.
- 1.2 School Safety: Ongoing Implementation. We provided Yard duty and Campus Supervision

- 1.3 School Climate: Ongoing Implementation. We provided social emotional support, safety plan, and school connectedness activities.
- 1.4 Family Engagement: Ongoing Implementation. We held family events, utilized Parent Square for communication, and promoted parent participation.
- 1.5 Community Outreach: Ongoing Implementation. We built strong relationships with the community and volunteers by 1) continuing to host town hall meetings and Kiwanis Pancake Breakfast , and 2) continuing the Geyserville Education Foundation/ Parent Club and have increased our community partners.

Implementation Challenges
The following metrics did not improve, which demonstrates potential challenges towards meeting the goal:
- Continue to have instances where facilities do not meet "good repair" (however, this decreased by 1)
- Decreased the number of family surveys
- High School students school safety survey question did not improve.
- Family school safety question did not improve for all grades.
- GNTA 6-8 students did not decrease Chronic Absenteeism rate from 2022-2023 to 2023-2024.
- All grade levels did not improve on the question " "I enjoy school most of the time" or “Do you like going to school"

Modified Implementation, Non-Implemented Actions
- All actions were implemented as described and there were no substantive differences in planned actions and actual implementation of these actions.

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.

The following were the material differences between Budgeted Expenditures and Estimated Actual Expenditures or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services:
- 1.1 General Maintenance & Facility Upgrades: No material differences
- 1.2 School Safety: No material differences
- 1.3 School Climate: No material differences
- 1.4 Family Engagement: No material differences
- 1.5 Community Outreach: No material differences

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 1, as demonstrated by both quantitative data and qualitative indicators:

[Note: Metrics marked with * indicate metrics designated to monitor effectiveness for the contributing action]

Action: 1.1 General Maintenance and Facility Upgrades
Facilities play a crucial role in providing a conducive environment for learning, impacting students' safety, comfort, and overall educational experience. Well-maintained facilities support effective teaching and learning practices, promote a sense of belonging, and contribute to student well-being, ultimately enhancing the quality of education and academic outcomes. This action demonstrated strong effectiveness based on the following metrics:

- Facilities (Decreased by 1) (Metric 1.1)
- Facilities (Maintained 100%) (Metric 1.2)
- A highlight is that bond work is ongoing and community members, students, and families are pleased with the bond outcomes.

Action: 1.2 School Safety
Supervision and a positive school climate are crucial for fostering a safe, supportive, and effective learning environment. Effective supervision ensures student safety, promotes good behavior, and enhances academic performance by providing consistent oversight and guidance. This action demonstrated strong effectiveness based on the following metrics:

- Suspension Rate (Improved to 3% or less for all areas) from 2023 to 2024 (Metric 1.7)
- Expulsion Rate (Maintained 1% or less) (Metric 1.8)
- Safe at School Data (Students: (3-5) Improved 7%, (6-8) Improved 8%, Staff: (3-5) Maintained 100%, (6-12) Maintained 92%) (Metric 1.9)

Data demonstrating continued need and areas of extra attention include:

- Safe at School Data (Students: (9-12) Decreased 5%, Parents: (3-5) Decreased 9%, (6-12) Decreased 8-10%) (Metric 1.9)

Action: 1.3 School Climate
A positive school climate, characterized by mutual respect, inclusivity, and a strong sense of community, encourages student engagement, reduces disciplinary issues, and supports emotional and social development. Together, these elements create a nurturing atmosphere that enables students to thrive academically and personally. This action demonstrated strong effectiveness based on the following metrics:

- School Connectedness Data (Enjoy School (3-5): Maintained 32%, Relationships (3-5) Increased 6%, (6-8) Increased 15%, (9-12) Increased 9% Belonging (3-5) Increased 4%, (6-8) Increased 18%, (9-12) Increased 3%) (Metric 1.10)
- Local Climate Survey (Maintained "Standard Met") (Metric 1.11)
- Chronic Absenteeism (All: Decreased by 4%, White: Decreased by 4%, EL: Decreased by 5%, Hispanic: Decreased by 5%, SED: Decreased by 2%) (Metric 1.12)
- Attendance Rate (Increased by 5%) (Metric 1.13)

Data demonstrating continued need and areas of extra attention include:

- School Connectedness Data (Enjoy School (6-8): Decreased 1%, (9-12) Decreased 7%) (Metric 1.10)

Action: 1.4 Family Engagement
[Contributing Action]
Family engagement fosters a supportive and collaborative environment that enhances children's academic achievement and well-being. When families are actively involved in their children's education, it leads to improved student performance, better behavior, and increased motivation. This action demonstrated strong effectiveness based on the following metrics:

- Family Engagement Data (Maintained "Standard Met")

- *Parent Participation Data ("I feel engaged with my school." Increased by 4-18% for 6-12) (Metric 1.6)

Data demonstrating continued need and areas of extra attention include:

- Family Input (Decreased by 3) (Metric 1.3)
- Family Survey Data ("My school creates a friendly environment.") (Decreased by 21% for TK-5 and 5-7% for 6-12) (Metric 1.5)
- Parent Participation Data ("I feel engaged with my school." Decreased by 5% for TK-5) (Metric 1.6)

Action: 1.5 Community Outreach

Community outreach and support build strong, resilient communities. They provide additional resources and assistance, in addition to opportunities for students. By working together, communities can address local challenges more effectively and create a supportive environment where everyone can thrive. This action demonstrated strong effectiveness based on the following qualitative data:

- Community Partners: Chamber of Commerce, Magnolia Project, Career Technical Education Foundation, Geyserville Grandma Group (GG's), Compass Realty Group- Healdsburg, Cloverdale Animal Shelter, Geyserville Fire Department, Dry Creek Valley Auto Spa, AV Film, Empower Fitness and Dance, Peche Merle Winery, Community Meeting - County of Sonoma Comprehensive Planning at GNTA

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.

There were no changes to planned goal or target outcomes.

The following changes were made in the actions:

- 1.3 School Climate: Under Social-emotional support: modified "toolbox" to Second Step Social Emotional Learning Curriculum, and added Wellness coordinator to the list of items that SCOE is providing. Under "School Connectedness modified the list of events to be "5th Grade Student Council, Spirit Rally, Morning Announcements, Library Events, Kindness Week" instead of "Kindness Tree, Stonesoup Thanksgiving, Idle free campus"

The following changes were made to the metrics:

