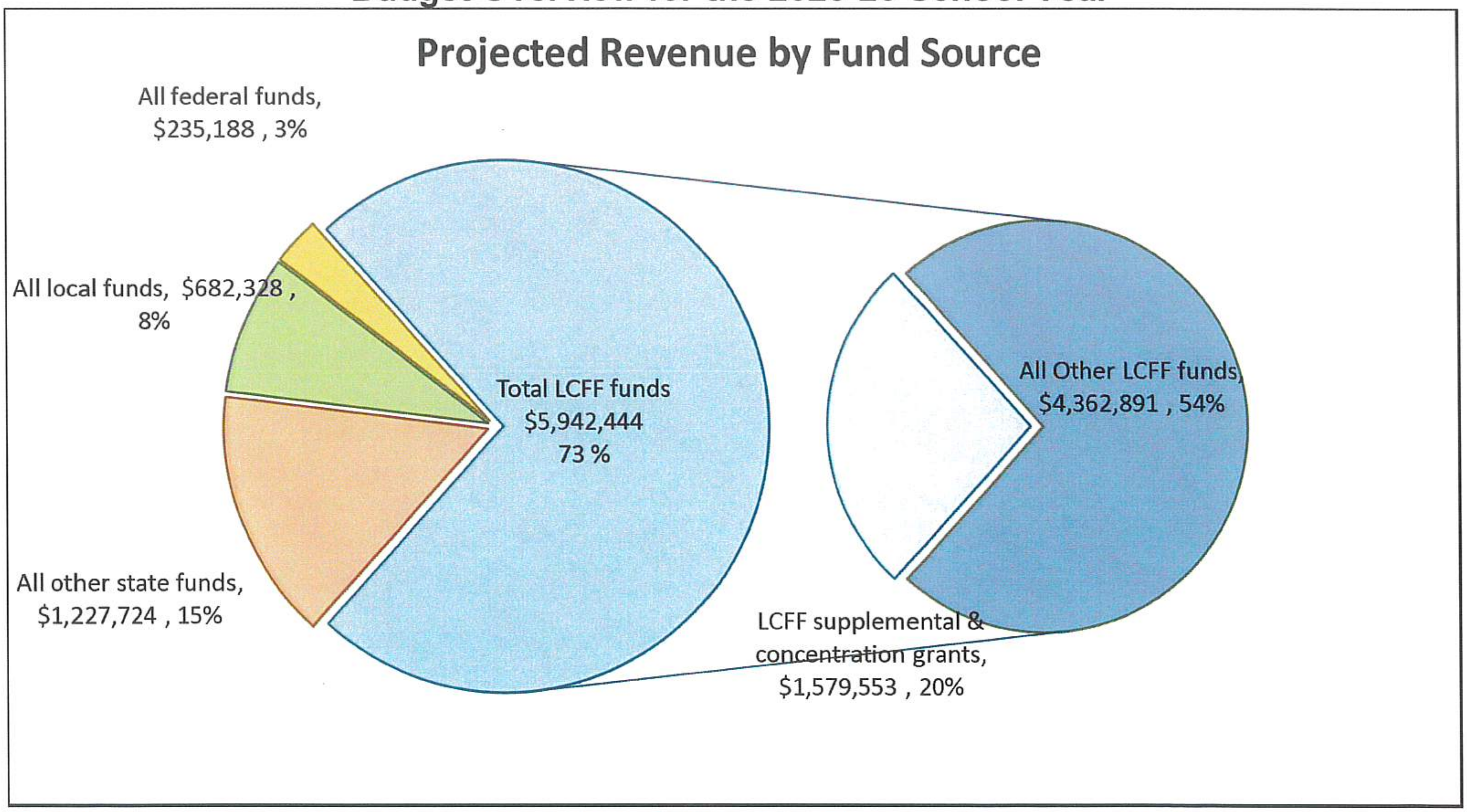
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Gerber Union Elementary School
CDS Code: 52-71548-0000000
School Year: 2025-26
LEA contact information:

Jenny Montoya
Superintendent/Principal
jmontoya@gerberschool.org
530-385-1041

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

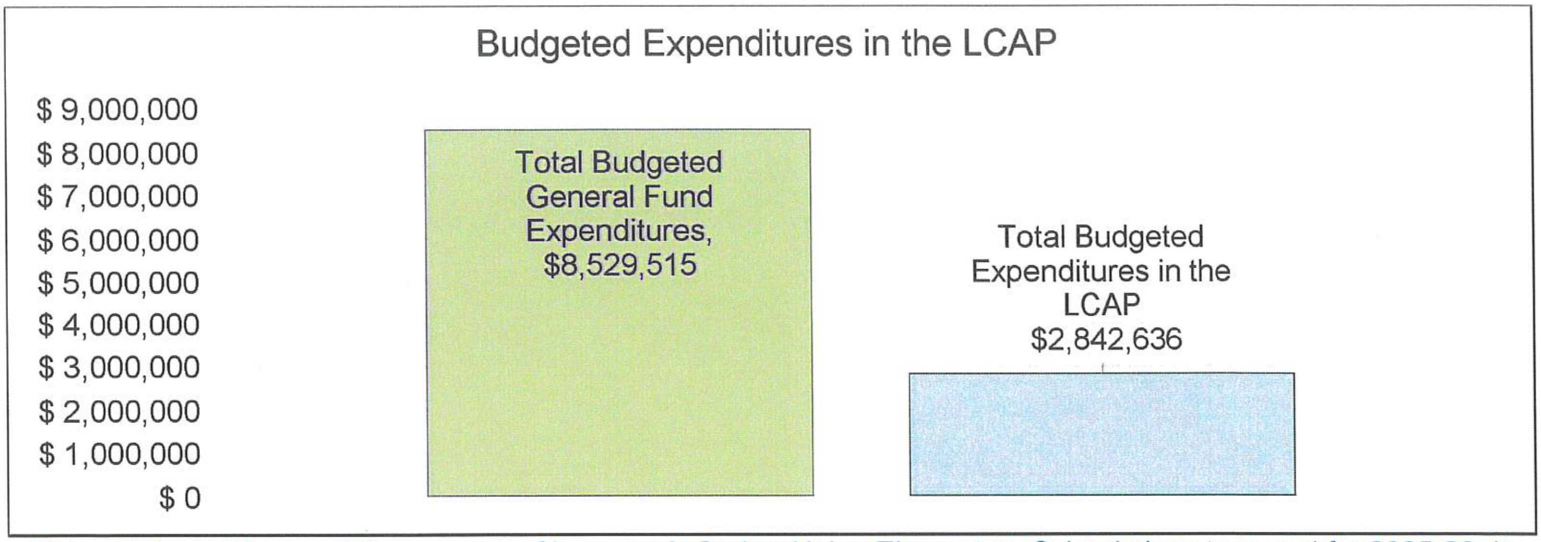


This chart shows the total general purpose revenue Gerber Union Elementary School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Gerber Union Elementary School is $8,087,684, of which $5,942,444 is Local Control Funding Formula (LCFF), $1,227,724 is other state funds, $682,328 is local funds, and $235,188 is federal funds. Of the $5,942,444 in LCFF Funds, $1,579,553 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 Gerber Union Elementary School 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: Gerber Union Elementary School plans to spend $8,529,515 for the 2025-26 school year. Of that amount, $2,842,636 is tied to actions/services in the LCAP and $5,686,879 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

