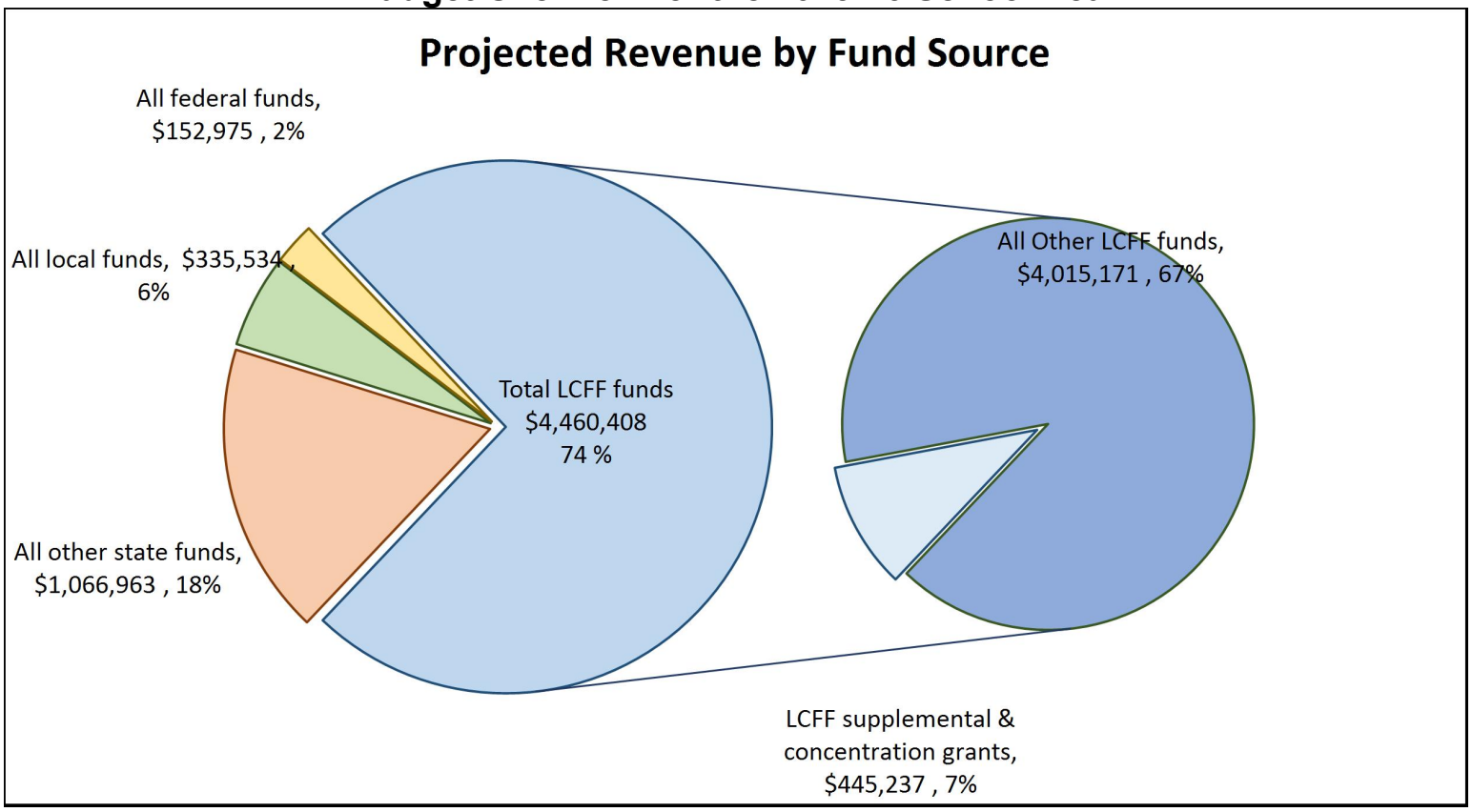
GUERNEVILLE SCHOOL DISTRICT

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Guerneville Elementary (District and Charter)
CDS Code: 49707220000000 and 49707226051767
School Year: 2025-26
LEA contact information:
Joelene Morasch
Superintendent/Principal
jmorasch@guernevilleschool.org
707-869-2864

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

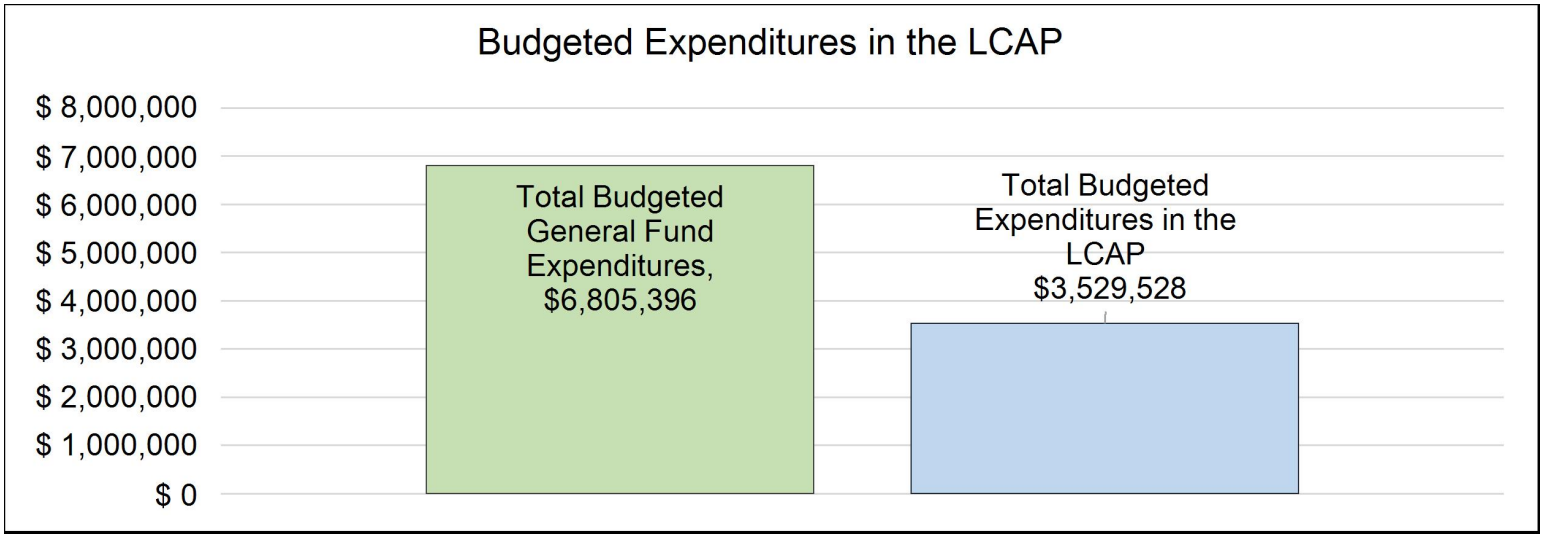


This chart shows the total general purpose revenue Guerneville Elementary (District and Charter) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Guerneville Elementary (District and Charter) is $6,015,880, of which $4460408 is Local Control Funding Formula (LCFF), $1066963 is other state funds, $335534 is local funds, and $152975 is federal funds. Of the $4460408 in LCFF Funds, $445237 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 Guerneville Elementary (District and Charter) 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: Guerneville Elementary (District and Charter) plans to spend $6805396 for the 2025-26 school year. Of that amount, $3529528 is tied to actions/services in the LCAP and $3,275,868 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

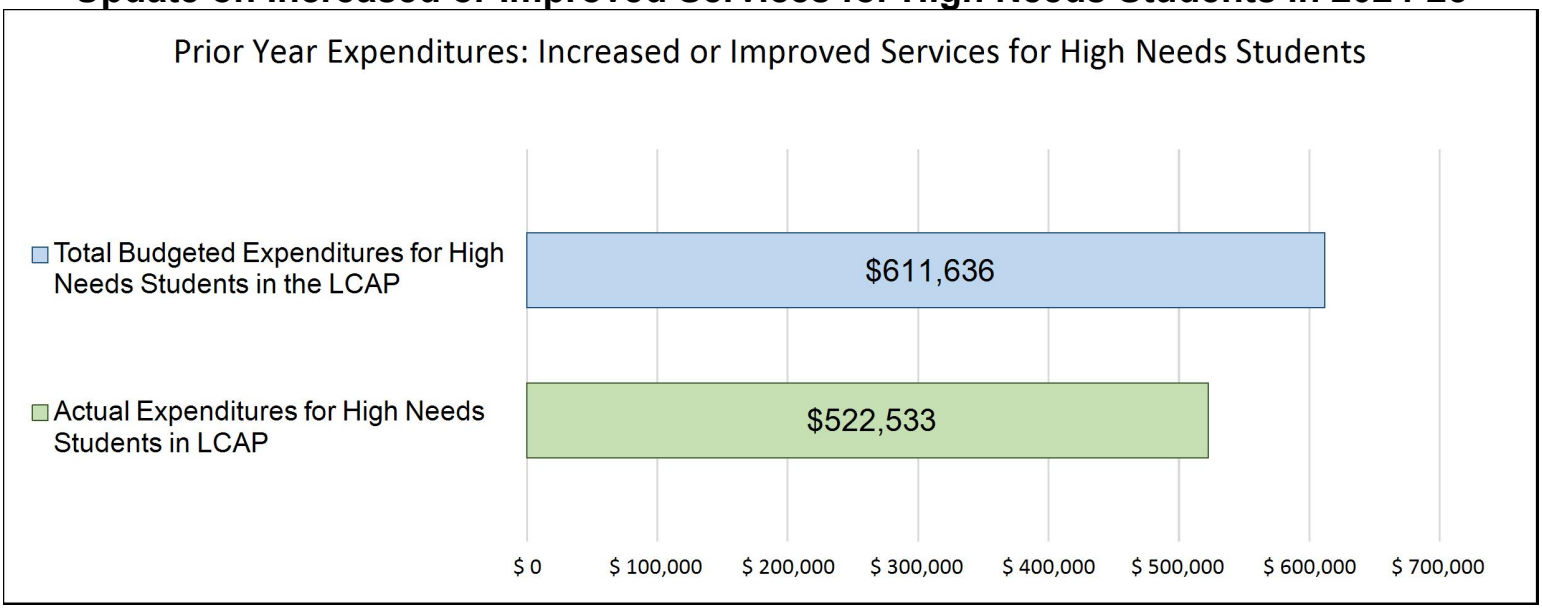
The budgeted expenditures that are not included in the LCAP will be used for the following:
District: Staffing: 1 general education TK teacher @ 92%. School office support staff person at 30%. Administrator site/district @30%, Classified Management employee @ 40%. Custodian @ 10%.
Transportation and all general and facility overhead costs.
Charter: Staffing: 12 general education teacher @ 100%. 3 School & District Office Support Staff @100%, Admin Site/Dist @100%, 2 Classified Management employees @ 100%. 2.875 Custodial employees @100, 1.0 Counselor, Community Eligibility Program, Transportation and all general and facility overhead costs