- School years were listed instead of year of CA Dashboard (example: 2023 was re-written as 2022-2023 to signify the related school year.
- Metric 1.3, 1.5, 1.6, 1.9 (Family Survey Data). For Year 1 data GNTA Family Survey was reflective of the entire school 6-12 and not broken down by middle school 6-8 and high school 9-12.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	General Maintenance & Facility Upgrade	Provide and maintain clean and safe school facilities that support student engagement and positive school culture • Maintenance: Provide General Maintenance repairs, supplies and services. • Bond Work: Monitor and implement bond work that will allow for modernizations to the facilities, infrastructure and equipment. Enhance facilities to create an esthetically pleasing environment. • General Health Protocols: Ensure all health and safety protocols are in place.	$546,918.00	No
1.2	School Safety	Ensure students, staff, and families feel safe on campus. • Supervision: Provide yard duty and campus supervision. Utilize security systems and computer monitoring software to ensure students are physically and digitally safe. • School Safety Plan: Continue to provide Safety Plan Coordinator, safety training and drills (lock down, earthquake, fire). GNTA-Implement Suicide Prevention Plan and participate in QPR training . • Conflict Resolution: utilize systems and processes to help decrease and resolve conflicts or inappropriate behaviors (such as: restorative practices, MTSS model for behaviors, behavior management strategies, Cognitive Behavioral Therapy (6-8), GES Behavior Intervention Rubric, PBIS Matrix)	$0.00	No
1.3	School Climate	Develop, refine and enhance strategies that excite students about coming to school, help students feel more connected and help students feel a sense of belonging • Social-Emotional Support: Develop positive and safe school culture by providing: Social-emotional support in class and through Keystone Therapy, Restorative Practices program (GES/GNTA), Listening Circles (GNTA), Second Step Social Emotional Learning Curriculum Toolbox program (GES). As funding allows, SCOE provides additional support such as	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		behavior support through counselors, SCOE TOSA, and Wellness Coordinator. • School Connectedness: Identify and implement activities to enhance school connectedness and school culture (examples: providing various activities or different environments during lunch, assemblies, leadership class, student council, and school wide events such as: GNTA: “House Events,” Random Acts of Kindness, Exhibit Events, Ag Tech Class Produce Pick Up, awards assemblies; GES: 5th Grade Student Council, Spirit Rally, Morning Announcements, Library Events, Kindness Week • Community (Diversity, Equity, Inclusion, Belonging): Provide opportunities to enhance and improve DEIB on campus through assemblies, programs, anti-bullying campaigns, extracurricular activities, and events. Continue to partner with outside organizations to support DEIB efforts. Ensure activities are accessible to all students, regardless of background. Continue to foster and enhance our small school community. • Cell Phone Limitations: Increase engagement by continuing to limit cell phone usage for students within the school day.		
1.4	Family Engagement	Ensure families and school staff work together to support and improve students' learning, development, and health. Promote parental participation in programs for low income, English learners, foster youth pupils, and students with special needs. • Family Events: Continue to provide family events (Parent Information Night before school starts, Information on New Tech Academy, Information on TK program, Back to School Night (including Parent Training of “need to knows”), Open House/Exhibit Night, Winter Program (GES), Opera (GES), Awards Ceremony (trimester), Family Informational Nights, Garden Cleanup (GES), Community Cleanup (GNTA), Online Parenting Classes • Geyserville Education Foundation: Partner with GEF to enhance the educational outcomes for GUSD students and families. Assist in communicating and supporting GEF’s events and activities (monthly meetings, fundraising events, program support).	$23,698.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Communication: Ensure effective communication to families (utilize Parent Square to regularly communicate with families), Utilize “All Call” system for emergencies only, enhance social media communication, utilize district website to communicate with families on legally required items. • Chronically Absent: Work with families with chronic absenteeism to help decrease absences. Utilize Coordinated Services Team (CST) process to support families who need extra assistance. Brainstorm ways for staff to effectively connect with families. • Promote parental participation and volunteerism in programs for all students, especially unduplicated pupils and individuals with exceptional needs (such as, events, meetings, tutors, volunteer at events, foundation support, Site Council, Parent Booster Club etc)		
1.5	Community Outreach	Actively tap the expertise and knowledge of the community to serve as true partners in supporting and educating students. • Relationships: Build strong relationships with the community and volunteers by hosting: town hall meetings, Kiwanis Pancake Breakfast, and Alumni Night. • Service Project: Explore volunteer service opportunities. • Leverage community resources to provide internships, shadowing, industry tours, community service opportunities (GNTA). • Community Partners: Partner with Chamber of Commerce, Magnolia Project, Career Technical Education Foundation, Geyserville Grandma Group (GG’s), Compass Realty Group-Healdsburg, Cloverdale Animal Shelter, Geyserville Fire Department, Dry Creek Valley Auto Spa, AV Film, Empower Fitness and Dance, Peche Merle Winery, Community Meeting - County of Sonoma Comprehensive Planning at GNTA	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase student achievement and engagement	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
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 goal was developed based on educational partner input and ensuring state priorities are met. All of our educational partners believe that providing an educational program that increases student achievement and engagement is important and is best for our students and their future success. The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model (https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp). Priority areas for this goal area are marked above. The actions and metrics grouped together demonstrate all the components necessary for providing a well rounded education program that covers a broad course of study, provides enrichment opportunities to enhance students' understanding of the world around them, and increases students' fluency with technology.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CREDENTIAL (Local Indicator-CA Dashboard) % "authorized by a clear or preliminary credential or authorized by a local assignment option (LAO)" and (comparison to county)	2021-2022 87% (Above State) *Metric changed see prompt #4*	2022-2023 93% (Above State)		95%+ Clear Credential=Above State	Increased by 5% Maintained "Above State"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	INSTRUCTIONAL MATERIALS (Local Indicator) % of students without access to their own copies of standards-aligned instructional materials for use at school and at home # of Williams Complaints	2023-2024 0% 0 Complaints	2024-2025 0% 0 Complaints		0% 0 Complaints	Maintained 0%
2.3	IMPLEMENTATION OF THE STANDARDS (Local Indicator-CA Dashboard) See local Indicator report for detailed version. https://www.caschooldashboard.org/reports/49707060000000/2024/academic-performance#priority2 For each content area, list implementation status for: -PL: Professional Learning -IM: Instructional Materials -DL: Delivering Instruction 1 - Exploration & Research Phase	2023 "Standard Met" ELA: PL: 4 IM:4 DL:4 ELD: PL: 3 IM:3 DL:3 Math: PL: 4 IM:4 DL:4 NGSS: PL: 2 IM:2 DL:2 History/SS: PL:4 IM:5 DL:4	2024 "Standard Met" ELA: PL: 4 IM:4 DL:4 ELD: PL: 3 IM:3 DL:3 Math: PL: 4 IM:4 DL:4 NGSS: PL: 2 IM:2 DL:2 History/SS: PL:4 IM:5 DL:4		"Standard Met" on CA Dashboard ELA: PL: 5 IM:5 DL:5 ELD: PL: 4 IM:4 DL:4 Math: PL: 5 IM:5 DL:5 NGSS: PL: 3 IM:3 DL:3 History/SS: PL:5 IM:5 DL:5	Maintained "Standard Met" Maintained in all areas

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation & Sustainability https://sites.google.com/gusd.com/gusdlcaphub/home					
2.4	ENGLISH LEARNER ACCESS (Local Data) % with access to CA Standards, including ELD Standards	2023-2024 100%	2024-2025 100%		100%	Maintained 100%
2.5	COURSE OF STUDY (Local Indicator-CA Dashboard) % of students who have access to a broad course of study (see local indicator report for more details)	2023-2024 100%	2024-2025 100%		100%	Maintained 100%
2.6	ELA ACADEMIC INDICATOR (CA Dashboard) Status- Distance from Standard Met ("below standard" or "above standard")	2022-2023 All: 32 below Hispanic: 48 below SED: 44 below EL: 59 below	2023-2024 All: 20 below Hispanic: 39 below SED: 43 below EL: 76 below		Status: 23 points below standard	All: Improved 12 points Hispanic: Improved 9 points SED: Improved 1 point EL: Decreased 18 points (Please note English Learner Progress

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Indicator (ELPI) is a better measure of success for EL's, for the academic indicators when EL demonstrate success they are eventually not included in this subgroup)
2.7	MATH ACADEMIC INDICATOR (CA Dashboard) (CA Dashboard) Status- Distance from Standard Met ("below standard" or "above standard")	2022-2023 All: 62 below Hispanic: 71 below SED: 67 below EL: 69 below	2023-2024 All: 71 below Hispanic: 82 below SED: 91 below EL: 117 below		Status: 53 points below standard	All: Decreased 9 points Hispanic: Decreased 11 points SED: Decreased 24 points EL: Decreased 48 points
2.8	SCIENCE (CAST) % met or exceed (CA Dashboard) Distance away from standard met	2022-2023 4%	2023-2024 23% CA Dashboard (New Metric) 17 below		13%	Increased 19%
2.9	PHYSICAL FITNESS TEST (PFT) (SARC) Participation Rate	2022-2023 -5th: 100% -7th: 100% -9th: 100%	2023-2024 -5th: 95% -7th: 99% -9th: 0%		5th: 100% 7th: 100% 9th: 100%	5th: Decrease by 5% 7th: Decrease by 1% 9th: Decrease by 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	A-G (CA Dashboard-Additional Reports) % meeting a-g requirements	Class of 2023 **Note data error of 0% for the class of 2023** -0 /0% (GUSD) -0 /0% (GNTA) Actual Data: Local data: 6 of 19 (32%)	Class of 2024 6 of 15 (40%)		35%+	Increased by 8%
2.11	CTE (CA Dashboard-Additional Reports) % who successfully completed CTE Pathway requirements	N/A as a small school we do not have CTE pathway completions	N/A as a small school we do not have CTE pathway completions		N/A	N/A
2.12	CTE and A-G (CA Dashboard-Additional Reports) % of students who have completed A-G AND CTE Pathway requirements	N/A as a small school we do not have CTE pathway completions	N/A as a small school we do not have CTE pathway completions		N/A	N/A
2.13	COLLEGE AND CAREER INDICATOR (CA Dashboard) % "prepared"	2022-2023 5% (GUSD) 8% (GNTA)	2023-2024 38% (GUSD) 39% (GNTA)		15%+	(GUSD) Increase by 33% (GNTA) Increase by 31%
2.14	AP EXAMS (3 or higher) (Local Data) Enrollment of students who passed the AP	2022-2023 -7 students enrolled -0 scored a 3 or higher	2023-2024 -11 students enrolled -0 scored a 3 or higher		-1 or more students enrolled -1 or more scored a 3 or higher	Maintained 1 or more students enrolled