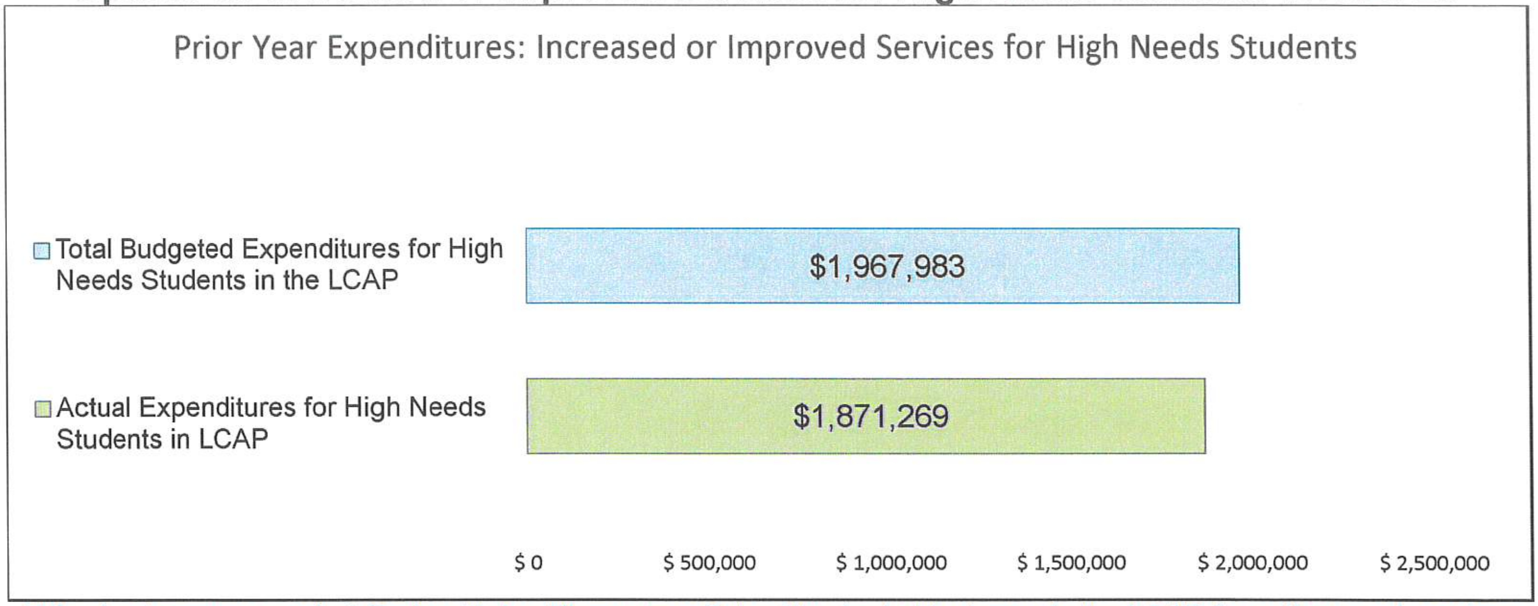
There is money budgeted for TK/K project which will be the contribution the district will need to make.

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

In 2025-26, Gerber Union Elementary School is projecting it will receive $1,579,553 based on the enrollment of foster youth, English learner, and low-income students. Gerber Union Elementary School must describe how it intends to increase or improve services for high needs students in the LCAP. Gerber Union Elementary School plans to spend $1,985,534 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 Gerber Union Elementary School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Gerber Union Elementary School 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, Gerber Union Elementary School's LCAP budgeted $1,967,983 for planned actions to increase or improve services for high needs students. Gerber Union Elementary School actually spent $1,871,269 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $96,714 had the following impact on Gerber Union Elementary School's ability to increase or improve services for high needs students:

24-25 actual expenditures came in a little lower than budgeted, simply due to some projections being higher at the beginning of the year. We also had a resource officer leave during the year and the District was not able to replace them. This did not effect the students, as additional paraprofessionals where brought into to help.

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
Gerber Union Elementary School	Jenny Montoya Superintendent/Principal	jmontoya@gerberschool.org 530-385-1041

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.

Gerber Union Elementary School District (GUESD) serves approximately 415 students in grades TK-8. A state funded Pre-School is located on campus which feeds into the Gerber School population. The Gerber School District is characterized as a rural unincorporated area of approximately 70 square miles in the center of Tehama County. Gerber is one of 14 school districts within the county and feeds into the Red Bluff High School District. School enrollment has fluctuated significantly over the past several years and over the past several years has ranged from 375 to 430 students with a number of families moving in and out.

GUESD is not an Equity Multiplier School does not have Equity Multiplier funds in the district.

The number of limited and non-English speaking students has grown at a faster pace than the general population with over 40% of our students classified as English Learners (EL). The primary language for our EL students is Spanish. Services for English learner (EL) students are guided by the district's Master Plan for English Learners. The Plan will be reviewed and revised periodically as needed to reflect current state and federal regulations. In addition to following legislative mandates, the Master Plan for English Learners is based on sound educational theories and effective instructional evaluation practices for teaching EL students.