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

In 2025-26, Guerneville Elementary (District and Charter) is projecting it will receive $445237 based on the enrollment of foster youth, English learner, and low-income students. Guerneville Elementary (District and Charter) must describe how it intends to increase or improve services for high needs students in the LCAP. Guerneville Elementary (District and Charter) plans to spend $499668 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 Guerneville Elementary (District and Charter) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Guerneville Elementary (District and Charter) 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, Guerneville Elementary (District and Charter)'s LCAP budgeted $611636 for planned actions to increase or improve services for high needs students. Guerneville Elementary (District and Charter) actually spent $522533 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $89,103 had the following impact on Guerneville Elementary (District and Charter)’s ability to increase or improve services for high needs students:

Actual expenditures were less than planned by $89,103, however the amount spent was $110,831 higher than the supplemental and concentration funds received for these services. Goal 1.2 - District planned on using state funds to purchase and implement state standard curriculum, however this purchase will be made in 25-26. Goal 2.1 - Stipends budgeted in this goal were paid out of Goal 1.1 instead. Goal 2.3 - The reduction in nursing costs were due to a loss of staff at the consortium level. Goal 3.2 - Library services was previously coded to Goal 3.2 but was changed to Goal 1.2. Goal 3.3 reflects expenditures for AVID that have since been moved to Goal 3.3 resource 6266. Goal 3.4 - Family Liaison position took a .4 Leave and therefore expenditures were less in 24-25.

This difference did not impact the actions and services and the overall increased or improved services for high needs students in 2024-25.

GUERNEVILLE
SCHOOL DISTRICT

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
Guerneville Elementary (District and Charter)	Joelene Morasch Superintendent/Principal	jmorasch@guernevilleschool.org 707-869-2864

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.

This document serves as the Local Control Accountability Plan (LCAP) for both Guerneville Elementary School District and Guerneville Elementary School (Charter). As a "conversion charter" and because our charter budget is rolled into our LEA budget.

Nestled in the beautiful redwoods of Sonoma County you will find the quaint and historic Guerneville School District. We are located on 15 acres of lush land that fosters an appreciation for the environment in all students and staff. Our TK-K district school "Guerneville Primary School", along with our K-8 Guerneville Elementary (Charter) School provides an amazing place for students to attend and for staff members to work. We have approximately 200 students total on the same campus, of which 76% are socioeconomically disadvantaged and 11% are English Language Learners.

The district is guided by Community School Partnership Program framework, our GROWTH Vision and our AVID Mission.

GROWTH Vision
-Global Citizens: We are leaders of our school, community, and planet.
-Risk Takers: We respectfully and responsibly tackle new challenges.
-Open-Minded: We accept differences and welcome change
-Work Hard: We demonstrate grit to accomplish our personal and scholarly best.
-Teamwork: We achieve more together.
-Happy & Healthy: We make choices that are good for our minds and bodies.

AVID Mission
-We are committed to career and college readiness for all students, whole-student health, local-to-global leadership and sustainability.

COMMUNITY SCHOOLS PARTNERSHIP PROGRAM
The Four Pillars of Community Schools
Integrated student supports [LCAP Goal 3]
Family and community engagement [LCAP Goal 2.2]
Collaborative leadership and practices for educators and administrators [LCAP Goal 1.1]
Extended learning time and opportunities [LCAP Goal 2.1]

The Four Key Conditions for Learning
Environmental Conditions [LCAP Goal 2]
Instructional Strategies [LCAP Goal 1.1]
Social and Emotional Learning [LCAP Goal 2.3]
System of supports [LCAP Goal 3.2]

The Four Cornerstone Commitments
Assets-Driven and Strength-Based Practice [LCAP Goal 3.1]
Racially Just and Restorative School Climates [LCAP Goal 2.3]
Powerful, Culturally Proficient and Relevant Instruction [LCAP Goal 1.1]
Shared Decision-Making and Participatory Practices [LCAP Goal 3.1]

The Four Proven Practices
Community Asset Mapping and Gap Analysis [LCAP Goal 3.1]
Community School Coordinator [LCAP Goal 3.1]
Site-Based and LEA-Based Advisory Councils [LCAP Goal 3.1]
Integrating and Aligning with other relevant Programs [LCAP Goal 3.1]

Capacity Building Strategies
Shared Understanding and Commitment [LCAP Goal 2.3]
Collective Priorities: Setting Goals and Taking Action [LCAP Goal 2.3]
Collaborative Leadership [LCAP Goal 1.1]
Coherence: Policy and Initiative Alignment [LCAP Goal 2.3]
Staffing and Sustainability [LCAP Goal 1.1]
Strategic Community Partnerships [LCAP Goal 2.2]
Professional Learning [LCAP Goal 1.1]
Centering Community-Based Learning
Progress Monitoring and Possibility Thinking [LCAP Goal 3.2, 2.2]

All information related to our LCAP can be found at our LCAP Hub: https://sites.google.com/guernevilleschool.org/gsdlcap/home

For the 2025-2026 school year, our district does not have any schools identified for the Equity Multiplier. The 2025-2026 LCAP serves as the district's strategic plan.

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) REQUIRED ACTION
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. This action can be found under LCAP Action 2.3 School Climate.

Our District has expended all LREBG funds for the 2025-26 school year. The charter has unexpended funds. If additional funding arises for the district the following will be our LREBG funded action: Goal 2 Action 3: School Climate. This action will be the LREBG action for the charter.

2.3 School Climate (sub action Mental Health Support)
This action is an LREBG action and utilizes $41,870 (1st-8th) in LREBG Funds. 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 2024 Dashboard for "all students"
- There were no indicators where the LEA/School received "green" or "blue" performance level on the 2024 Dashboard for "all students"

Student groups within the School/LEA that received "green" or "blue" performance level on one or more state indicators on the 2024 Dashboard:
- White: Suspension Rate (Charter-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”
- Suspension Rate (Charter)

Student groups within the School/LEA that received the lowest performance level ('red") on one or more state indicators on the 2024 Dashboard:
- Socioeconomically Disadvantaged: Suspension Rate (Charter), Chronic Absenteeism Rate (Charter)
- Student with Disabilities: Chronic Absenteeism Rate (Charter)
- Hispanic: Suspension Rate (Charter), Chronic Absenteeism Rate (Charter)

REFLECTION
Chronic Absenteeism improved overall from 2022-2023 to 2023-2024 on the CA Dashboard, however, did not improve for many of the student groups and so remains and area of focus. Suspension rate increased overall and for many of the student groups and remains an area of focus.

Reference
Charter: https://www6.cde.ca.gov/californiamodel/studentgroupsreport?year=2024&cdcode=&scode=6051767
District (TK/K): https://www6.cde.ca.gov/californiamodel/studentgroupsreport?year=2024&cdcode=4970722&scode= (too few students for performance color)

ADDRESSING NEEDS
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 Community-Based Schools (Priority for 2023 and 2024)
- 3.2 Multi-Tiered System of Supports (MTSS) (Priority for 2023 and 2024)
- 2.1 School Engagement (Priority for 2023 and 2024)
- 2.3 School Climate (Priority for 2023 and 2024)

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 3.4 English Learner (EL) Support (please note the district has less than 15 Long-term English Learners (LTEL)
- Technical Assistance Required Actions is not applicable for our district

- 2023 CA Dashboard Required Actions are found under: 3.1 Community-Based Schools; 3.2 Multi-Tiered System of Supports (MTSS); 2.1 School Engagement; 2.3 School Climate
- 2024 CA Dashboard Required Actions are found under: 3.1 Community-Based Schools; 3.2 Multi-Tiered System of Supports (MTSS); 2.1 School Engagement; 2.3 School Climate
- LREBG Action is found under 2.3 School Climate (sub action Mental Health Support)
- Equity Multiplier: N/A for our district

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”
- Chronic Absenteeism
- Suspension Rate

Student groups within the School/LEA that received the lowest performance level ('red") on one or more state indicators on the 2023 Dashboard:
- Socioeconomically Disadvantaged (Chronic Absenteeism and Suspension Rate)
- Hispanic (Chronic Absenteeism and Suspension Rate)
- White (Chronic Absenteeism)

Reflections: Technical Assistance

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

Guerneville Elementary (Charter) is eligible for differentiated assistance based on the 2024 CA Dashboard. Guerneville Elementary (Charter) is eligible based upon specific student groups in the red or low performing in the areas of:

Socioeconomically Disadvantaged
-Priority 5: Pupil Engagement: Chronic Absenteeism Indicator (2024-Red; 2023-Red)
-Priority 6: School Climate: Suspension Rate (2024-Red; 2023-Red)

Hispanic
-Priority 5: Pupil Engagement: Chronic Absenteeism Indicator (2024-Red; 2023-Red)
-Priority 6: School Climate: Suspension Rate (2024-Red; 2023-Red)

As a means to address the above, Guerneville Elementary (Charter) is participating in a yearlong "Continuous Improvement Collaborative" in partnership with Sonoma County Office of Education and other eligible districts and charter schools. Through the continuous improvement model we analyze public data as well as local data. Our priority areas are Chronic Absenteeism and Suspension Rate. The following LCAP Actions aim to support our efforts

-3.1 Community-Based Schools
-3.2 Multi-Tiered System of Supports (MTSS)
-2.1 School Engagement
-2.3 School Climate

We will continue to analyze data to determine the effectiveness or ineffectiveness of the actions in improving student outcomes.