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Exam with a score of 3 or higher					Maintained 0 scoring 3 or higher
2.15	GRADUATION RATE (CA Dashboard)	Class of 2023 -91% (GUSD) -92% (GNTA)	Class of 2024 94% (GUSD) 100% (GNTA)		90%+	(GUSD) Increase by 3% (GNTA) Increase by 8%
2.16	SEAL OF BILITERACY (Dataquest) # of most recent class who was awarded the Seal of Biliteracy	Class of 2023 0	Class of 2024 0		2	Maintained 0
2.17	HS DROPOUT RATE (Dataquest)	2022-2023 2	2023-2024 1		0	Decreased by 1 student
2.18	MS DROPOUT RATE (Local Data)	2022-2023 0	2023-2024 0		0	Maintained 0
2.19	STAFF DEVELOPMENT (Youth Truth Staff Survey) "My professional development over the last year has provided me with teaching strategies to better meet my students' needs."	2023-2024 100% (GES) 58% (GNTA)	2024-2025 67% (GES) 92% (GNTA)		GES: Maintain above 90% GNTA: 65%	(GES) Decreased 33% (GNTA) Increased 34%
2.20	TECHNOLOGY (Local Data) % of students with technology device	2023-2024 100%	2024-2025 100%		100%	Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.21	DUAL ENROLLMENT (Local Data) # of students enrolled in Dual Enrollment	Fall 2023: 4 Spring 2024: 8	Fall 2024: 2 Spring 2025:10		Fall 2026: 1 or more Spring 2027: 1 or more	Fall 2024: Decreased by 2 Spring 2025:Increased by 2

Goal Analysis [2024-25]

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

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

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:

- 2.1 Technology: Ongoing Implementation. All grades were 1:1 chromebooks, we replaced technology as needed and providing technology support and repairs.
- 2.2 Highly Qualified Staff: Ongoing Implementation. We have highly qualified and properly credentialed staff to provide exceptional learning experiences that increase student achievement. We made sure all students, especially unduplicated students and students with exceptional needs, are enrolled and supported in a broad course of study.
- 2.3 Instructional Materials: Ongoing Implementation. We purchased CCSS Instructional materials aligned to Common Core Standards and Next Generation Science Standards, as needed
- 2.4 Staff Development: Ongoing Implementation. We provided staff development during days before school started and throughout the year.
- 2.5 Data Analysis: Ongoing Implementation. We collected and analyzed individualized data throughout the year and summarized data through the WASC/LCAP process.
- 2.6 Engaging experiences: Ongoing Implementation. We provided a broad range of engaging experiences for students such as Visual and performing arts, social-emotional curriculum, Boys and Girls Club to provide after school enrichment and activities for grade TK-6, Project Based Learning: Enhance and improve PBL Projects to facilitate creative and critical -thinking and apply learning, extracurricular activities: Provide sports and clubs to students, exploratory workshops, visual and performing arts, internships
- 2.7 College and Career Preparedness: Ongoing Implementation. We provided CTE courses, UC Scout, Advisory, projects, AVID to support college and career readiness for our students.

Implementation Challenges
The following metrics did not improve, which demonstrates potential challenges towards meeting the goal:

- Decreases in Math Academic Indicators on CA dashboard (However, GES saw improvement in math, while GNTA did not)
- GES had a 33% decrease on the Professional Development Youth Truth Staff Survey Question ""My professional development over the last year has provided me with teaching strategies to better meet my students' needs."
- 9th grade did not complete the Physical Fitness Test during the 2023-2024.

Non-Implemented Actions
- All actions were implemented as described and there were no substantive differences in planned actions and actual implementation of these actions.

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.

The following were the material differences between Budgeted Expenditures and Estimated Actual Expenditures or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services:
- 2.1 Technology: No material differences
- 2.2 Highly Qualified Staff: No material differences
- 2.3 Instructional Materials: Planned $32,450.00 Actual $39,627. Increased due to one-time grant funding.
- 2.4 Staff Development Planned $19,200.00 Actual $24,758. Increased due to use of one-time KIT funds for Lunch Assist remote nutrition services training.
- 2.5 Data Analysis Planned $18,305.00 Actual $14,733 Decreased due to narrowed focus on specific data metrics which led to lower-than-anticipated expenses.
- 2.6 Engaging experiences: No material differences
- 2.7 College and Career Preparedness: No material differences

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 2, as demonstrated by both quantitative data and qualitative indicators:

[Note: Metrics marked with * indicate metrics designated to monitor effectiveness for the contributing action]

2.1 Technology
[Contributing Action]
Technology enhances learning experiences, making education more engaging and accessible. It prepares students for the digital world by developing critical 21st-century skills such as digital literacy, problem-solving, and collaboration. Technology also enables personalized learning, allowing educators to tailor instruction to individual student needs, and provides access to a wealth of resources and information that enrich the educational process. This action demonstrated strong effectiveness based on the following metrics:

- * 100% access to technology device (Metric 2.20)
- * ELA Academic Indicator (All: Improved 12 points, Hispanic: Improved 9 points, SED: Improved 1 point) (Metric 2.6)
- Science (CAST) (Increased 19%) (Metric 2.8)

Data demonstrating continued need and areas of extra attention include:

- *ELA Academic Indicator (EL: Decreased 18 points) - Please note English Learner Progress Indicator (ELPI) is a better measure of success for EL's, for the academic indicators when EL demonstrate success they are eventually not included in this subgroup) (Metric 2.6)
- *Math Academic Indicator (All: Decreased 9 points, Hispanic: Decreased 11 points, SED: Decreased 24 points, EL: Decreased 48 points) (Metric 2.7)

2.2 Highly Qualified Staff

Highly qualified teachers directly impact student learning and achievement. Their expertise, experience, and dedication ensure high-quality instruction, fostering a positive and effective learning environment. Skilled teachers are adept at addressing diverse student needs, implementing best practices, and inspiring a love for learning, all of which contribute to better academic outcomes and overall student success. This action demonstrated strong effectiveness based on the following metrics:

- Clear Credential (Increased by 5% Maintained "Above State") (Metric 2.1)
- Implementation of the Standards (Maintained "Standard Met") (Metric 2.3)
- English Learner Access (100% with access to CA Standards, including ELD Standards) (Metric 2.4)
- Course of Study (100% of students who have access to a broad course of study) (Metric 2.5)

2.3 Instructional Materials

Instructional materials provide the foundation for effective teaching and learning. They support curriculum goals, enhance student understanding, and cater to diverse learning styles. High-quality materials, such as textbooks, digital resources, and hands-on tools, help teachers deliver content more effectively and engage students, leading to improved educational outcomes and a more enriching learning experience. This action demonstrated strong effectiveness based on the following metrics:

- Instructional Materials (0%, 0 Complaints) (Metric 2.2)

2.4 Staff Development and 2.5 Data Analysis

[Contributing Actions]

Professional development is crucial as it equips educators with the latest skills, knowledge, and best practices needed to enhance their teaching effectiveness. Ongoing training ensures that teachers stay current with educational advancements, pedagogical strategies, and technological tools, ultimately leading to improved student achievement and a more dynamic, responsive learning environment. As part of this process effective data analysis is necessary to determine priorities. Data analysis in schools is essential for informed decision-making and continuous improvement. By analyzing data on student performance, attendance, and behavior, educators can identify trends, target areas for intervention, and personalize instruction to meet individual needs. This action demonstrated strong effectiveness based on the following metrics:

- Implementation of the Standards (Maintained "Standard Met") (Metric 2.3)
- *ELA Academic Indicator (All: Improved 12 points, Hispanic: Improved 9 points, SED: Improved 1 point) (Metric 2.6)
- *Youth Truth % Positive rate: "My professional development over the last year has provided me with teaching strategies to better meet my students' needs." (GNTA: Increase 34%)

- ELPI (Increased 11%) (Metric 3.1)

Data demonstrating continued need and areas of extra attention include:

- * ELA Academic Indicator (EL: Decreased 18 points) - Please note English Learner Progress Indicator (ELPI) is a better measure of success for EL's, for the academic indicators when EL demonstrate success they are eventually not included in this subgroup) (Metric 2.6)
- *Math Academic Indicator (All: Decreased 9 points, Hispanic: Decreased 11 points, SED: Decreased 24 points, EL: Decreased 48 points) (Metric 2.7)
- *Subgroup Performance (Increased by 3 However, different indicators for the "red performance levels) (Metric 3.5)
- *Youth Truth % Positive rate: "My professional development over the last year has provided me with teaching strategies to better meet my students' needs." (GES: Decreased 33%)

2.6 Engaging Experiences

Engaging experiences stimulate students' interest and motivation, leading to deeper understanding and retention of knowledge. By making learning interactive and relevant, educators can foster a love for learning, encourage active participation, and support the development of critical thinking and problem-solving skills. Engaging experiences create a dynamic and enjoyable learning environment that enhances overall student success. This action demonstrated strong effectiveness based on the following metrics: -Metric 1.12 Chronic Absenteeism Rate (All: Decreased by 4%, White: Decreased by 4%, EL: Decreased by 5%, Hispanic: Decreased by 5%, SED: Decreased by 2%)