The Master Plan for English Learners is a practical guide for all stakeholders (students, parents, teachers, support staff, principals, and board members) to ensure that consistent, coherent services are provided to every English Learner. This Plan describes how ELs are identified, the different program options available to them, and the pathway towards becoming proficient in English with full access to academic curriculum. It describes the process for monitoring student progress from the point of identification through classification to Reclassified Fluent English

Proficient (RFEP) status and the continued four-year monitoring process of RFEP students ensuring that they continue to achieve academically. At Gerber School the responsibility for oversight and monitoring of the EL Program rests with the English Learner Master Plan committee which comprises the ELD teacher, a classroom teacher and administration; with consultation from the Tehama County Department of Education ELD consultant. The district will provide opportunities for ongoing professional development to staff to ensure full implementation of the Master Plan for English Learners.

To better meet the needs of our English learners and to provide a rigorous opportunity for our English only students, Gerber School implemented a Dual-Language Immersion (DI) program in the 2023-2024 school year. This program creates a pathway for biliteracy in Spanish and English. The DI strand started in kindergarten and 1st grade in 2023 and an additional grade will be added each year thereafter. During the 2025/2026 school year the DI strand will be available in K-3 grades. The Two-Way Immersion (TWI) classrooms will ideally be comprised of 33% native English speaking, 33% native Spanish speaking, and 33% bilingual students. The TWI model will be 90% of instruction taught in Spanish and 10% in English for the first 2 years (kinder and 1st grades). In second grade the ratio will be 80% in Spanish and 20% in English. Third grade will be 70/30, fourth grade 60/40 and by fifth grade students will be taught in both languages at a ratio of 50/50 Spanish/English.

Approximately 88% of the student body qualifies for free or reduced priced lunches. To support all of our families the district offers free breakfast and lunch options for all students.

To meet the needs of our diverse population the district has adopted a Multi-Tiered System of Supports (MTSS) framework and Positive Behavior Support System (PBIS). A Multi-Tiered System of Supports is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all grade levels to support all students. The system has three Tiers that guide instruction and supports. Tier 1 is accessible to all students and includes core curriculum with differentiated supports. Tier 2 targets students who are performing below grade level standards and through data have been identified with a need for targeted support and intervention. Tier 2 supports are generally provided in the classroom by the classroom teacher. Interventions can also be delivered by a support staff provider. Tier 3 in the MTSS model is designed to target interventions for students that are performing significantly below grade level standards. Support is typically provided in very small groups or 1:1 adult student ratio.

The purpose/mission of Gerber School is to engage in authentic family partnerships to create a culture where students feel a sense of belonging and are empowered to participate in our global community. Our vision statement is "Inspiring students to work hard and dream big" and our Motto is "Work Hard, Dream Big". This purpose/mission statement speaks to the heart of our culture at Gerber School. We are a No Excuses University (NEU) School and believe that all students can learn and should set college and career goals for themselves as early as possible. Our staff believes in educating the whole child and we work hard to create a nurturing environment that builds character, supports social and emotional needs, and challenges students to work hard and dream big.

Reflections: Annual Performance

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

In the 2024–25 school year, Gerber Union Elementary School District continued to implement initiatives aimed at improving both academic achievement and school climate. Our local benchmark data again showed gains in English Language Arts (ELA) and Mathematics (Math), with the most substantial progress observed in Kindergarten and 1st grade, where over 80% of students met local benchmarks. This early literacy and numeracy growth supports the district's continued investment in early intervention strategies.

School climate and behavior indicators remain a strength. Behavior referrals continued to decline due to sustained implementation of Positive Behavioral Interventions and Supports (PBIS) and ongoing rollout of the Character Strong social-emotional curriculum. All grade levels (TK–8) are making measurable progress toward full implementation of Character Strong, contributing to a more positive and engaged school culture.

In 2023, Gerber Union Elementary had multiple student groups in the Orange performance level across key state indicators, requiring targeted LCAP action.
English Language Arts (ELA): Orange for English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities; Yellow for White students.
Mathematics: Orange for English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities; Yellow for White students.
Suspension Rate: Orange for English Learners, Hispanic, Socioeconomically Disadvantaged, and White; Yellow for Students with Disabilities.
Chronic Absenteeism: Orange for Students with Disabilities and White students; Yellow for English Learners, Hispanic, and Socioeconomically Disadvantaged.
English Learner Progress: Yellow (63.6% making progress), declined 6.7% from prior year.