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	Types of Engagement: Youth Truth Survey [January 2025]; Staff Meeting LCAP Meetings April 15, 2025, ongoing staff meeting, informal meetings and discussions, LCAP Hub Process for engagement: notes were collected from meetings quantitative analysis of Youth Truth Survey results was done. Influence: Behavior management remains a priority (found in LCAP Action 2.3 School Climate)
Principal/Administrator	Types of Engagement: Ongoing meetings to discuss priorities, LCAP Development/Revision Meetings [January 8, 2025], Site-Leadership Team (SLT), LCAP Hub Process for engagement: Meetings and discussions informed changes to the LCAP Influence: Systems and alignment remain a priority, PLC process and diving deeper into MTSS tiered support (social-emotional, academic. behavior), and AVID (found in LCAP Action 1.1 Highly Trained Staff (PLC), 3.2 Multi-Tiered System of Support. 3.3 Specialized Programs (AVID))

Educational Partner(s)	Process for Engagement
Parents/Family/Schoolsite Councils / School Plans / Parent Advisory Committee	Types of Engagement: Youth Truth Survey [January 2025], Email Request for Feedback: April 18 2025, Parent Advisory Committee (PAC) Site Council Meetings May 14, 2025, LCAP Hub Process for engagement: notes were collected from meetings and quantitative analysis of Youth Truth Survey results was done. Influence: Behavior management remains a priority (found in LCAP Action 2.3 School Climate) and ensuring a welcoming environment (found in 2.2 Family and Community Engagement)
Students / Student Advisory Groups	Types of Engagement: Youth Truth Survey [January 2025], MS Leadership Meeting (Student Advisory Groups): May 14 2025 Process for engagement: notes were collected from meetings and events and quantitative analysis of Youth Truth Survey results was done. 6th-8th graders reviewed the Youth Truth Data and provided feedback. Influence: Behavior expectations (found in LCAP Action 2.3 School Climate) and more fun things to do (2.1 Student Engagement and 3.3 Specialized Programs)
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). (April 24, 2025) Process for engagement: Email was sent and an email response was provided
School Plans	As a single school district, our LCAP serves as our school plan.
English Learner Advisory Councils	The superintendent presented the LCAP to the English Learner Parent Advisory Committee for review and comment. The superintendent responded, in writing, to comments received from the

Educational Partner(s)	Process for Engagement
	English Learner Parent Advisory Committee and can be found on the LCAP Hub. English Language Advisory Committee Meetings ELAC Survey Process for engagement: notes were collected and synthesized from meetings. Influence: Behavior management remains a priority (found in LCAP Action 2.3 School Climate), ensuring a welcoming environment (found in 2.2 Family and Community Engagement), and additional support for English Learners (found in 3.4 English Learner (EL) Support)
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 efficient method of notification possible (does not need to be printed or mailed) Public Notification: Press Democrat: June 2025 Website: April-May 2025
Governing Board/Community (Public Hearing)	Board Meeting: 6/2/2025 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)
Governing Board (Adoption: Public Meeting)	Board Meeting: 6/16/2025 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.

Educational Partner(s)	Process for Engagement
Community	Russian River Area Resources and Advocates (RRARA): Community Schools Collaborative Updates/Input: Community Schools Agency Partnership Meetings Community Health and Engagement Fairs Process for engagement: notes were collected from meetings Influence: Community is excited about Community Schools and the Community Engagement Initiative Grant (found in 3.1 Community-Based Schools). Prioritizing food pantry on campus and enjoy engagement fairs.

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 changes were made to the 2025-2026 LCAP goals and actions. Based on educational partner feedback we plan to continue our goals of 1) 21st Century Learning and Academic Success, 2) Whole Student Health, 3) Integrated Student Supports. The following action was changed:

-1.3 School Readiness. READY action was deleted due to the program being on hold.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	21st Century Learning and Academic Success Through a rigorous and relevant curriculum, all students will be fully supported as they work towards proficiency in the Common Core State Standards and the 6 C's of Deep Learning/21st Century: collaboration, communication, creativity, critical thinking, character, and citizenship.	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 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 goal was developed based on educational partner input and ensuring all state priorities are met. All of our educational partners want a student to be successful academically. The actions and metrics grouped together demonstrate all the components necessary to help students learn and understand the academic standards and frameworks.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	APPROPRIATELY ASSIGNED (Local Indicator-CA Dashboard/Dataquest) % authorized by a clear or preliminary credential	2021-2022 (Dashboard) District: 100% Charter: 91% **metric changed**	2022-2023 (Dashboard) District: 100% Charter: 78%		100%	District: maintain Charter: Decrease 13%%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	or authorized by a local assignment option (LAO)					
1.2	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	2024-2025 0% / 0		0% / 0	Maintained 0% / 0
1.3	IMPLEMENTATION OF THE STANDARDS (Local Indicator-CA Dashboard) See local Indicator report for detailed version. https://www.caschooldashboard.org/reports/49707220000000/2024/academic-performance#local-indicators For each content area, list implementation status for: -PL: Professional Learning -IM: Instructional Materials -DL: Delivering Instruction	2023 "Standard Met" ELA: PL: 5 IM:5 DL:5 ELD: PL: 3 IM:4 DL:4 Math: PL: 5 IM:5 DL:5 NGSS: PL: 5 IM:3 DL:3 History/SS: PL:5 IM:4 DL:4	2024 "Standard Met" ELA: PL: 5 IM:5 DL:5 ELD: PL: 3 IM:4 DL:4 Math: PL: 5 IM:5 DL:5 NGSS: PL: 5 IM:3 DL:3 History/SS: PL:5 IM:4 DL:4		"Standard Met" on CA Dashboard ELA: PL: 5 IM:5 DL:5 ELD: PL: 4 IM:5 DL:5 Math: PL: 5 IM:5 DL:5 NGSS: PL: 5 IM:4 DL:4 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
	1 - Exploration & Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation & Sustainability https://sites.google.com/guernevilleschool.org/gsdlcap/home					
1.4	ENGLISH LEARNER ACCESS % with access to CA Standards, including ELD Standards	2023-2024 100%	2024-2025 100%		100%	Maintained 100%
1.5	COURSE OF STUDY % of students who have access to a broad course of study (see local indicator report for more details) https://sites.google.com/guernevilleschool.org/gsdlcap/home	2023-2024 100%	2024-2025 100%		100%	Maintained 100%
1.6	ELA ACADEMIC INDICATOR (CA Dashboard)	2023 Status: 33 Below Change: Declined 22 points Color: Orange	2024 Status: 36 Below Change: Declined 3 points Color: Orange		Increase by at least 3 points each year, or 24 points below	Decreased by 3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	MATH ACADEMIC INDICATOR (CA Dashboard)	2023 Status: 60 Below Change: Declined 0.4 points Color: Orange	2024 Status: 62 Below Change: Declined 2 points Color: Orange		Increase by at least 3 points each year, or 51 points below	Decreased by 2
1.8	SCIENCE (CAST) % met or exceed	2023 22%	2024 28% CA Dashboard 13 below		Increase by at least 3% each year	Increased by 6%
1.9	PHYSICAL FITNESS TEST (PFT) (Local Data) Participation Rate, average by grade level	2022-2023 5th: 84% 8th:100%	2023-2024 5th: 92% 8th:94%		100%	5th: Increased by 8% 8th: Decreased by 6%
1.10	MS DROPOUT RATE	2022-2023 0%	2023-2024 0%		0%	Maintained 0%
1.11	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."	Jan 2024 60%	56%		Increase 2% each year, or 66% or more	Decreased 4%
1.12	Not Applicable Items A-G CTE CTE and A-G	N/A	N/A		N/A	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	College and Career Indicator AP Exams Graduation Rate HS Dropout Rate					

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:

- 1.1 Highly Trained Staff: Ongoing Implementation. Ensured highly trained staff (teachers, administrators, instructional assistants) that support and encourage student achievement for all students.
- 1.2 Implementation of the Standards: Ongoing Implementation. Implemented progress monitoring, instructional materials, differentiation, personalized learning, STEAM, literacy.
- 1.3 School Readiness: Ongoing Implementation. Implemented Universal PreKindergarten Plan and work with local community-based organizations (e.g. River to Coast, First 5 Sonoma, etc.), local preschools and participate in county initiatives such as READY (Road to Early Achievement and Development of Youth) to help prepare all students for kindergarten.

Implementation Challenges, 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 Highly Trained Staff : CAPS training has been added to this goal increased by $9,000
- 1.2 Implementation of the Standards: Planned: 185541 Actual: 79087. District planned to implement textbook purchase in 24-25, but it has since been moved to 25-26.
- 1.3 School Readiness: 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:
1.1 Highly Trained Staff
This action demonstrated strong effectiveness based on the following metrics:

- California Principals' Support Networks (CAPS) network
- Intervention.
- WIN (What I Need) started schoolwide
- Urgent Articulated Problem (UAP) with county
- Community Engagement Initiative
- Community Schools (monthly RTAC)
- CEI...community schools initiative

Data demonstrating continued need and areas of extra attention include:

- Metric 1.1 Clear Credential (% authorized by a clear or preliminary credential or authorized by a local assignment option (LAO))
- Metric 1.11 Youth Truth Staff Survey "My professional development over the last year has provided me with teaching strategies to better meet my students' needs." (Decreased 4%)
- Metric 1.6 ELA Academic Indicator: (Decreased by 3)
- Metric 1.7 Math Academic Indicator: (Decreased by 2)

1.2 Implementation of the Standards
This action demonstrated strong effectiveness based on the following metrics:

- Metric 1.2 Instructional Materials (0% of students without access to their own copies of standards-aligned instructional materials for use at school and at home and 0 Williams Complaints)
- Metric 1.3 Implementation of the Standards (Standard Met)
- Metric 1.4 English Learner Access (100% with access to CA Standards, including ELD Standards)
- Metric 1.5 Course of Study (100% of students who have access to a broad course of study)
- Metric 1.8 Science (CAST) (Increased by 6%)
- Metric 1.9 Physical Fitness Testing Participation Rate (5th: Increased by 8%)

Data demonstrating continued need and areas of extra attention include:

- Metric 1.9 Physical Fitness Testing Participation Rate (8th: Decreased by 6%)

1.3 School Readiness:
This action demonstrated strong effectiveness based on the following metrics:

- Number served
- Teaching Pyramid, mentor through SCOE, working with Tk/K vertical alignment...folding in 1st grade..DRDP...assessment. Instead of READY. Pilot collecting data all year long.

- Piloting UFLY

Data demonstrating continued need and areas of extra attention include:
- Metric 1.6 ELA Academic Indicator: (Decreased by 3)
- Metric 1.7 Math Academic Indicator: (Decreased by 2)

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 made to the planned goal or target outcomes for the coming year.