- Attendance Rate (Increased by 5%) (Metric 1.13)

2.7 College and Career Preparedness

[Contributing Action]

College and career preparedness activities equip students with the skills, knowledge, and confidence needed to succeed in their future academic and professional endeavors. These activities help students understand their interests and strengths, explore various career paths, and develop practical skills such as resume writing and interview techniques. By providing guidance and resources, schools can ensure that students are well-prepared to make informed decisions and transition smoothly into college or the workforce. This action demonstrated strong effectiveness based on the following metrics:

- A-G (Increased by 8%) (Metric 2.10)
- CTE: students who successfully completed CTE Pathway requirements (N/A) (Metric 2.11)
- CTE and A-G: the students who have completed a-g AND CTE Pathway requirements (N/A) (Metric 2.12)
- College and Career Indicator ((GUSD) Increase by 33% (GNTA) Increase by 31%) (Metric 2.13)
- AP Exams (Maintained 1 or more students enrolled, Maintained 0 scoring 3 or higher) (Metric 2.14)
- Graduation Rate ((GUSD) Increase by 3% (GNTA) Increase by 8%) (Metric 2.15)
- HS Dropout Rate Decreased by 1 student) (Metric 2.17)
- MS Dropout Rate (Maintained 0) (Metric 2.18)
- Dual Enrollment (Maintained 1 or more students enrolled.) (Metric 2.21)

Data demonstrating continued need and areas of extra attention include:

- Seal of Biliteracy (Maintained 0) (Metric 2.16)

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.

There were no changes to planned goal or target outcomes.

The following changes were made to the metrics:

- School years were listed instead of year of CA Dashboard (example: 2023 was re-written as 2022-2023 to signify the related school year.
- 2.1 CREDENTIAL: Changed to "Above State" instead of "Above County" as that is the correct comparison on the CA Dashboard. Deleted local data so it was not confusing to educational partners.
- 2.3 IMPLEMENTATION OF THE STANDARDS - Details from the Local Indicator were added.
- 2.8 SCIENCE: Added CA Dashboard "Distance Away from Standard Met"
- 2.11 CTE. Deleted enrollment data from baseline

The following changes were made the actions:

- 2.2 Highly Qualified Staff added "appropriately" to "Ensure appropriately credentialed staff..." Added general details around TK programming "Transitional Kindergarten: Continue to provide transitional kindergarten as required by the state. "
- 2.4 Staff Development: added categories for professional development "Professional Learning will relate to the following areas based on identified needs for each school year: Curriculum, School Climate, Systems, and Operations and Support

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Technology	Utilize technology to enhance and support students' educational experiences. • Replace and Repair: Maintain use of technology to implement state standards by replacing technology as needed and providing technology support and repairs. Reinforcement of expectations for technology usage. Explore a fix it system for tech support. • 1:1: Ensure all grades are 1:1 chromebooks. Ensure students use district owned (and monitored) device. • Digital Citizenship: Ensure Middle School students are properly trained in digital citizenship. Explore curriculum for digital	$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		citizenship (including AI) and determine when instructional for this will happen.		
2.2	Highly Qualified Staff	Use effective strategies to hire and retain highly qualified, effective and professional staff. • Credentials: Ensure appropriately credentialed staff to provide exceptional learning experiences that increase student achievement. • Course of Study: Ensure all students, especially unduplicated students and students with exceptional needs, are enrolled and supported in a broad course of study. • Transitional Kindergarten: Continue to provide transitional kindergarten as required by the state.	$2,612,383.00	No
2.3	Instructional Materials	Pilot and Purchase CCSS Instructional materials aligned to Common Core Standards and Next Generation Science Standards, as needed.	$46,583.00	No
2.4	Staff Development	Provide professional learning to improve teaching and learning, especially in helping to reduce disparities in opportunities and outcomes between student groups indicated by the CA Dashboard. • Professional Learning will relate to the following areas based on identified needs for each school year. Curriculum, School Climate, Systems, Operations and Support	$6,070.00	Yes
2.5	Data Analysis	Identify and prioritize academic, behavioral and social-emotional instruction and support based on analysis of multiple sources of data • Structured Assessments: Identify standards/concepts to assess, identify assessments to use (Star and Youth Truth), and dates assessments are completed by (example assessments: subject	$20,305.00	Yes

Action #	Title	Description	Total Funds	Contributing
		matter assessments, PBL assessments, peer evaluation). Ensure students take assessments seriously in order to see true trends. • Data Analysis: identify when analysis of data will be completed, and when staff will analyze data to determine next steps (next steps may include: modifying teaching, professional development, addendums, or support classes/workshops)		
2.6	Engaging Experiences	Provide engaging opportunities for students to increase student engagement (including labs and hands-on learning): • Elementary: Visual and performing arts, social-emotional learning, garden program, Boys and Girls Club to provide after school enrichment and activities for grade TK-6, assemblies, schoolwide events, field trips • Middle School: Project Based Learning, interscholastic sports, Visual arts, assemblies, schoolwide events, field trips,class fundraising events • High School: Enhance and improve PBL Projects to facilitate creative and critical thinking and apply learning ; Provide various engaging opportunities to students (sports, clubs, Visual and performing arts, Internships, Field Trips (including college and career field trips), House Activities, class fundraising events)	$295,928.00	No
2.7	College and Career Preparedness (GNTA)	Prepare students to be college and career ready when they leave GUSD. Provide opportunities for students to learn about college, understand what it takes to be college-ready, and support students in preparing for college. • CTE: Expand and enhance CTE courses and pathways as applicable with the assistance of CTE grant- • Dual enrollment: Provide opportunities for students to participate in SRJC dual enrollment, including dual enrollment credit for CTE Pathways • UC Scout: Utilize UC Scout to provide A-G and AP courses online, as needed • Advisory: Utilize advisory to prepare students for life after high school	$93,715.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Projects and Challenging Activities: Provide classroom based projects that can be completed to help students be prepared for life after high school (iSearch and Career Research Project). Ensure activities in the classroom are challenging and help students think “outside the box” and appreciate resilience. • AVID: Identify and commit to selected AVID skills schoolwide. AVID class for 7th and 8th, 9th; 11th AVID Elective: plan for use of new AVID advisory materials implementation in Advisory block • Career Day: Plan to host a Career Day		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide Support: Reduce disparities in opportunities and outcomes between student groups indicated by the CA Dashboard.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The goal was developed based on educational partner input and ensuring state priorities are met. All of our educational partners believe that additional support is needed for low-income, English learners, foster youth, students with disabilities, and students who are struggling academically. The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model (https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp). Priority areas for this goal area are marked above. The actions and metrics grouped together demonstrate all the components necessary for providing additional support for our students in order to close the achievement gap.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	ENGLISH LEARNER PROGRESS (ELPI) (CA Dashboard) % of English learners making progress towards English Language Proficiency (CA Dashboard)	2023: Status: 30% Change: Declined 3% Performance Color: Red	2024 Status: 41% Change: Improved 11% Performance Color: Yellow		Status: 50% +	Increased 11%
3.2	RECLASSIFICATION RATE (Local Data)	2022-2023 44%	2023-2024 38%		40%+ or 0 LTELs	Decreased 6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of Ever-Els considered RFEP	*Metric adjusted see prompt #4 below				
3.3	LONG TERM ENGLISH LEARNERS (Dataquest) # of LTEL	2022-2023 18 *Metric adjusted see prompt #4 below	2023-2024 16		Less than 10	Decreased by 2
3.4	ELD STANDARDS (Local Indicator-CA Dashboard) Implementation status of the ELD standards on local indicator	2023-2024 Professional Development: Initial Instructional Materials: Initial Policy and Program Support: Initial	2024-2025 Professional Development: Initial Instructional Materials: Initial Policy and Program Support: Initial		Professional Development: Full Instructional Materials: Full Policy and Program Support: Full	Maintained Initial
3.5	STUDENT GROUPS DATA (CA Dashboard) # of subgroups at the “red performance level” on one or more state indicators for LEA or school.	2 GNTA: Suspension Rate: White GUSD: English Learner Progress	5 GUSD: ELA and Math for EL Students; Suspension Rate for LTEL GNTA: Chronic Absenteeism for all students; Mathematics for All students and Hispanic		0	Increased by 3 However, different indicators for the "red performance levels"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	UNDUPLICATED PROGRAMS AND SERVICES (Local data) % of English learners, low-income students, and foster youth who are provided with access to legally required or Title-funded programs and services and have access to additional services based on MTSS model.	2023-2024 100%	2024-2025 100%		100%	Maintained 100%
3.7	EXCEPTIONAL NEEDS PROGRAMS AND SERVICES (Local Data) % of students with disabilities who are provided with access to legally required programs and services and have access to additional services based on MTSS model.	2023-2024 100%	2024-2025 100%		100%	Maintained 100%
3.8	MATH-Socioeconomically Disadvantaged (CA Dashboard)	2023: Status: 67 points below standard Change: Increased 30 points Performance Color: Yellow	2024 Status: 91 below Change: Decreased 24 point Performance Color: Orange		Increase of at least 3 points each year Performance Color: Yellow, Green or Blue	Decreased by 24 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.9	ELA-Socioeconomically Disadvantaged (CA Dashboard) Distance from Standard Met (status), Change, Performance Color	2023: Status: 44 points below standard Change: Increased 13 points Performance Color: Yellow	2024 Dashboard: Status: 43 below Change: Increased 1 point Performance Color: Orange		Increase of at least 3 points each year Performance Color: Yellow, Green or Blue	Improved by 1 point