Comparing the 2023 and 2024 Dashboard results, the district made notable progress in reducing the number of student groups performing at the Orange level in both ELA and Mathematics. Suspension rates declined for multiple subgroups, and chronic absenteeism rates showed marginal improvement. However, while several groups advanced to Yellow, some indicators and subgroups remained stagnant or showed limited gains. In 2024, performance trends show notable improvement in multiple areas, with some groups moving up one performance level:
ELA: Overall improvement, with several Orange groups moving to Yellow; some subgroups maintained gains but remain below standard.
Mathematics: Slight improvement for most Orange groups, though Students with Disabilities remain well below standard.
Suspension Rate: Decreased for several subgroups; some Orange-level groups moved to Yellow.
Chronic Absenteeism: Marginal declines in rates; some Orange groups improved to Yellow.
English Learner Progress: Maintained Yellow status, showing stability after the prior year's decline.

Chronic absenteeism remains a critical issue: EL, White, Hispanic, Homeless, and Socioeconomically Disadvantaged students all remain in the Red performance level, with rates above 25%. Long-Term English Learners (LTELs) were in the Yellow band, while SWDs remained in the Orange. These attendance trends compound academic challenges and point to the need for stronger engagement and support systems.

Disaggregated CAASPP results reveal equity gaps by gender, with female students outperforming males significantly: 22.73% of girls were proficient in ELA vs. 8.76% of boys, and 60.9% of girls were proficient in Math vs. just 4.97% of boys. Additionally, both LTELs (decline of 37.3 points) and SWDs (decline of 28.5 points) demonstrated declining ELA performance.

A districtwide priority in 2024–25 was student engagement and school connectedness. Data from student voice and connectedness surveys indicate a significant increase in student engagement, with more students reporting a sense of belonging and positive relationships with peers and staff.

Despite promising local benchmark gains, the disparity between internal progress and state Dashboard indicators necessitates a more robust, equity-driven response. To improve outcomes for all learners, particularly those in historically underserved groups, the district will continue to:

1. Provide targeted professional development for all staff—certificated and classified—focusing on literacy, math, and MTSS practices.

2. Implement specialized ELD training for teachers to better support the language development of ELs and LTELs.

3. Collaborate with the Tehama County Department of Education to offer ongoing coaching and instructional support in Literacy, English Language Development (ELD), and MTSS implementation.

These strategies aim to close performance gaps, improve attendance, and build a responsive educational environment that supports both academic growth and student well-being.

LREBG Needs Assessment:
The Learning Recovery Emergency Block Grant (LREBG) needs assessment for Gerber Elementary identified substantial, persistent academic and engagement challenges across student groups. On the 2023–24 California School Dashboard, all academic indicators (ELA, Math, and English Learner Progress) are in the Red performance category. In English Language Arts (ELA), students were on average 98.5 points below standard, with a decline of 23.5 points from the previous year. Mathematics outcomes were even more concerning, with an average of 142.8 points below standard, declining 32.8 points year over year. Every significant student group—including English Learners, Hispanic, White, Homeless, and Socioeconomically Disadvantaged students—was identified as performing at the Red level in both ELA and Math.

Chronic absenteeism at Gerber remains a significant barrier to learning, with 24.9% of students chronically absent. This represents a sustained issue, with little meaningful reduction from prior years. Groups particularly impacted include English Learners (22.5%), Hispanic (22.6%), Homeless (36%), White (36.9%), and Socioeconomically Disadvantaged students (25.8%).

Suspension rates increased to 5.9%, also rated Red, further indicating a need for stronger social-emotional supports and positive behavior interventions. Over half of surveyed students reported moderate to severe problems with bullying and emotional well-being, with only 7% feeling motivated and 18% expressing positive social-emotional experiences.

Identified Greatest Needs:

Academic Intervention: All students require intensive academic support, especially in foundational literacy and math skills. Growth data confirms that students are not making typical annual gains, with English Learners and Socioeconomically Disadvantaged students showing well below typical growth in both ELA and Math.

Attendance and Engagement: Chronic absenteeism is persistent across multiple student groups, pointing to a need for engagement-focused interventions and family outreach.

Social-Emotional Learning (SEL) and Mental Health: SEL indicators suggest low student connectedness and increased emotional distress, particularly among middle grade students. School safety perceptions are also low.