The following action was changed:
- 1.3 School Readiness.
- READY action was deleted due to the program being on hold. The following was deleted "such as READY (Road to Early Achievement and Development of Youth) " from "Implement Universal PreKindergarten Plan and work with local community-based organizations (e.g. River to Coast, First 5 Sonoma, etc.), local preschools and participate in county initiatives such as READY (Road to Early Achievement and Development of Youth) to help prepare all students for kindergarten."
- "beyond the state-funded deadline" was deleted from "UPK: Expand Universal Transitional Kindergarten Programming to provide UTK access to students who turn 4 by September 1 beyond the state-funded deadline."

The following metrics were changed
- Metric 1.3: IMPLEMENTATION OF THE STANDARDS - Details from the Local Indicator were added.
- Metric 1.1 Appropriately Assigned: Only dataquest data (CA Dashboard) is listed (local data was taken 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
1.1	Highly Trained Staff	Collaborative leadership and practices for educators and administrators that establish a culture of professional learning, collective trust, and shared responsibility for outcomes in a manner that includes students, families, and community members (CCSP, Pillar) Powerful, Culturally Proficient and Relevant Instruction: Ensure teaching and learning are relevant to, inclusive of, and centered in the wisdom,	$47,051.00	No

Action #	Title	Description	Total Funds	Contributing
		history, culture, and experience of students, families, and communities. This culturally rooted instructional practice should be inspiring, inquiry-oriented, project-based, multimodal, collaborative, interactive, and informed by the ideals of co-learning. (CSPP, Cornerstone) • Experiential Learning: Community schools prioritize experiential learning that deepens connection to and engagement with the community. By expanding learning beyond the school walls and the school day, community schools redefine traditional constructs who teaches, where we learn and how we build understanding (CSPP, Cornerstone) • Instructional Strategies: Productive instructional strategies that support motivation, competence, and self-directed learning. These curriculum, teaching, and assessment strategies feature well-scaffolded instruction and ongoing formative assessment that support conceptual understanding, take students' prior knowledge and experiences into account, and provide the right amount of challenge and support on relevant and engaging learning tasks (CSPP, Conditions of Learning) • Programming: Provide access to and enrollment in programs and services developed and provided to unduplicated pupils and individual with exceptional needs • Data Analysis: Analyze various data sources to determine student outcomes in English, English Language Development (ELD), Mathematics, Social Science, Science, Visual and Performing Arts, Health, and Physical Education. Professional Development: Research-based and applicable professional development (including, AVID, Teacher Induction Program and Supports, Universal Design for Learning (UDL),, Differentiated Instruction ,and Diversity, Equity, Inclusion and Belonging (DEIB), de-escalation strategies (all staff) to ensure school alignment and consistent language • Individualized: Provide optional opportunities for individual professional development growth year-round (i.e. unit credits, professional conferences/symposiums ,AVID Institute, in-person/online trainings, etc.) • PLC/PLT:-Ongoing opportunities for teacher collaboration and leadership development through Professional Learning Communities (PLC) and Professional Learning Teams (PLT). Utilize data to improve interventions and enrichments.		

Action #	Title	Description	Total Funds	Contributing
		• Leadership: Leadership capacity building opportunities (i.e., Site Leadership Team, stipend positions, mentoring, etc.) • Supportive structures (i.e. new teacher training, peer coaching opportunities, additional observation time, course work/certification offerings, etc.) are provided and incentivized in order to support ongoing teacher retention and professional growth. • Positive School Culture: Team-building activities at the beginning of and throughout the school year to build collegial and productive relationships (positive school climate) Evaluation • Provide effective ongoing feedback during evaluation cycles and routine instructional rounds for all instructional staff. Classroom Budgets • Ample classroom budgets for the unique and innovative needs of each classroom		
1.2	Implementation of the Standards	Implement and increase achievement on content areas for all grade levels. • Monitoring Progress: Monitor student progress via 6-8 week learning cycles and benchmark assessments (Lexia, STAR ,Dreambox, STAR, etc) • Instructional Materials: Purchase necessary standards-aligned instructional materials and resources • DIfferentiation: Provide small differentiated group instruction and/or assignments WIN (What I Need)Time where students receive differentiated instruction, pursue enrichment interests and build ongoing 1:1 connections with identifiable staff members. • Personalized Learning: Provide ongoing avenues for personalized learning and student inquiry (e.g. fairs, exhibits, Magnolia project, etc) • STEAM: Implement K-8 STEAM strategies schoolwide • Literacy: Enhance literacy development: Implement WICOR (Writing, Inquiry, Collaboration, Organization, Reading) AVID Strategies schoolwide	$169,495.00	No

Action #	Title	Description	Total Funds	Contributing
		Maintain engaging classroom libraries across all grade levels; Host book fairs and family literacy events (e.g. Bibliobus, family book clubs, etc.); Librarian/Media services enhance student learning experiences and literacy development (.50 FTE)		
1.3	School Readiness	Implement Universal PreKindergarten Plan and work with local community-based organizations (e.g. River to Coast, First 5 Sonoma, etc.), local preschools and participate in county initiatives to help prepare all students for kindergarten. • UPK: Expand Universal Transitional Kindergarten Programming to provide UTK access to students who turn 4 by September 1. • Spring Orientation: Conduct annual spring orientation fair (kinder signing day) to incoming Universal Transitional Kinder and Kinder Families (Includes summer readiness resources, multi-agency tabling, Q&A time with parents/teachers, etc.) • Training: Ongoing Early Child Education (ECE) staff development training and opportunities for certificated and classified staff (pyramid study) • Community Partnerships: Participate in ongoing collaboration efforts with River to Coast Children's Services, Sonoma County Office of Education, First5 Sonoma, County of Sonoma/Cradle to Career, et. al. to support comprehensive school readiness in the lower Russian-River Area. (Community fairs, events, family nights, etc.) ; Continue to formalize and expand preschool/early-child care and community-based organization partnerships centered on serving 0-5 year olds. (See Goal 3.3) (i.e. West County Health Centers); Provide early parent outreach opportunities and referral resources; Participate in routine local needs assessment exercises with community partners; Facilitate health, wellness, and early literacy screenings/supplies for families.	$28,608.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Whole Student Health Provide supportive environmental conditions that foster strong relationships and community. These include positive sustained relationships that foster attachment and emotional connections; physical, emotional, and identity safety; and a sense of belonging and purpose	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
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 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 goal was developed based on educational partner input and ensuring all state priorities are met. All of our educational partners want a positive school culture that is welcoming, safe, well maintained. The actions and metrics grouped together demonstrate all the components necessary for developing a positive, safe school culture and climate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	FACILITIES (Local Indicator-FIT Report) # of instances where facilities do not meet the "Good Repair" standard (including deficiencies and extreme deficiencies)	2023-2024 0	2024-2025 0		0	Maintained at 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	FACILITIES (Local Indicator-FIT Report) % schools meet the overall "good" or "exemplary" rating on FIT Report.	2023-2024 100%	2024-2025 100%		100%	Maintained 100%
2.3	FAMILY INPUT (Efforts to seek parent input in decision making) # parents/guardians responded to YouthTruth Survey	Jan 2024 TK-5: 42 (55%) 6-8: 25 (32%)	Jan 2025 All grades: 35 (27%) **Metric adjusted see prompt #4**		60% or more	Decreased by 32 responses
2.4	FAMILY ENGAGEMENT (Local Indicator- CA Dashboard) See local Indicator report for detailed version. https://sites.google.com/guernevilleschool.org/gsdlcap/home	2023 "Standard Met"	2024 "Standard Met"		"Standard Met"	Maintained "Standard Met
2.5	FAMILY SURVEY (Youth Truth) "My school creates a friendly environment" (Strongly Agree or Agree)	Jan 2024 TK-5: 88% 6-8: 79%	Jan 2025 All grades: 66% *Sample size decreased significantly*		Increase by 2% each year	Decreased

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Metric adjusted see prompt #4			
2.6	PARENT PARTICIPATION- UNDUPLICATED / EXCEPTIONAL NEEDS (Youth Truth) Due to the small sample size (as a rural/small district) we will use schoolwide data % who feel engaged with their students' school by marking strongly agree or agree. 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.	Jan 2024 TK-5: 78% 6-8: 48% Rating: Full Implementation	Jan 2025 All grades: 56% **Metric adjusted see prompt #4** Rating: Full Implementation		Increase by 2% each year Rating: Full and Sustainable Implementation	Decreased Rating: Maintained Full Implementation
2.7	SUSPENSION RATE (CA Dashboard)	2023 Status: 4.9% Change: Increased 3.5% Color: Red	2024 Status: 6.2% Change: Increased 1.3% Color: Red		3% or less	Increased 1.3%
2.8	EXPULSION RATE	2022-2023 0.4%	2023-2024 0%		1% or less	Maintained at 1% or less

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	SAFE AT SCHOOL % positive rate on Youth Truth Survey Questions Students: ”Do you feel safe during school” or “I feel safe during school” Family: “My child's learning environment is safe” Staff: “I feel safe from harm while at my school.” (Marked strongly agree or agree)	Jan 2024 Students 3-5: 53% 6-8: 51% Family TK-5: 75% 6-8: 50% Staff 45%	Students 3-5: 62% 6-8: 61% *7th grade did not take the survey* Family All: 48% *Sample size decreased significantly* **Metric adjusted see prompt #4** Staff 58%		Increase by 2% each year	Students 3-5: Increased by 11% 6-8: Increased by 10% Family Decreased Staff Increased by 13%
2.10	SCHOOL CONNECTEDNESS % positive on Youth Truth Question: "I enjoy school most of the time" or “Do you like going to school" and overall category of Relationships and Belonging. Staff and Families Overall category of Relationships	Jan 2024 Enjoy School TK-5: 20% 6-8: 22% Relationships Students: 3-5: 65%, 6-8: 39% Family: 92% Staff: 73% Belonging TK-5: 22% 6-8: 33%	Enjoy School 3-5: 21% 6-8: 18% *7th grade did not the survey* Relationships Students: 3-5: 88%, 6-8: 35% Family: 88% Staff: 67% Belonging 3-5: 26% 6-8: 22%		Increase by 2% each year	Enjoy School 3-5: Increased by 1% 6-8: Decreased by 4% Relationships Students: 3-5: Increased by 23% 6-8: Decreased by 4% Family: Decreased by 4% Staff: Decreased by 6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Marked strongly agree or agree)					Belonging 3-5: Decreased by 4% 6-8: Decreased by 11%
2.11	LOCAL CLIMATE SURVEY (Local Indicator- CA Dashboard) See local Indicator for detailed version. https://sites.google.com/guernevilleschool.org/gsdlcap/home	2023 “Standard Met” on CA Dashboard	2024 “Standard Met” on CA Dashboard		“Standard Met” on CA Dashboard	Maintained "Standard Met"
2.12	CHRONIC ABSENTEEISM RATE (CA Dashboard)	2023 Status: 40% Change: Increased 3% Color: Red	2024 Status: 37% Change: Decreased 3% Color: Orange		Less than 20%, decrease each year	Decreased 3%
2.13	ATTENDANCE RATE (Aeries: August-March)	2023-2024 90% (1st-8th), 88% (Tk/K) (August-Dec)	2024-2025 P-2 90% (1st-8th) 97% (TK/K)		90% or more	(1st-8th) Maintained Attendance Rate (TK/K) Increased by 9%
2.14	% of students a-g % of students CTE completion % of students either ag or CTE completion	N/A	N/A		N/A	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of students demonstrating college preparedness % of students passed an AP exam HS Grad Rate - N/A HS Dropout Rate-N/A					