Goal Analysis [2024-25]

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

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

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:

- 3.1 Multilingual Learner Support: Ongoing Implementation. We provided support to English Learners and implemented our EL Master Plan.
- 3.2 Instructional Support: Ongoing Implementation. We provided instructional support to students through instructional aides, exploring reading intervention programs, WIN Time, Study skills course, intervention services, AVID, advisory
- 3.3 Social-Emotional Wellness: Ongoing Implementation. We provided counseling and added support and provided Human Health Development through Alliance Medical Center.
- 3.4 Multi-tiered Systems of Support (MTSS): Ongoing Implementation. We are continuing to development our Coordinated Services Team (CST) processes and systems and our MTSS processes and systems at each school site.
- 3.5 Students with Disabilities: Ongoing Implementation. Intervention and support is provided to students with disabilities

Implementation Challenges
The following metrics did not improve, which demonstrates potential challenges towards meeting the goal:

- Mathematics Academic Indicator for the following student groups: GUSD/GNTA: Socio-economically disadvantaged

Non-Implemented Actions

- All actions were implemented as described and there were no substantive differences in planned actions and actual implementation of these actions.

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.

The following were the material differences between Budgeted Expenditures and Estimated Actual Expenditures or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services:

- 3.1 Multilingual Learner Support: No material differences
- 3.2 Instructional Support Planned $44,473.00 Actual $60,189 Increased due to hiring a temporary Instructional Aide to assist at GNTA.
- 3.3 Social-Emotional and Wellness Support: No material differences for Annual Update. Material Difference for Contributing Actions: Planned: $0, Actual $250. Purchased additional support materials
- 3.4 Multi-Tiered System of Support: No material differences for Annual Update. Material Difference for Contributing Actions: Planned: $0, Actual $250 Purchased instructional materials for intervention and counseling.
- 3.5 Students with Disabilities Planned $599,322.00 Actual: $672,108 Increased due to overall increase in costs for Special Education programs as well as increased assessments and pupil counts.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 3, as demonstrated by both quantitative data and qualitative indicators:

[Note: Metrics marked with * indicate metrics designated to monitor effectiveness for the contributing action]

3.1 Multilingual Learner Support
[Contributing Action]
English Learner support equips students with the necessary language skills to comprehend and engage with the curriculum, participate in classroom discussions, and express themselves confidently. This development fosters better communication and overall academic achievement, paving the way for personal and professional growth in an increasingly globalized world. This action demonstrated strong effectiveness based on the following metrics:

- *English Learner Progress Indicator (Increased 11%) (Metric 3.1)

Data demonstrating continued need and areas of extra attention include:

- Reclassification Rate (Decreased 6%) (Metric 3.2)

3.2 Instructional Support and 3.4 Multi-tiered systems of support (MTSS)
[Contributing Actions, LREBG Action]
Academic supports are vital for helping students overcome challenges, achieve their full potential, and succeed in their educational pursuits.

These supports provide personalized assistance that addresses individual learning needs, enhances comprehension, and reinforces classroom instruction. By offering targeted help, academic supports ensure that all students can master essential skills, stay on track, and build confidence, ultimately leading to improved academic performance and long-term success. This action demonstrated strong effectiveness based on the following metrics:

- *ELA Academic Indicator SED (Improved by 1 point) (Metric 3.9)
- 100% of English learners, low-income students, and foster youth who are provided with access to legally required or Title-funded programs and services and have access to additional services based on MTSS model. (Metric 3.6)

Data demonstrating continued need and areas of extra attention include:

- * Math Academic Indicator SED (Decreased by 24 points) (Metric 3.8)
- Subgroup Performance (Increased by 3) However, different indicators for the "red performance levels. (Metric 3.5)

3.3 Social-Emotional Wellness
[Contributing Action]
Emotional support is crucial for fostering students' overall well-being, resilience, and academic success. By providing a safe and nurturing environment where students feel valued and understood, emotional support helps reduce stress, anxiety, and other emotional barriers to learning. This support promotes positive mental health, enhances self-esteem, and builds the social-emotional skills necessary for coping with challenges. Ultimately, emotional support enables students to thrive both personally and academically, contributing to a more positive and productive school experience. This action demonstrated strong effectiveness based on the following metrics:

- Youth Truth Student Survey Safe at School (Students: (3-5) Improved 7% (6-8) Improved 8% Staff: (3-5) Maintained 100%(6-12) Maintained 92%) (Metric 1.9)

Data demonstrating continued need and areas of extra attention include:

- *Youth Truth % Positive "When I’m feeling upset, stressed, or having problems,there is an adult from school who I can talk to about it." (Grades 6-8: Decreased 6%, Grades 9-12: Maintained 19% below county average)
- Youth Truth Student Survey Safe at School (Students: (9-12) Decreased 5% Parents: (3-5) Decreased 9% (6-12) Decreased 8-10%) (Metric 1.90

3.4 MTSS
[Contributing Action)
This action demonstrated strong effectiveness based on the following metrics:

- * ELA Academic Indicator SED (Improved by 1 point) (Metric 3.9)
- *English Learner Progress Indicator (Increased 11%) (Metric 3.1)

Data demonstrating continued need and areas of extra attention include:

- *Subgroup Performance (Increased by 3) However, different indicators for the "red performance levels. (Metric 3.5)
- *Math Academic Indicator SED (Decreased by 24 points) (Metric 3.8)

3.5 Students with Disabilities
Supporting students with disabilities fosters an inclusive and equitable educational environment. By providing tailored resources,

accommodations, and interventions, schools ensure that all students have access to quality education and the opportunity to reach their full potential. This support not only enhances academic outcomes but also promotes social and emotional well-being, preparing students with disabilities for a successful and independent future. This action demonstrated strong effectiveness based on the following metrics:

- 100% of students with disabilities who are provided with access to legally required programs and services and have access to additional services based on MTSS model. (Metric 3.7)
- CA Dashboard SWD subgroup data (ELA: N/A, Math: N/A, Chronic Absenteeism: N/A, Suspension Rate: Maintained Green, CCI: N/A

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.

There were no changes to planned goal or target outcomes.

The following changes were made in the actions:

- 3.1 Multilingual Learner Support: Added "Leverage community resources to support English Learners" to "Community support: Leverage community resources to support English Learners (such as La Familia Sana, SCOE) "
- 3.3 Social-Emotional and Wellness Support* Reorganized sentence to describe the action and then in parenthesis provide the examples "Alternative Discipline Techniques: Explore and utilize alternative discipline techniques (Restorative Practices, Behavior Reflections, Behavior Contract and Restorative Consequences for conflict resolution and behavior modification).
- 3.4 Multi-Tiered Systems of Support under MTSS: added "Continue to Implement, review, and revise MTSS protocols... "

The following changes were made to the metrics:

- 3.2 RECLASSIFICATION RATE: Baseline data was adjusted to 2022-2023 and so Year 1 data became 2023-2024. This was done because 2024-2025 data from Dataquest was not available at time of updating.
- 3.10 SOCIAL-EMOTIONAL SUPPORT: Youth Truth Question "When I'm feeling upset, I know some ways to make myself feel better." was removed from the question list for Youth Truth and so will no longer be monitored.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Multilingual Learner Support	Improve English Language Learner proficiency and educational outcomes for our English Learners.	$78,703.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Language Acquisition Program of the district is Structured English Immersion (SEI). Through this program we provide Integrated English Language Development and Designated English Language Development. • Professional learning: Details related to professional learning, including support for English Learners is listed in action 2.4. • ELD Support: Provide ELD Coordinator, ELD Curriculum, Supplemental Curriculum, Literacy classes, and Designated ELD time, small group instruction for Long-term English Learners (LTEL) and newcomers (GNTA) during advisory as pull-out support. Use of Interim Assessment practice tests for test-taking skills practice • EL Master Plan: Implement, review, and revise EL Master Plan as needed. • Community support: Leverage community resources to support English Learners (such as La Familia Sana, SCOE) • EL Strategies: Provide various UDL strategies to support English Learners in all classrooms.		
3.2	Instructional Support	Provide academic support for struggling students, especially for English learners, low income, and foster youth students. • Instructional Support: Provide Instructional Support to English Learners, low-income students and students who are failing or most at risk of failing: GES: Instructional aides; Explore reading intervention programs; Tier 2 instruction; Designated ELD time in classroom. GNTA: Study skills course for RSP; High School Alternative Education Position; Independent Study/College and Career position (as part of new principal position), Intervention services:), AVID (7, 8, 9, 11); Advisory: Instructional support provided during advisory class • Supplemental Materials: Explore, purchase or renew intervention materials that help to accelerate learning for English Learners, low-income students and students who are failing or most at risk of failing, as needed	$71,088.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Social-Emotional and Wellness Support	Provide social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior. These include self-regulation, executive function, intrapersonal awareness and interpersonal skills, a growth mindset, and a sense of agency that supports resilience and productive action. • Mental Health Services: Provide Counseling Services, School Psychologist and Behavior Intervention Specialist for students in need through Keystone and SCOE Behavioral Health department • Human Health Development provided by Alliance Medical Center • Alternative Discipline Techniques: Explore and utilize alternative discipline techniques (Restorative Practices, Behavior Reflections, Behavior Contract and Restorative Consequences for conflict resolution and behavior modification). **Learning Recovery and Emergency Block Grant (LREBG) Action (see "Reflections: Annual Performance" for more detail)**	$73,216.00	Yes
3.4	Multi-Tiered Systems of Support	Develop, implement and refine a set of practices and processes schools can use to meet the academic, behavioral, social and emotional needs of all students. • COST: Continue to implement, refine and evaluate Coordination of Services Team (COST) processes and systems. • MTSS: Continue to Implement, review, and revise MTSS protocols at each school site. Ensure understanding of Tier 1, 2 and 3 strategies and develop systems to support these efforts (such as UDL). • Specialized Subgroup Support: Provide additional support for Homeless and Foster Youth as needed.	$29,388.00	Yes
3.5	Students with Disabilities	Ensure all students in our school, including those with IEPs, have equal access to the general education curriculum and extracurricular learning activities with appropriate support	$697,456.00	No

Action #	Title	Description	Total Funds	Contributing
		• Educational Specialist teachers (RSP) and RSP Assistants push into general education classrooms and provide separate small group instruction to support students with the curriculum and achievement of their personal IEP goals. Assist in progress monitoring and the possible identification of students with disabilities and facilitate the IEP process. • Training: Provide training in Multi-Tiered Systems of support; Training provided to general and special education teachers to help increase knowledge and systems to support special education students in the Least Restrictive Environment. Education Specialist supports teachers in providing accommodations and modifications in the general ed classroom.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Buena Vista High: Equity Multiplier Focus Goal Ensure an engaging school environment that supports students in this path, such as: work experience, online courses, blended learning, and flexible opportunities. By April 2027, the attendance rate for Buena Vista High will be at least 68%.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Buena Vista High School is receiving Equity Multiplier Funds because this school has a non-stability of 31% (which is above 25%) and a socio-economically disadvantaged status of 100% (which is above 70%), resulting in GUSD being required to have an "Equity Multiplier Focus Goal".

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.
-Placing a Wellness Coach at a continuation high school is an evidence-based practice shown to improve social-emotional health and graduation rates by providing trauma-informed support, fostering strong student-adult relationships, and addressing non-academic barriers that impact attendance, engagement, and credit recovery.

Focus goals for Equity Multiplier school sites must address the following: (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard
-On the 2023 CA Dashboard, Buena Vista High School received no groups at the lowest performance level as there are not enough students to determine a performance level.

Focus goals for Equity Multiplier school sites must address the following: (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
-On the 2023 CA Dashboard, the credentialing breakdown of the 2021-2022 school year was: 0.5 FTE is 14% Clear, 86% Out-of-field. Due to the small nature of the school and the one teacher being responsible for all content areas

Educational partners met in May/June 2024 to discuss the additional needs for the school based on available data. Additional social, emotional, and academic support were discussed as needed and are included as part of the actions for this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Number of Students Served CBEDS Day: Enrollment as of October Census Data Cumulative: Enrollment based on number of students who were served throughout the entire year	2023: CBEDS Day: 9 Cumulative: 13	2023-2024 CBEDS Day: 6 Cumulative: 12		Less than 15	CBEDS Day: Decreased by 3 Cumulative: Decrease of 1
4.2	Appropriately Credentialed (CA Dashboard/Dataquest) % authorized by a clear or preliminary credential or authorized by a local assignment option (LAO)	2021-2022 0.5 FTE 14% Clear 86% Out-of-field	2022-2023 0.5 FTE 26% Clear 74% Out-of-field		Increase to the extent possible due to credentialing.	Maintained FTE Increased Clear by 12%
4.3	CA Dashboard Indicators	2023 Buena Vista High has less than 11 students, resulting in data not being displayed for privacy.	2024 Buena Vista High has less than 11 students, resulting in data not being		N/A	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-English Learner Progress -Graduation Rate -College and Career	displayed for privacy. -ELA -Math -English Learner Progress -Graduation Rate -College and Career			
4.4	Suspension Rate (CA Dashboard)	2023 7.7% (Note no performance color was provided)	2024 0%		Less than 6%	Decreased 7.7%
4.5	Attendance Rate (Local Data) Aug-April	2023-2024 64%	2024-2025 63%		Increase by 3% each year	Decreased 1%

Goal Analysis [2024-25]

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

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

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:

- 4.1 Services and Supports: Ongoing Implementation. Provided counseling support to students.
- Suspension rate decreased substantially
- Increased Clear credential percentage

Implementation Challenges

- Attendance rate decreased by 1%

Non-Implemented Actions

- All actions were implemented as described and there were no substantive differences in planned actions and actual implementation of these actions.

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.

The following were the material differences between Budgeted Expenditures and Estimated Actual Expenditures or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services:

- 4.1 Services and Supports: Planned $115,422 Actual: $76,022 Decreased due to postponed use of LCFF Equity Multiplier funds for counseling.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 4, as demonstrated by both quantitative data and qualitative indicators:

4.1 Services and Supports
Continuation school provide alternative education pathways for students who struggle in traditional school settings. These programs offer personalized support, flexible schedules, and targeted interventions, enabling students to complete their education and achieve their academic and career goals. Continuation schools help reduce dropout rates, ensuring that all students have the opportunity to succeed and contribute positively to society. This action demonstrated effectiveness based on the following metrics:

- Appropriately Credentialed 12% increase in authorized by a clear or preliminary credential or authorized by a local assignment option (LAO) (Metric 4.2)
- Suspension Rate: 7.7% decrease in suspension rate (Metric 4.4)

Data demonstrating continued need and areas of extra attention include:

- Attendance Rate did not increase (Metric 4.5)

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.

There were no changes to planned target outcomes for the coming year.

The following aspect of the goal was changed:
-2025 was changed to 2027. By April 2027, the attendance rate for Buena Vista High will be at least 68% to demonstrate alignment to the three-year plan.

The following actions were changed:

- 4.1 Services and Support: added "dual enrollment" as an example and added "Utilize evidence-based online learning platform (such as Edgenuity) to support content area specific learning and/or credit recovery." to the action.