Overlapping Needs Across ELA, Math, and Absenteeism: English Learners, Hispanic, White, Homeless, and Socioeconomically Disadvantaged students consistently appear in all three categories of need, indicating they should be prioritized for learning recovery support.

Use of LREBG Funds:
Gerber Elementary is strategically focusing LREBG funding to address these needs through:

Instructional Professional Development (PD): Centered around literacy strategies in a Dual Language Immersion model and evidence-based math interventions.

Multi-Tiered System of Supports (MTSS): Building Tier 1 and Tier 2 systems to support consistent instructional delivery and early intervention.

Academic Support Services: Deployment of additional academic intervention staff for targeted support in ELA and Math, particularly for unduplicated pupils.

Social-Emotional Learning & Mental Health: Expansion of Character Strong curriculum, counseling services (individual and small group), and enhanced campus supports to improve safety, engagement, and student well-being.

This targeted investment is designed to increase student achievement and connectedness, while directly addressing the gaps identified through the Dashboard and local engagement processes.

Reflections: Technical Assistance

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

Gerber Union Elementary School District has been actively engaged in the Multi-Tiered System of Supports (MTSS) technical assistance program provided by the Tehama County Department of Education in response to its identification for Differentiated Assistance. This targeted technical support has been a multi-year commitment, with a strong focus on building sustainable schoolwide systems to address academic underperformance and chronic absenteeism.

During the 2023–24 and 2024–25 school years, the district's Tier 1 leadership teams participated in structured training and coaching designed to strengthen universal instructional practices. These sessions emphasized building educator capacity to implement equitable, evidence-based Tier 1 strategies that address the holistic needs of all students—including academic, behavioral, and social-emotional domains. Leadership teams were trained to use the Cycle of Inquiry to evaluate instructional systems and monitor student performance, with a specific focus on identifying and addressing equity gaps.

The 2024 California School Dashboard underscores the importance of this technical assistance. Gerber students performed in the Red performance level across English Language Arts (ELA), Math, and Chronic Absenteeism. Students averaged 98.5 points below standard in ELA and 142.8 points below standard in Math, both reflecting continued declines from the previous year. Chronic absenteeism also remained high at 24.9%, particularly among English Learners, White, Homeless, and Socioeconomically Disadvantaged students—each group showing persistent or worsening attendance patterns. These trends validate the district's need for deeper systemic change, particularly around Tier 1 consistency and targeted Tier 2 interventions.

To support this, Tier 2 leadership training began in 2024–25 and will continue through 2025–26. This new phase focuses on developing effective systems of targeted intervention for students who are not sufficiently supported through Tier 1 strategies. County facilitators are guiding teams in designing data-informed intervention protocols, aligned progress monitoring, and wraparound supports for students with the most significant needs.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents/Parent Advisory Committee	Survey was administered to all parents in November. School Site Council/Parent Advisory (including a special education parent) have been meeting monthly. DELAC has met (3 times a year). LCAP draft was shared with all groups. Superintendent responded in writing to feedback received by SSC/PAC and DELAC.
Certificated Staff (Teachers, Administration, local bargaining unit)	Teacher representatives serve on SSC. Survey distributed in November. Input received during staff meetings. Staff meetings occur weekly throughout the year. SSC meetings were held on the following days throughout the year 9/10, 10/15, 11/5, 12/10, 1/14, 2/4 and 6/3.
Classified Staff: (Paras, Custodial, Bus, Office, etc)	Classified representatives serve on SSC. Survey distributed in November. Input received during staff meetings.
Student Advisory Committee	Surveys were used to solicit feedback on school connectedness, perceived school safety, and student voice.
Employee Associations	A draft of the LCAP was shared with each union president with a request for feedback.
SELPA Administrator	SELPA feedback was given during the April meeting.

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

In Fall of 2024, the district administered a comprehensive Parent Survey to gather input for the development of the 2025–26 Local Control and Accountability Plan (LCAP). The survey received provided insights to help identify our LCAP goals and spending priorities.