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 School Engagement: Ongoing Implementation. Ensured students are consistently attending school, happy to be at school, and engaged in their learning.
- 2.2 Family and Community Engagement: Ongoing Implementation. As a community-based school, we ensured families and school staff work together to support and improve the learning, development, and health of students.
- 2.3 School Climate: Ongoing Implementation. Provided a positive social and emotional school climate that is conducive to effective teaching and learning.
- 2.4 Physical Fitness and Wellness: Ongoing Implementation. Ensured a well-designed physical education program that provides the opportunity for students to learn key concepts and practice critical skills needed to establish and maintain physically active lifestyles throughout childhood, adolescence, and adulthood
- 2.5 Digital Literacy and Cybersafety: Ongoing Implementation. Ensured students are digitally literate and understand online digital safety.
- 2.6 Physical Environment: Ongoing Implementation. Ensured school grounds and buildings are kept in good order, attractive and safe.

Implementation Challenges, 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:

- 2.1 School Engagement : Increased costs due to Federal Grant for Summer school $62,235.
- 2.2 Family and Community Engagement : No material difference
- 2.3 School Climate: Material Difference is increased costs due to carryover of CCSPP funds expended to WCHC.
- 2.4 Physical Fitness and Wellness : Material Difference is due to adding National Academy of Athletics to provide PE Services as PE teacher was moved back to the classroom.
- 2.5 Digital Literacy and Cybersafety : No material difference
- 2.6 Physical Environment: No material difference

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 School Engagement and 2.5 Digital Literacy and Cybersafety
[Contributing Action]
This action demonstrated strong effectiveness based on the following metrics:

- *Metric 2.12 Chronic Absenteeism Rate (Decreased 3%)
- *Metric 2.13 Attendance Rate (1st-8th Maintained Attendance Rate, TK/K Increased by 9%)

2.2 Family and Community Engagement
This action demonstrated strong effectiveness based on the following metrics:

- Metric 2.4 Family Engagement Data (Maintained Standard Met)

Data demonstrating continued need and areas of extra attention include:

- Metric 2.3 Family Input (35 parent/guardian respondents, Decreased by 32)
- Metric 2.5 Family Survey Data ("My school creates a friendly environment.") Decreased
- Metric 2.6 Parent Participation Data ("I feel engaged with my school." and rating of 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.) Decreased

2.3 School Climate
[Contributing Action]
This action demonstrated strong effectiveness based on the following metrics:

- *Metric 2.7 Suspension Rate (Increased 1.3%)
- Metric 2.8 Expulsion Rate (Maintained at 1% or less)
- *Metric 2.9 Safe at School Data (Students: 3-5: Increased by 11% 6-8: Increased by 10%, Staff: Increased by 13%)
- *Metric 2.10 School Connectedness Data (Enjoy School 3-5: Increased by 1%, Relationships: 3-5: Increased by 23%)
- Metric 2.11 Local Climate Survey (Standard Met)

Data demonstrating continued need and areas of extra attention include:

- *Metric 2.9 Safe at School Data (Family: Decreased)
- *Metric 2.10 School Connectedness Data (Enjoy School 6-8: Decreased by 4%, Relationships: 6-8: Decreased by 4%, Belonging: 3-5: Decreased by 4%, 6-8: Decreased by 11%)

2.4 Physical Fitness and Wellness
This action demonstrated strong effectiveness based on the following metrics:

- Metric 1.9 Physical Fitness Testing Participation Rate (5th: Increased by 8%)

Data demonstrating continued need and areas of extra attention include:
-Metric 1.9 Physical Fitness Testing Participation Rate (8th: Decreased by 6%)

2.6 Physical Environment
This action demonstrated strong effectiveness based on the following metrics:

- Metric 2.1 Facilities (0 instances where facilities do not meet the "Good Repair" standard (including deficiencies and extreme deficiencies)
- Metric 2.2 Facilities (100% schools meet the overall "good" or "exemplary" rating on FIT Report.

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, target outcomes, or actions for the coming year.

The following changes were made to the metrics:

- Metric 2.3, 2.5, 2.6, 2.9: Note that the data was changed to "All Grades" due to our school being so small and families having kids is multiple grade levels. Only one link was sent out to all families and it was not disaggregated by grade level.
- Metric 2.9/Metric 2.10: Baseline Data description was changed from "TK-5" to "3-5" to represent the corrected grade level span.
- Metric 2.10 Added "Staff and Families Overall category of Relationships" to metric description and Baseline and year 1 data
- Metric 2.13 Aligned the metric data with P2 data based on CALPADS enrollment.

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	School Engagement	Ensure students are consistently attending school, happy to be at school, and engaged in their learning. Attendance: Further, refine and implement a 3-tiered school-wide system of strategies for increasing average daily attendance to 95% or higher in all grades for all students (i.e. Attendance Works). • Tier 1 Universal Prevention: strategies to encourage healthy attendance for all students; • Tier 2 Early Intervention: Provide support for students with less than 95% attendance to avoid chronic absence • Tier 3: Specific support resources for students/families facing the greatest challenges of getting their child to school Chronic Absenteeism: • Partner with Keeping Kids in School (KKIS) to provide a full-time caseworker who prioritizes low income, English Learners and foster youth students who are chronically absent. These caseworkers are employed by Seneca Family of Agencies, a local Community Based Organization, and work to ensure that services and referrals are provided in a culturally competent manner, with sensitivity to unique practices of the local community with the ultimate goal of decreasing chronic absenteeism. Student Engagement Activities: • Monthly student assemblies (Quarterly/4 times) • Student recognition school-wide celebration events (Quarterly /4 times) • Field Trips and/or campus visitors/presenters (2 or more per classroom annually) Provide extended (or expanded) learning time and opportunities that include academic support, enrichment, and real-world learning opportunities (e.g., internships, project-based learning). (CSPP, Pillar) -School Day Enrichment: e.g. music offerings, library services, arts integration, foreign language, active-recess activities, STEAM/Coding, opportunities -Extended Learning Opportunities Program (ELOP/ASES) Via ELOP/ASES funding and in partnership with the Boys & Girls Club of Sonoma-Marin the following will be offered tuition-free in 2024-2025 for ALL GSD enrolled students. (see Goal 3.3):	$536,611.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-After School (2:40-6 pm): No less than 15 free enrichment activities will be offered per school year to all students to self-select. e.g. homework club, after-school tutoring, ballet folklorico, intramurals, sports clinics, STEAM/Coding, culinary arts, visual/performing arts, extended field trips, etc. -Summer/Non-Instructional Days: Field trips (at least 1 per year) outside of the regular school year; Support services for student internship opportunities in programs such as 'Tinker Academy' (e.g. daily transportation, meals, and supervision); On-site exhibits/presentations from local agency/partners (at least 2 per school year);Enrichment sign-up offerings (see above examples) (at least 5 different annual options)		
2.2	Family and Community Engagement	Actively tap the expertise and knowledge of family and community members to serve as true partners in supporting and educating students (CSPP, Pillar). Learning Opportunities/ Structures and Opportunities for Shared Leadership (CSPP, Pillar) • Parent Club Meetings: Foster parent partnerships and engagement via monthly bilingual Parent Clubs Meetings that focus on the progress of LCAP Goals, Community School accomplishments, parenting resources, parent-generated topics, requested guest speakers and celebrating student successes. • Events: Provide ongoing annual family and/or parent events that incorporate MACS (i.e. Multi-Tiered System of Supports, AVID, Community-Based Schools, STEAM, and a focus on ongoing literacy development.) (Quarterly) • Workshops/Trainings: Intervention strategies for difficult and/or dangerous child behaviors (grant funded: ARPA, CCSPP). Community leadership opportunities and resilience-centered approaches to foster a self-healing school community in partnership with various local community-based organizations. ParentSquare (bilingual) provided at least once annually and additional one-on-one assistance upon parent/guardian request will be provided by the school office team. Welcoming School Environment	$8,350.00	No

Action #	Title	Description	Total Funds	Contributing
		• Provide a welcoming environment, information and resources, and opportunities to meet with teachers to discuss student progress. • Promote parental participation in programs for unduplicated pupils and individuals with exceptional needs. Communication • Utilize Parent Square for easy, ongoing, all-in-one-place, two-way communication access that is in a family's preferred language. • Annually update and communicate the processes and resources for the school volunteer registration requirements to foster schoolwide student engagement activities such as field trips, classroom volunteers, etc. • Communicate students' ongoing progress to parents via report cards, progress reports, parent portals, and regularly scheduled conferences and parent meetings. • Multi modes of family communication and Involvement (student-teacher-family conferences, regular class information and outreach. • Utilize home visits and home-school collaboration opportunities as applicable (CSPP, Pillar). • Seek, incentivize, and hire highly-qualified, bilingual staff members whenever possible. Whole Family Health Initiative • The Whole Family Health (WFH) initiative began in 2022-2023 as a comprehensive, multigenerational approach to address mental health and well-being among Latinx and low-income communities of the Russian River area, an expansion of Guerneville School District's (GSD) ongoing concerted efforts of Whole Student Health-LCAP goal area. Strategic Community Partnerships • Continue to establish and strengthen culturally responsive community partnerships (CSPP, Pillar).		
2.3	School Climate	Create, nourish and sustain school climates that are centered in the embrace of and support for all students in the totality of school interactions	$287,294.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(playground, cafeteria, every classroom, office, etc.) (CSPP, Cornerstone) Shared Understanding and Commitment (CSPP, Capacity Building) • Continuously promote and share the district's GROWTH Vision, AVID Mission and Community Based Schools Framework with the school community. • Set goals and take action (CSPP, Capacity Building) • Policy and Initiative Alignment (CSPP, Capacity Building) • Foster ongoing Diversity, Equity, Inclusion, and Belonging (DEIB) practices schoolwide. Racially Just and Restorative School Climates • Provide restorative practice rather than punitive, exclusionary discipline that detaches students from school and needed supports. (CSPP, Cornerstone) Social and Emotional Learning (SEL) • SEL Curriculum: Provide social and emotional learning (Character Strong and other social/emotional learning opportunities for students in and outside of the classroom) 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 (CCPP, Conditions for Learning) • Events/Programs: Organize and offer school-wide assemblies, programs, and resources that promote Tier 1 services and strategies such as emotional resilience, the celebration of diversity, self-regulation, student-advocacy, empathy, conflict resolution, and bullying prevention. (Programs may include but are not limited to: Restorative Practices/Circles, Listening for Change, Character Strong, BEST, Toolbox, Safe School Ambassadors, Conflict Managers, Mix It Up, etc.) Positive Behavior Interventions and Supports • PBIS: Support and consistently implement School-based Positive Behavior Intervention Supports (PBIS). • Culture and Climate Assistant (and/or Behavior Assistants): Continue to provide, through grant funding, assistance for low-income students and EL students referred for behavioral needs through the district Coordinated Services process. The assistant will support actions and needs of behavior plans, assist with		