- 4.1 Services and Support: modified from:

-Equity Multiplier Funding will be used for counseling services. This is an evidence-based practice aimed to help at-risk students overcome challenges, stay on track for graduation, and achieve personal and academic success.
TO
Equity Multiplier Funding will be used for a Wellness Coach to help support the BVHS students social and emotional needs and help improve graduation rates. This person will also support GNTA students at risk of being moved to BVHS or dropping out.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Services and Supports	-Ensure an engaging school environment that supports students in this path, such as: work experience, online courses, blended learning, dual enrollment, and flexible opportunities. Equity Multiplier Funding will be used for: • A Wellness Coach to help support the BVHS students social and emotional needs and help improve graduation rates. This person will also support GNTA students at risk of being moved to BVHS or dropping out. • An evidence-based online learning platform (such as Edgenuity) to support content area specific learning and/or credit recovery.	$71,216.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$207,164	$11,259

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
11.672%	0.000%	$0.00	11.672%

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
1.4	**Action:** Family Engagement **Need:** According to CDE, “Research has shown that strong family-school partnerships lead to improved student outcomes." Family engagement is incredibly important to improve students' outcomes. Based on Youth Truth Surveys, 69% of families feel engaged at	This action addresses the need by supporting families and encouraging involvement to help increase family engagement. Parent engagement initiatives are the most effective use of funds to meet the needs of unduplicated students because fostering strong partnerships between schools and families creates a supportive environment where parents are empowered to actively participate in their children's education. This involvement enhances	% who feel engaged with their students' school (Youth Truth)

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 grades TK-5, 55% families feel engaged in grades 6-8 and 41% families feel engaged at in grades 9-12. **Scope:** LEA-wide	student motivation, academic achievement, and overall well-being, ultimately closing achievement gaps and promoting equitable outcomes for all students. This action is provided on an LEA-wide basis in order to maximize impact in improving family engagement data throughout the district. This action will create the opportunity to improve family engagement for low income, English Learners and Foster Youth families because the action is designed to address these families' identified needs.	
2.1	**Action:** Technology **Need:** Supporting each student with personalized learning goals can be challenging. Differentiation techniques help to support students in understanding the academic standards through a personalized learning model. Technology provides an effective way to differentiate instruction/learning and to monitor student progress. Maintaining technology devices, digital instructional resources and software to students are needed to support student academic achievement and intervention. **Scope:** LEA-wide	The action addresses the need by utilizing technology to provide differentiation opportunities in the classroom. Utilizing technology for differentiated instruction is the most effective use of funds to meet the needs of unduplicated students because technology is able to tailor learning experiences to individual strengths, interests, and learning styles. Technology also enables personalized education that addresses diverse student needs. This investment not only enhances access to quality education but also empowers underserved students to excel academically, fostering equity and inclusive learning environments. This action is provided on an LEA-wide basis to maximize impact in improving CA Dashboard Academic Indicators for all students. This action will create the opportunity to improve student outcomes for low-income students, English	% 1:1 Technology devices for students CA Dashboard Academic Indicator: ELA, Math (Improve)

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 because the action is designed to address these student groups' identified needs.	
2.4	**Action:** Staff Development **Need:** According to CDE, "Gaining new instructional techniques or an enhanced understanding of content is an important step in ensuring that students learn and thrive." In order to create effective change for our students, especially socioeconomically disadvantaged students, English Learners and Homeless educators must engage in effective professional learning. Baseline data for the Youth Truth % Positive rate: "My professional development over the last year has provided me with teaching strategies to better meet my students' needs." GNTA: 58%; GES:100% CA Dashboard Data indicates a difference between low-income and English Learners compared to all students: -English Language Arts: 44 points below standard for low-income and 59 points below standard for English Learners (Compared to 32 points for all students); -Mathematics: 67 points below standard for low-income and 69 points for English Learners (compared to 62 points for all students)	This action addresses the need by providing training to teachers to focused on techniques to improve outcomes for English learners and low-income students. Professional development for educators is the most effective use of funds to meet the needs of unduplicated students because these evidence-based opportunities equip teachers with the knowledge, skills, and resources to effectively support diverse student populations. This action is provided on an LEA-wide basis to maximize impact in improving CA Dashboard Data for all students. This action will create the opportunity to improve CA dashboard data for low-income students, English Learners, and Foster Youth because the action is designed to address these student groups' identified needs through evidence-based practices.	Youth Truth % Positive rate: "My professional development over the last year has provided me with teaching strategies to better meet my students' needs." -# of LEA/school indicators at the red level -areas improved on CA Dashboard We will monitor the following data for low-income students and English learners: -CA Dashboard Academic Indicator: ELA, Math, EL Progress (Improve)

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		
2.5	**Action:** Data Analysis **Need:** According to CDE, "Monitoring data and establishing needs assessment processes are important in understanding how students are performing, especially in relation to how subgroups are performing and part of the continuous improvement process." In addition, "When educators use the formative assessment process, they can achieve a clear understanding of where their students are in the learning progression. Using assessment for learning benefits the assessment of all students' learning." CA Dashboard Data indicates a difference between low-income and English Learners compared to all students: -English Language Arts: 44 points below standard for low-income and 59 points below standard for English Learners (Compared to 32 points for all students); -Mathematics: 67 points below standard for low-income and 69 points for English Learners (compared to 62 points for all students) **Scope:** LEA-wide	This action addresses the need by utilizing a continuous improvement model and processes that monitors, evaluates and determines corrective action based on data, especially as it relates to unduplicated students. Data analysis processes and procedures are the most effective use of funds to meet the needs of unduplicated students because by reviewing and analyzing data educators can tailor interventions and support systems to address specific challenges faced by staff, schools, and students. This strategic allocation of resources ensures that interventions are targeted, impactful, and conducive to fostering academic success and equitable outcomes for all students, thereby maximizing the efficacy of educational investments. This action is provided on an LEA-wide basis to serve students throughout the district who may need additional support. This action will create the opportunity to improve student outcomes for low-income students, English Learners, and Foster Youth because the action is designed to address these student groups' identified needs based on data and needs assessments.	We will monitor the following data for low-income students and English Learners: -CA Dashboard Data (ELA and Math)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.7	**Action:** College and Career Preparedness (GNTA) **Need:** College and Career preparation is important for all our graduates and especially important for our entire community. The 2023 CA Dashboard College and Career for low-income students is significantly lower than the state average (5% compared to 35% for the state). The Note: For the class of 2023, state reports had our A-G completion rate as 0% which was incorrect, locally collected data is 32% for all students. The A-G rate for class of 2022 was 32%. **Scope:** Schoolwide	The action addresses the needs by providing the support needed to improve A-G completion and CTE course offerings. College and career readiness advising, supports, and opportunities is the most effective use of funds to meet the needs of unduplicated students because providing tailored guidance and resources empowers unduplicated students to navigate the path to higher education and career success. This investment not only fosters equitable access to opportunities but also equips students with the skills and confidence needed to thrive in their academic and professional pursuits, thereby breaking barriers and promoting long-term socioeconomic mobility. This action is provided on schoolwide basis at GNTA as this area is only focuses on high school. This action will create the opportunity to improve college and career indicator data for low-income students and English Learners because the action is designed to address these student groups' identified needs through evidence-based practices (personalized advising and support).	We will monitor the following data for low-income students: -College and Career Indicator -A-G completion rate
3.2	**Action:** Instructional Support **Need:** Our socioeconomically disadvantaged (SED) students are scoring lower than the state average in ELA and SED students are scoring lower than "all students" for the district in ELA and Math. (Baseline data: ELA 44 points	This action addresses this need by providing additional support through instructional aides and intervention support to students who are struggling academically. Individualized and group intervention support is the most effective use of funds to meet the needs of unduplicated students because it allows for tailored instruction based on students' unique learning needs. By providing targeted support,	We will monitor distance away from standard met for ELA and Math for socioeconomically disadvantaged students.

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
	below standard, Math 67 points below standard) **Scope:** LEA-wide	students can receive the specialized assistance necessary to accelerate their academic progress and overall success. This action is provided on an LEA-wide basis to maximize impact in improving CA Dashboard Academic Indicators for all students. This action will create the opportunity to improve CA dashboard data for low-income students, English Learners, and Foster Youth because the action is designed to address these student groups' identified needs through individualized support and evidence-based intervention practices.	
3.3	**Action:** Social-Emotional and Wellness Support **Need:** According to the CDE, "Two decades of research confirm that evidence-based SEL contributes to important student outcomes, including academic attainment (on average SEL programs improved students' academic performance by 11 percent) and "improved classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school" (Durlak et al., 2011). Social and emotional competencies are essential to college and career readiness and success and also associated with longer term benefits, such as improved economic mobility and decreased likelihood of being incarcerated. In sum, SEL is an essential piece of the developmental and societal puzzle in ensuring more equitable outcomes for our children and young people."	This action addresses this need by providing needed counseling support and social-emotional learning activities for students with the ultimate goal of improving student outcomes. Social-emotional support is the most effective use of funds for meeting the needs of unduplicated students because it addresses the holistic well-being of students, creating a nurturing environment where unduplicated students feel valued, supported, and empowered to succeed academically and personally. This targeted support not only enhances student resilience and emotional intelligence but also fosters a positive school climate conducive to learning and equitable outcomes for all. This action is provided on an LEA-wide basis to maximize impact in improving Youth Truth Data for all students and ultimately learning outcomes. This action will create the opportunity to improve CA dashboard data for low-income students,	As a small school district with a majority of low-income students, we will also monitor the following school level data for all students: -Youth Truth % Positive "When I'm feeling upset, stressed, or having problems, there is an adult from school who I can talk to about it."

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
	Educational partner engagement sessions have demonstrated a need to support students socially, emotionally, and mentally. **Scope:** LEA-wide	English Learners, and Foster Youth because social-emotional learning is specifically designed to address these student groups' identified needs.	
3.4	**Action:** Multi-Tiered Systems of Support **Need:** According to the CDE, "California's MTSS focuses on aligning initiatives and resources within an educational organization to address the needs of all students. It is an integrated, comprehensive framework for local educational agencies (LEA) that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students." Our low-income students are scoring lower than "all students" for the district in ELA and Math. (Baseline data: ELA 44 points below standard, Math 67 points below standard). English Learner Progress indicator is at the red level at 30% making progress.	This action addresses the need by ensuring effective implementation and management of the MTSS process in order to support students in need, especially low-income students, English Learners, and Foster Youth. Multi-tiered System of Support (MTSS) is the most effective use of funds for unduplicated students because it is a research-based approach that provides a comprehensive framework for identifying and addressing diverse needs through tiered interventions, data-driven decision-making, and collaboration among educators, ensuring equitable access to support and sustained student success. This action is provided on an LEA-wide basis to maximize impact in improving CA Dashboard Data for all students. This action will create the opportunity to improve CA dashboard data for low-income students, English Learners, Homeless students and Foster Youth because the CDE MTSS Framework is specifically designed to address these student groups' identified needs.	We will monitor the following data for low-income students and English Learners: -# of LEA/school indicators at the red level -areas improved on CA Dashboard

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
	Currently there was 1 indicator at the red level (ELPI) and 4 of 6 indicators showed improvement. **Scope:** LEA-wide		

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
3.1	**Action:** Multilingual Learner Support **Need:** California's mission for English Learners is "California schools affirm, welcome, and respond to a diverse range of English learner (EL) strengths, needs, and identities. California schools prepare graduates with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world, thus ensuring a thriving future for California." This is a priority area. The English Learner Progress Indicator (ELPI) is red for the district	This action addresses the need by fully developing and improving our Multilingual learner programming and by providing the support necessary for improving outcomes for English Learners. Individualized and group intervention support is the most effective use of funds to meet the needs of English Learners because it allows for tailored instruction based on students' unique language proficiency levels and learning needs. By providing targeted support, students can receive the specialized assistance necessary to accelerate their language acquisition, academic progress, and overall success.	We will monitor the following data for English Learners -English Learner Progress Indicator

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	(30% making progress towards English language proficiency). **Scope:** Limited to Unduplicated Student Group(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.

N/A

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.

Additional Concentration funding is used to retain instructional aide (classified personnel) support staff at Geyserville Elementary based on the classroom needs and is found in LCAP Action 1.2 Instructional Support.

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	1:50	1:24
Staff-to-student ratio of certificated staff providing direct services to students	1:11	1:13

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1,774,884	207,164	11.672%	0.000%	11.672%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,586,267.00	$1,017,440.00	$0.00	$87,960.00	$4,691,667.00	$3,628,791.00	$1,062,876.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	General Maintenance & Facility Upgrade	All	No			All Schools	ongoing	$314,442.00	$232,476.00	$546,918.00	$0.00	$0.00	$0.00	$546,918.00	
1	1.2	School Safety	All	No			All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.3	School Climate	All	No			All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.4	Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$5,268.00	$18,430.00	$23,698.00	$0.00	$0.00	$0.00	$23,698.00	
1	1.5	Community Outreach	All	No			All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.1	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$25,000.00	$20,000.00	$5,000.00	$0.00	$0.00	$25,000.00	
2	2.2	Highly Qualified Staff	All	No			All Schools	ongoing	$2,612,383.00	$0.00	$2,598,283.00	$0.00	$0.00	$14,100.00	$2,612,383.00	
2	2.3	Instructional Materials	All	No			All Schools	ongoing	$0.00	$46,583.00	$1,800.00	$44,783.00	$0.00	$0.00	$46,583.00	
2	2.4	Staff Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$6,070.00	$700.00	$5,370.00	$0.00	$0.00	$6,070.00	
2	2.5	Data Analysis	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$20,305.00	$20,305.00	$0.00	$0.00	$0.00	$20,305.00	

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
2	2.6	Engaging Experiences	All	No			All Schools	ongoing	$31,881.00	$264,047.00	$45,841.00	$250,087.00	$0.00	$0.00	$295,928.00	
2	2.7	College and Career Preparedness (GNTA)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Geyserville New Tech Academy	ongoing	$93,715.00	$0.00	$93,715.00	$0.00	$0.00	$0.00	$93,715.00	
3	3.1	Multilingual Learner Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$78,703.00	$0.00	$78,703.00	$0.00	$0.00	$0.00	$78,703.00	
3	3.2	Instructional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$71,088.00	$0.00	$71,088.00	$0.00	$0.00	$0.00	$71,088.00	
3	3.3	Social-Emotional and Wellness Support	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	ongoing	$0.00	$73,216.00	$0.00	$71,216.00	$0.00	$2,000.00	$73,216.00	
3	3.4	Multi-Tiered Systems of Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$29,388.00	$0.00	$12,000.00	$0.00	$0.00	$17,388.00	$29,388.00	
3	3.5	Students with Disabilities	Students with Disabilities	No			All Schools	ongoing	$391,923.00	$305,533.00	$2,000.00	$640,984.00	$0.00	$54,472.00	$697,456.00	
4	4.1	Services and Supports	All	No			Specific Schools: Buena Vista High School	ongoing	$0.00	$71,216.00	$71,216.00	$0.00	$0.00	$0.00	$71,216.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,774,884	207,164	11.672%	0.000%	11.672%	$320,209.00	0.000%	18.041 %	**Total:**	$320,209.00
								LEA-wide Total:	$147,791.00
								Limited Total:	$78,703.00
								Schoolwide Total:	$93,715.00

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	**1.4**	Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$23,698.00	
2	**2.1**	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
2	**2.4**	Staff Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$700.00	
2	**2.5**	Data Analysis	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,305.00	
2	**2.7**	College and Career Preparedness (GNTA)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Geyserville New Tech Academy	$93,715.00	
3	**3.1**	Multilingual Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$78,703.00	
3	**3.2**	Instructional Support	Yes	LEA-wide	English Learners Foster Youth	All Schools	$71,088.00	

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			
3	**3.3**	Social-Emotional and Wellness Support	Yes	LEA-wide	Foster Youth Low Income	All Schools	$0.00	
3	**3.4**	Multi-Tiered Systems of Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,680,277.00	$4,738,533.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	General Maintenance & Facility Upgrade	No	$536,641.00	$567,116
1	**1.2**	School Safety	No	$0.00	0
1	**1.3**	School Climate	No	$0.00	0
1	**1.4**	Family Engagement	Yes	$15,250.00	$15,554
1	**1.5**	Community Outreach	No	$0.00	0
2	**2.1**	Technology	Yes	$40,000.00	$45,900
2	**2.2**	Highly Qualified Staff	No	$2,741,616.00	$2,665,243
2	**2.3**	Instructional Materials	No	$32,450.00	$39,627
2	**2.4**	Staff Development	Yes	$19,200.00	$24,758
2	**2.5**	Data Analysis	Yes	$18,305.00	$14,733
2	**2.6**	Engaging Experiences	No	$245,086.00	$269,156

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	**2.7**	College and Career Preparedness (GNTA)	Yes	$92,093.00	$97,114
3	**3.1**	Multilingual Learner Support	Yes	$134,131.00	$144,468
3	**3.2**	Instructional Support	Yes	$44,473.00	$60,189
3	**3.3**	Social-Emotional and Wellness Support	Yes	$30,000.00	$30,092
3	**3.4**	Multi-Tiered Systems of Support	Yes	$16,288.00	$16,453
3	**3.5**	Students with Disabilities	No	$599,322.00	$672,108
4	**4.1**	Services and Supports	No	$115,422.00	$76,022

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
201,243	$343,452.00	$380,059.00	($36,607.00)	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	1.4	Family Engagement	Yes	$15,250.00	$15,554		
2	2.1	Technology	Yes	$35,000.00	$44,890		
2	2.4	Staff Development	Yes	$4,200.00	$2,611		
2	2.5	Data Analysis	Yes	$18,305	$14,733		
2	2.7	College and Career Preparedness (GNTA)	Yes	$92,093.00	$97,114		
3	3.1	Multilingual Learner Support	Yes	$134,131.00	$144,468		
3	3.2	Instructional Support	Yes	$44,473.00	$60,189		
3	3.3	Social-Emotional and Wellness Support	Yes	$0.00	$250		
3	3.4	Multi-Tiered Systems of Support	Yes	$0.00	$250		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1,753,088	201,243	0	11.479%	$380,059.00	0.000%	21.679%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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