Action #	Title	Description	Total Funds	Contributing
		implementing Positive Behavior Interventions Supports (PBIS), assist with the development of Behavior Improvement Plans (BIP), be trained on effective behavior management practices, and help train teachers/instructional assistants on effective behavior management techniques. (Grants: Expanding Workforce, Behavior Health Wellness Programs, Suicide Prevention Strategies) Trauma-Informed Practices • ACEs: Continue ACEs (Adverse Childhood Experiences) screening tool to help inform targeted, evidence-based interventions and trauma-informed practices through West County Health Centers. • Workshops: Continue to provide instructional staff-specific trauma-informed and resilience training workshops (i.e. Prevent Adverse Childhood Experiences-PACEs and de-escalation strategies, conflict resolution practices, restorative practices, Crisis Prevention Institute (CPI)) School Safety • Provide appropriate student supervision (via instructional assistants, yard duty supervisors, etc.) Student Expression and Voice • Develop and implement a comprehensive schoolwide integrated arts plan that fosters student expression and resilience skills (e.g. self-awareness, mindfulness, self-care, positive relationships & purpose). • Encourage and provide ongoing opportunities for staff training and student expression through/in the area of the 'Arts'. • Student Leadership Development and Opportunities: Form a 5th-8th Student Leadership Team that meets at least quarterly. Mental Health Support • Provide onsite behavioral health therapy services for identified students (SEL Tiers 2-3) (grant funded: CCSPP) • Continue to provide full-time site-based school counselor who will serve as the lead for social-emotional services (SEL/MTSS/PBIS) in order to meet the social and emotional needs of K-8 students and to make outside agency referrals for behavioral health follow-ups.		

Action #	Title	Description	Total Funds	Contributing
		LREBG Action: Learning Recovery and Emergency Block Grant (LREBG) Action (see "Reflections: Annual Performance" for more detail		
2.4	Physical Fitness & Wellness	Ensure a well-designed physical education program that provides the opportunity for students to learn key concepts and practice critical skills needed to establish and maintain physically active lifestyles throughout childhood, adolescence, and adulthood. Health Education: Implement routine K-8 Health Education class visits that support the California Health Education Standards. (CCSPP/ARPA Grants-via West County Health Centers partnership) Physical Education: • Fitness Test: Administer the Physical Fitness Test each year to appropriate grade levels (as applicable). • PE: Provide physical education to students at least 200 minutes for grades 1-6 and to K the extent possible as well as a minimum of 400 minutes for grades 7-8 every 10 days. • Active Recess: Provide active recess opportunities and ample equipment Nutrition Education • Continue comprehensive & nutritional garden programming/services across grade levels and in afterschool programming. School Wellness: Conduct semi-annual District Wellness Committee meetings that continuously refine district wellness policies and promote ongoing opportunities for students, staff, and overall community wellness and sustainability. Redwood Empire Food Bank: Facilitate at least 15 onsite food banks each school year Collaborative Leadership and Practice West County Health Centers Onsite Wellness Clinic: Provide expanded referral services for families at our onsite licensed wellness center where students and parents of Guerneville School can receive trauma-informed services, health navigation services, well-child exams, child vaccinations, wellness resources and basic needs referrals. (CCSPP/ARPA Grants-West County Health Centers). • Monthly on-site student health clinics (at least 5 per year)	$48,990.00	No

Action #	Title	Description	Total Funds	Contributing
		• Offer Age 3-5 developmental screenings (1 per year) • Health Liaison: Sensitive Services for youth; SEL (Social-Emotional Learning) Tier 1 student support services; Human Health Development K-8 Class Sessions		
2.5	Digital Literacy and Cybersafety	Ensure students are digitally literate and understand online digital safety. • Devices: Maintain no less than 1:1 device ratio for student use to support the implementation of all technology initiatives. • Keyboarding Instruction: Provide ongoing keyboarding skills instruction, including grade-level specific fluency goals, to continuously build students' digital literacy skills. • Network: Continually invest in site infrastructure to maintain a healthy network, adequate bandwidth, and consistent high-speed internet access. • Tech Support: Provide technology and digital literacy support from a classified staff position that supports 1) Instruction in and outside of the computer lab, 2) School/district reporting functions, 3) Ongoing training opportunities to staff, 4) provide cybersecurity training to all students and their families.	$118,846.00	No
2.6	Physical Environment	Ensure school grounds and buildings are kept in good order, attractive and safe. • Maintenance Schedule: Facilities staff will follow the annual district maintenance schedules and perform the annual Facility Inspection Tool (FIT). • Staffing: Maintain adequate custodial/maintenance staffing. • Clean Campus Campaign: All staff and partnering agencies support GSD's 'Clean Campus Campaign' by eliciting student involvement in recycling, routine litter clean-up, beautification projects, etc.	$183,424.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Goal 3: Integrated Student Supports Support student success by meeting the academic, physical, social-emotional, and mental health needs of students. Students are well known so that they can be well served	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 to help reduce disparities in opportunities and outcomes between student groups indicated by the CA Dashboard.

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	2023 Status: 35% Change: declined 2% Color: N/A	2024 Status: 65% Change: increased 30% Color: N/A		44%	Increased by 30%
3.2	RECLASSIFICATION RATE (Local Data)	2022-2023 37%	2023-2024 50%		40% or more OR 0 LTELs	Increased by 13%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of Ever-Els considered RFEP (Charter)					
3.3	LONG TERM ENGLISH LEARNERS (Dataquest) # of LTEL	2022-2023 5	2023-2024 5		5 or less	Maintained 5
3.4	RED PERFORMANCE LEVELS (CA Dashboard) # of Subgroups at the “red performance level” on one or more state indicators.	2023 3	2024 3		0	Maintained 3
3.5	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%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	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%
3.7	ELD STANDARDS (Local Indicator) Implementation status of the ELD standards on local indicator	2023-2024 Professional Development: -Initial Implementation Instructional Materials: -Initial Implementation Policy and Program Support: -Initial Implementation	2024-2025 Professional Development: -Initial Implementation Instructional Materials: -Initial Implementation Policy and Program Support: -Initial Implementation		Professional Development: -Full Implementation Instructional Materials: -Full Implementation Policy and Program Support: -Full Implementation	Professional Development: -Maintained Initial Implementation Instructional Materials: -Maintained Initial Implementation Policy and Program -Maintained Initial Implementation
3.8	Socio-economically Disadvantaged (CA Dashboard) Chronic Absenteeism Suspension ELA Math	2023 Chronic Absenteeism: 43% Suspension: 5.6% ELA: 46 below Math: 69 below	2024 Chronic Absenteeism: 43% Suspension: 6.3% ELA: 46 below Math: 71 below		Improve each indicator	Chronic Absenteeism: Maintained 43% Suspension: Increased 0.7% ELA: Maintained at 46 below Math: Decreased by 2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

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 Community-Based Schools: Ongoing Implementation. Through our district's Community School Collaborative, a local multi-agency/community partnership, we will further implement the four cornerstone approaches of a Community-Based School as indicated below.
- 3.2 Multi-Tiered System of Supports (MTSS): Ongoing Implementation. Provided targeted instruction to small groups of EL and SED students and include additional opportunities to practice the skills necessary for core instruction or strategies for enrichment and assist in progress monitoring.
- 3.3 Specialized Programs: Ongoing Implementation. Implemented AVID, STEAM, Place-Based Education
- 3.4 English Learner (EL) Support: Ongoing Implementation. Implemented programming to support English Learners.
- 3.5 Students with Disabilities: Ongoing Implementation. Implemented programming to support students with disabilities.

Implementation Challenges, 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:

- 3.1 Community-Based Schools: No material difference
- 3.2 Multi-Tiered System of Supports (MTSS)*: No material difference
- 3.3 Specialized Programs*: No material difference
- 3.4 English Learner (EL) Support* : No material difference
- 3.5 Students with Disabilities: Material difference is an increase due to additional students needing services than originally anticipated at budget.

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 Community-Based Schools
This action demonstrated strong effectiveness based on the following metrics:

- *Metric 3.8 Socio-economically Disadvantaged CA Dashboard Data: Chronic Absenteeism: Maintained 43%, ELA: Maintained at 46 below

Data demonstrating continued need and areas of extra attention include:

- *Metric 3.8 Socio-economically Disadvantaged CA Dashboard Data: Suspension: Increased 0.7%, Math: Decreased by 2

3.2 Multi-Tiered System of Supports (MTSS), 3.3 Specialized Programs*
[Contributing Action]
These actions grouped together demonstrated strong effectiveness based on the following metrics:

- Metric 3.5 100% 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 3.8 Socio-economically Disadvantaged CA Dashboard Data: Chronic Absenteeism: Maintained 43%, ELA: Maintained at 46 below

Data demonstrating continued need and areas of extra attention include:

- Metric 3.4 Red Performance Levels (Maintained 3)
- *Metric 3.8 Socio-economically Disadvantaged CA Dashboard Data: Suspension: Increased 0.7%, Math: Decreased by 2

3.4 English Learner (EL) Support*
[Contributing Action]
This action demonstrated strong effectiveness based on the following metrics:

- Metric 3.1 English Learner Progress Indicator (Increased by 30%)
- Metric 3.2 Reclassification Rate (% of Ever- EL's considered RFEP)
- Metric 3.3 # of LTELs (Maintained 5

3.5 Students with Disabilities
This action demonstrated strong effectiveness based on the following metrics:

- Metric 3.6 100% 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.

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, target outcomes, or actions for the coming year.

The following changes were made to the metrics:

- 2.2 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.

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	Community- Based Schools	A community-based school is the hub of its community. Community partners collaborate to ensure that both academic and non-academic needs are met for the students and families so that students can focus on learning and educators can focus on teaching. Through our district's Community School Collaborative, a local multi-agency/community partnership, we will further implement the conditions of learning, four pillars, and four cornerstones, and proven practices of a Community-Based School. To learn more about Community-Based Schools visit: https://communityschools.futureforlearning.org/ and https://www.cde.ca.gov/ci/gs/hs/ccspp.asp. Alignment to Community Schools Partnership Program is demonstrated throughout our LCAP; however, the following details areas not specifically addressed in our LCAP: - Shared Decision Making and Participatory Practices: Ensure authentic and dynamic shared leadership in all aspects of school governance and operations. All school interest holders including students, families, staff, and community members must have genuine engagement in decision-making about school climate, curriculum, and services. Shared decision-making practices must also prioritize transparency and shared accountability to ensure information is both available and accessible so that all interest holders can fully participate. (CSPP, Cornerstone) - Advisory Council: Shared decision-making council engages interest	$82,735.00	Yes

Action #	Title	Description	Total Funds	Contributing
		holders, including students, staff, families, and community members, in determining the focus and direction of the community school effort. (CSPP, Proven Practices) - Community Asset Mapping and Gap Analysis: Develop a coherent process of identifying and curating assets and wisdoms throughout the community. This process should also allow for school and community members to identify gaps in programs, services, and resources that inhibit student achievement and community coherence. (CSPP, Proven Practices) - Community School Coordinator: Responsible for the overall implementation of community school processes, programs, partnerships, and strategies at the school site. (CSPP, Proven Practices) - Integrating and Aligning with other relevant Programs: Work to expand restorative practices and racially just schools, multi-tiered systems of support, statewide systems of support, mental health services for students and families, expanded learning time, universal transitional kindergarten, and the state-wide literacy initiative are all initiatives that can be aligned to and integrated with the community schools movement. (CSPP, Proven Practices)		
3.2	Multi-Tiered System of Supports	Utilize a Multi-Tiered System of Supports to enable healthy development, respond to student needs, and address learning barriers. These include a multi-tiered system of academic, health, and social supports that provide personalized resources within and beyond the classroom to address and prevent developmental detours, including conditions of trauma and adversity.(CSPP, Conditions of Learning) • Coordinated Services Team: Maintain a systemized, coordinated, multi-disciplinary services process (i.e. Coordinated Services Team) for addressing student concerns and identified needs (e.g. academic, social, emotional, health, and/or basic needs), communicating next steps to all stakeholders, including teachers, staff, and families • Overseeing MTSS: Vice Principal Position provides additional support and facilitation of our Multi-tiered Systems of Support (MTSS) model (including PBIS (Positive Behavior Interventions and Supports) schoolwide implementation, SEL (Social-Emotional Learning) training/curriculum, Coordinated Services Team (CST)	$426,934.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Process/Referrals. Ensure the coordination of trauma-informed health, mental health, and social services (CCSPP, Pillar) • Intervention Aid Provide targeted instruction to small groups of EL and SED students and include additional opportunities to practice the skills necessary for core instruction or strategies for enrichment and assist in progress monitoring. • EduClimber: Pilot EduClimber online platform to provide case management data analysis to improve whole student health. Academic Supports • Instructional Assistants: Instructional assistants provide small group (tier 2) and 1:1 (tier 3) support in ELA and Math for EL/low-income students and support students with AVID Strategies: academic support structures, WICOR, tutorial, and goal-setting. • Early Reading Intervention Screening: Screen and closely monitor students for early reading intervention services/supports. • Reading Intervention Program: The SIPPS (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words) program will be an intervention reading program resource. • Accelerated learning opportunities: Summer Tutoring during a 5-week Camp University as staffing/family interest is available , after-school tutoring (Math & English Language Arts); Additional intervention support services via coordinated referral process (Tier 3) • Continue school psychologist services (0.40 FTE total) further to support all general education students in need of Tiers 2-3 support services. • Online Platforms: Continue to purchase student licenses for student acceleration. (i.e. LEXIA, ISL, Dreambox, Google Apps For Education, etc.) Social-Emotional/Mental Health Supports • See action 2.3: School Climate Health Supports • See action 2.4: Physical Fitness and Wellness		

Action #	Title	Description	Total Funds	Contributing
3.3	Specialized Programs	AVID Work collectively to implement schoolwide K-8 Full AVID implementation and work towards becoming an AVID Demonstration Site. - Support for all AVID Schoolwide Domains: Instruction, Systems, Leadership, Culture - Develop AVID systems that support governance, curriculum and instruction, data collection and analysis, professional learning, and student and parent outreach to ensure college readiness for AVID Elective students and improved academic performance for all students. - Provide 6th-8th grade students with a College & Career Readiness Course that provides college awareness opportunities, community activities, and support in WICOR strategies. - All teachers are invited and compensated to attend AVID Summer Institute(s) as funding is available. - Continue the implementation of Externships via Magnolia Project for grades 7-8, highlighting professionalism and basic job skills. To learn more about AVID visit: https://www.avid.org/ STEAM - Continuum: Begin to develop a TK-8 school-wide STEAM (Science, Technology, Engineering, Arts, and Mathematics) continuum of learning skills that build in complexity from one level to the next. - Arts: Seek ongoing opportunities and resources to integrate further and highlight the Arts in the schoolwide STEAM program. - STEAM/Maker: Provide STEAM/Maker-related activities to all students (i.e. STEAM Lab, enrichment courses, coding opportunities in grades 3-8, garden enrichment, computer lab, etc.) - Training: Encourage and provide ongoing staff training opportunities in the area of STEAM education and ever-developing technologies. PLACE-BASED EDUCATION - Further personalize learning experiences by giving students “voice and choice” in determining what, how, when, and where they learn; tailoring learning to each student’s strengths, needs, and interests; ensuring mastery of high academic standards, and promoting student agency: - Provide designated Classroom PBE (Place-Based Education) budgets when one-time funds are available.	$187,733.00	Yes

Action #	Title	Description	Total Funds	Contributing
		- Provide both onsite and offsite experiences for students to enhance literacy, college exploration, coding, inquiry, stewardship, and to facilitate research skills.		
3.4	English Learner (EL) Support	The following actions are described in further detail in the District's EL (English Learner) Master Plan. Language acquisition program: Structured English immersion programs for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. Our program is designed to ensure English acquisition as rapidly and as effectively as possible, and provides instruction to students on the state-adopted academic content standards, including the English language development standards. • ELD Standards: Implement ELD standards English Language Learners (EL's) with fidelity by: providing professional development to teachers (see action 1.1 for detailed description), providing additional resources to students, and providing additional support to EL students (IA's, MTSS Teacher, ACELLUS, AVID). • Instruction: Direct classroom-based EL instruction and support services based on student's identified English proficiency level (designated and integrated ELD) Professional learning: Details related to professional learning, including support for English Learners is listed in action 1.1. EL Family Support: Provide support and resources to EL families by: • 1) No less than 4 ELAC meetings per school year • 2) translation services for facilitating parent communication, • 3) provide a resource guide to EL families, • 4) Maintain FLOA (Family Liaison/Office Assistant) position to assist in providing bilingual services and community resources in order to engage further and support EL families especially. English Learner Progress • Instructional Assistants: 1.5 FTE dedicated to supporting English Learner progress in the primary grades.	$85,433.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Accelerated Learning opportunities: Summer EL tutoring support as staffing/family interest is available (i.e. 5-week 'Camp University') (See Action 3.1) Family Support • Seek, incentivize and hire highly-qualified, bilingual staff members whenever possible. • Continue to promote and support adult English Second Language (EL) class offerings in the local community.		
3.5	Students with Disabilities	Our on-site Learning Center/RSP teacher(s) provide ongoing intervention in the least restrictive environment focused on targeted instruction, assist in progress monitoring and the possible identification of students with special needs and facilitate the IEP (Individual Education Plan) process and identified services for all students residing in the Guerneville School District. These MTSS tier 2 and tier 3 services may also include the following supports: • Consortium: West County Special Education Consortium Membership (PreSchool programming, Special Day Classes, .20 FTE nursing services, .40 FTE speech/language pathologist) • Psychologist: .40 FTE School Psychologist (Sonoma County Office of Education service agreement) • NPS/NPA: Non-Public Schools (NPS) and Non-Public Agency (NPA) service agreements • SCOE: SCOE Special Education placements • Transportation: SWD transportation • Education Related Mental Health Services (ERMHS) • IEP case management and technical support	$1,318,024.00	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
$445237	$39145

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
19.219%	0.000%	$0.00	19.219%

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
2.1	**Action:** School Engagement **Need:** "As part of California's Whole Child Model, student engagement is a key component and the desire is that" Students are actively engaged in learning and are connected to the school and broader community." (CDE)	This action addresses the need by providing ways for students to become further engaged and connected with the school environment and ways for students to be excited and want to attend school. Investing in student engagement initiatives is the most effective use of funds for unduplicated students as it directly addresses chronic absenteeism by fostering a sense of belonging and connection to learning. By creating inclusive	We will monitor the following data for low-income students: -Chronic Absenteeism (Improve) -Attendance Rate (Improve) -Youth Truth Data (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
	Decreasing chronic absenteeism is a prioritized need. The district and all subgroups are currently at the "Red Level" on the 2023 CA Dashboard. Chronic Absenteeism Rate: Low Income: 43%. Educational partner engagement sessions have provided specific ideas on how to improve student engagement, connectedness, and attendance. **Scope:** LEA-wide	and dynamic learning environments that cater to diverse backgrounds and interests, student engagement initiatives ensure every student feels valued and motivated to attend school regularly, ultimately reducing chronic absenteeism and unlocking their full potential. This action is provided on an LEA-wide basis to maximize impact in improving engagement data for all students. This action will create the opportunity to improve chronic absenteeism for low-income students because the action is designed to address these student groups' identified needs based on educational partner feedback.	
2.3	**Action:** School Climate **Need:** "A growing body of research shows that school climate strongly influences students' motivation to learn and improve academic achievement. When school members feel safe, valued, cared for, respected, and engaged, learning increases. Schools that provide students with support to meet these basic needs allow them to grow socially and emotionally and avoid problems ranging from emotional distress to drug use to violence—in addition to helping them achieve academically." (CDE) Decreasing suspension rate is a prioritized need. The district, and the low-income	This action addresses the need by providing all the key components related to improving school climate (social-emotional learning, Positive Behavior and Supports, trauma-informed practices, school safety, student expression, and mental health supports). Investing in school climate evidence-based initiatives encompassing social-emotional learning, Positive Behavior Supports, trauma-informed practices, school safety, student expression, and mental health supports is the most effective allocation of funds to meet the diverse needs of unduplicated students. These initiatives create a nurturing and inclusive environment that fosters academic achievement, emotional well-being, and social integration, ensuring every student has the necessary support to thrive academically and personally.	We will monitor the following data for low-income students -Suspension Rate As a small school district with a majority of low-income students, we will also monitor the following school level data for all families (Youth Truth Selected Questions): -School Safety (Student, Family, Staff) -School Connectedness -Belonging and Relationships Overall Categories

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
	subgroup, are currently at the "Red Level" on the 2023 CA Dashboard. Suspension Rate: Low-income: 5.6% (compared to 4.9% for all students and 3.5% for the state) **Scope:** LEA-wide	This action is provided on an LEA-wide basis to maximize impact in improving suspension rates for all students. This action will create the opportunity to improve suspension rate for low-income students, English Learners, and foster youth because the action is specifically designed to address these student groups' identified needs.	
3.1	**Action:** Community- Based Schools **Need:** The California Community Schools Partnership Program aims to “transform educational outcomes for our most vulnerable students through establishing whole child, whole family, and whole community connections at the school sites.” Based on the 2023 CA Dashboard, GSD is a rural community with 68% socioeconomically disadvantaged, 13% English learners, and 0.9% Foster youth.. We have a high degree of academic and social-emotional needs. Educational partners feedback sessions determined the need for the Community Schools Partnership Program model and implementation grant funding from the state has provided our district with the means to implement the Community Schools Partnership Program in our district. **Scope:**	This action addresses the need by providing the support necessary to continue to implement our district as a Community School Partnership Program. The Community Schools Partnership Program (CSPP) stands as the most effective investment for unduplicated students, integrating academic support, health services, and community resources to address multifaceted needs. By fostering holistic development within a supportive environment, CSPP maximizes the impact of funds, ensuring unduplicated students receive comprehensive support crucial for academic success and personal growth. This action is provided on an LEA-wide basis in order to maximize impact in improving CA dashboard metrics to all students. This action will create the opportunity to significantly improve CA Dashboard data for low-income students, English Learners and Foster Youth because Community Schools Partnership Program is specifically designed to address their identified needs.	-CA Dashboard Metrics for low-income students (ELA, Math, Chronic Absenteeism, Suspension)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.2	**Action:** Multi-Tiered System of Supports **Need:** "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." Based on the 2023 CA Dashboard, we have the following number of red areas for low-income students: 2 (Chronic absenteeism and Suspension Rate). 4 of 4 2023 CA dashboard areas did not improve for low-income students. **Scope:** LEA-wide	This action addresses the need by utilizing MTSS to monitor, evaluate and determines corrective action based on data, especially as it relates to low-income students, English Learners, and Foster Youth. A Multi-tiered System of Support (MTSS) is the most effective use of funds for unduplicated students as it 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, and Foster Youth because the MTSS Framework is specifically designed to address these student groups' identified needs.	We will monitor the following data for low-income students: -# of LEA/school indicators at the red level (decrease) -areas improved on CA Dashboard -Youth Truth Data
3.3	**Action:** Specialized Programs **Need:** Our low-income students are scoring lower than all students in ELA and Math. (Baseline	This action addresses this need by providing evidence-based practices that provide low-income students experiences to enhance and improve educational outcomes that will prepare them for school and their future.	We will monitor the following data for low-income students: -CA Dashboard Data for ELA and Math -Youth Truth Data

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
	data 2023 CA Dashboard: Low-income: ELA 45 points below standard, Math 69 points below standard). **Scope:** LEA-wide	AVID (Advancement Via Individual Determination), STEAM (Science, Technology, Engineering, Arts, and Mathematics), and PLACE-BASED education represent a trifecta of effective, evidence-based educational approaches for unduplicated students, ensuring the most effective way to use funds. AVID fosters academic success through college readiness skills and support networks, STEAM cultivates critical thinking and problem-solving abilities essential for 21st-century careers, and PLACE-BASED education integrates local context into learning, enhancing relevance and engagement. Together, they offer a comprehensive framework addressing both academic and socio-economic needs, empowering unduplicated students to thrive academically and beyond. 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 these programs are specifically designed to address low-income students identified needs.	

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
3.4	**Action:** English Learner (EL) 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." Based on the 2023 CA Dashboard, 35% of GSD's English Learners are making progress towards English language proficiency as demonstrated by the English Learner Progress Indicator (ELPI). **Scope:** Limited to Unduplicated Student Group(s)	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. This action addresses the need by providing the support to English Learners necessary for improving outcomes for English Learners.	We will monitor the following data for English Learners • CA Dashboard: Improve English Learner Progress Indicator (ELPI) • LTEL Data • Reclassification data

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.

District Supplemental/Concentration rate is 6.07% or $41,370 and the Charter rate is 24.69% or $403,867. Additional Concentration funding will be used in goal area 1.2 Librarian to assist in improving supports for EL, Low Income, and Foster Youth by providing equitable access to resources, personalized support, and a safe and welcoming environment.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:23.14
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:13.36

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	2316622	445237	19.219%	0.000%	19.219%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,138,297.00	$1,063,762.00	$174,494.00	$152,975.00	$3,529,528.00	$1,222,945.00	$2,306,583.00

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	Highly Trained Staff	All	No			All Schools	Ongoing	$31,051.00	$16,000.00	$40,051.00	$0.00	$0.00	$7,000.00	$47,051.00	
1	1.2	Implementation of the Standards	All	No			All Schools	Ongoing	$36,509.00	$132,986.00	$36,509.00	$132,986.00	$0.00	$0.00	$169,495.00	
1	1.3	School Readiness	All	No			All Schools	Ongoing	$27,858.00	$750.00	$28,608.00	$0.00	$0.00	$0.00	$28,608.00	
2	2.1	School Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$21,372.00	$515,239.00	$25,941.00	$510,670.00	$0.00	$0.00	$536,611.00	
2	2.2	Family and Community Engagement	All	No			All Schools	Ongoing	$244.00	$8,106.00	$8,350.00	$0.00	$0.00	$0.00	$8,350.00	
2	2.3	School Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$167,815.00	$119,479.00	$34,395.00	$190,547.00	$19,596.00	$42,756.00	$287,294.00	
2	2.4	Physical Fitness & Wellness	All	No			All Schools	Ongoing	$6,990.00	$42,000.00	$31,990.00	$0.00	$17,000.00	$0.00	$48,990.00	
2	2.5	Digital Literacy and Cybersafety	All	No			All Schools	Ongoing	$113,846.00	$5,000.00	$113,846.00	$0.00	$0.00	$5,000.00	$118,846.00	
2	2.6	Physical Environment	All	No			All Schools	Ongoing	$107,200.00	$76,224.00	$183,424.00	$0.00	$0.00	$0.00	$183,424.00	
3	3.1	Community- Based Schools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$81,485.00	$1,250.00	$1,250.00	$81,485.00	$0.00	$0.00	$82,735.00	
3	3.2	Multi-Tiered System of Supports	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$413,211.00	$13,723.00	$245,359.00	$89,225.00	$0.00	$92,350.00	$426,934.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
3	**3.3**	Specialized Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$131,931.00	$55,802.00	$107,290.00	$58,849.00	$15,725.00	$5,869.00	$187,733.00	
3	**3.4**	English Learner (EL) Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$83,433.00	$2,000.00	$85,433.00	$0.00	$0.00	$0.00	$85,433.00	
3	**3.5**	Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	$0.00	$1,318,024.00	$1,195,851.00	$0.00	$122,173.00	$0.00	$1,318,024.00	

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
2316622	445237	19.219%	0.000%	19.219%	$499,668.00	0.000%	21.569 %	**Total:**	$499,668.00
								LEA-wide Total:	$414,235.00
								Limited Total:	$85,433.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	**2.1**	School Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,941.00	
2	**2.3**	School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$34,395.00	
3	**3.1**	Community- Based Schools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,250.00	
3	**3.2**	Multi-Tiered System of Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$245,359.00	
3	**3.3**	Specialized Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$107,290.00	
3	**3.4**	English Learner (EL) Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$85,433.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,202,059.00	$3,648,764.00

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**	Highly Trained Staff	No	26,155	39081
1	**1.2**	Implementation of the Standards	No	148,585	79087
1	**1.3**	School Readiness	No	44,236	40244
2	**2.1**	School Engagement	Yes	537,461	570093
2	**2.2**	Family Engagement	No	7,094	8335
2	**2.3**	School Climate	Yes	307,728	395359
2	**2.4**	Physical Fitness & Wellness	No	5,967	17444
2	**2.5**	Digital Literacy and Cybersafety	No	130,971	123208
2	**2.6**	Physical Environment	No	185,223	205223
3	**3.1**	Community- Based Schools	Yes	123,153	132386
3	**3.2**	Multi-Tiered System of Supports	Yes	435,625	461414

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.3**	Specialized Programs	Yes	146,340	137084
3	**3.4**	English Learner (EL) Support	Yes	159,296	131116
3	**3.5**	Students with Disabilities	No	944,225	1308690

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)
411697	$611,636.00	$522,533.00	$89,103.00	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)
2	2.1	School Engagement	Yes	$24,005.00	14528		
2	2.3	School Climate	Yes	$33,749.00	20983		
3	3.1	Community- Based Schools	Yes	$0.00	789		
3	3.2	Multi-Tiered System of Supports	Yes	$271,646.00	243064		
3	3.3	Specialized Programs	Yes	$122,940.00	110553		
3	3.4	English Learner (EL) Support	Yes	$159,296.00	132616		

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)
2351046	411697	0	17.511%	$522,533.00	0.000%	22.226%	$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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