Key themes identified from the survey included:
Dual-Language Immersion (DI): Parents were impressed with the DI program and multilingual learner supports.
Academic Support: Parents frequently requested increased access to tutoring, intervention programs, and targeted academic support in core

areas such as reading and math.
School Safety and Climate: Overall parents felt positively about school safety and climate; 97.4% of parents feel that overall the school is safe. Concerns were raised around the need for improved supervision, particularly in relation to bullying.
Enrichment: Parents loved our Fun Fridays. Many parents appreciate prioritizing PE, music and art. Parents seek more field trip opportunities and assemblies and would like more enrichment opportunities such as electives.
Communication & Family Engagement: Respondents expressed a desire for more consistent and transparent communication, as well as greater opportunities to participate in school
Mental Health and Wellness: Many parents emphasized the importance of mental health support, calling for expanded access to counseling and social-emotional learning services.
Support for English Learners and Students with Disabilities: Some responses highlighted the need for clearer language access and better IEP implementation support.
Home to School Transportation: Highlight that the district provides home to school transportation for all students.
The insights from this survey informed the development of district goals and actions. Specifically, the LCAP includes expanded academic intervention programs, investments in mental health and wellness, strategies to strengthen school climate, and improved communication tools to ensure inclusive family engagement—particularly for our English Learner and special education communities.

Feedback from certificated and classified staff was gathered via a climate survey conducted in the fall of 2024. Staff (Admin/classified/certificated/union representation) Feedback:
Continue to prioritize student achievement with appropriate supports (MTSS) for goal 1.
Continue to prioritize goal 2: engagement, positive behavior supports through PBIS and Character Strong.
Continue to include PE, music, art and other enrichment activities into plan.
Staff expressed a high desire for more targeted professional development opportunities and stipends for both certificated and classified. High priority on literacy, SEL (Character Strong) and CPI, trauma-informed practices and culturally responsive teaching, ELD, restorative communities/circles, behavior, and calming corners/break spaces.
Continue to build our DI program and supports for multilingual learners along with training for staff.
More enrichment opportunities and field trips.

Student Feedback (Elementary Students):
Positive Relationships: 79% of students report the presence of caring adults at school. This suggests a strong foundation of adult-student trust and emotional safety, aligning with LCFF Priority 6: School Climate.
School Connectedness: 66% of students feel a positive sense of belonging and connectedness. This indicates moderate success in fostering inclusive and welcoming school environments but also leaves room for growth.
Engagement in Learning: Only 36% of students feel motivated to complete schoolwork. This marks a significant gap in academic engagement, pointing to a need for increased relevance, challenge, or support in instructional strategies (Priority 5: Student Engagement).
Support for Social-Emotional Learning (SEL): 64% report that SEL is prioritized by staff. This affirms ongoing efforts to integrate SEL into the learning environment and reinforces the need to build on these efforts.

Student Feedback (Middle Level Students):
Caring Adult Relationships: 60% of students reported having caring adult relationships at school, indicating that a majority of students feel supported by school staff. While this is a positive baseline, nearly 4 in 10 students do not yet perceive consistent adult support, highlighting

the need for continued emphasis on relationship-building, mentoring programs, and inclusive classroom practices.
Academic Motivation: 71% of students expressed motivation to complete their schoolwork. This high level of intrinsic drive suggests that students value learning. However, when juxtaposed with engagement indicators (e.g., 36% report school is boring), it signals a need to ensure instructional practices are aligned with student interests and are delivered in ways that sustain motivation over time.
School Connectedness: Only 56% of students reported a strong sense of school connectedness. This suggests that many students may not yet feel fully seen, heard, or included in their school communities. Low levels of meaningful participation (21%) reinforce the importance of providing students with greater voice and agency in school decisions, leadership opportunities, and culturally responsive programming.
School Safety: Less than half (45%) of students reported feeling safe at school. This is a an area of concern that must be addressed through both preventative and responsive measures. Promoting a positive climate through consistent expectations, trusted adults, and campus monitoring are critical next steps.
To address these findings, the LEA will prioritize schoolwide actions that deepen relationships, promote social-emotional learning, and cultivate inclusive environments. Specific strategies will include peer-led initiatives, expanded SEL curriculum, and staff training on trauma-informed practices and bullying prevention. Monitoring will occur through annual student surveys and site-level action planning.

Student Advisory: Students were administered a survey to solicit specific feedback on school connectedness/belonging and student voice. In December, 67% of students reported feeling a sense of belonging at Gerber school, only 49% of students felt like there are opportunities to offer opinions and ideas about how the school operates, and only 29% of students felt their opinions and ideas were heard by staff. Staff reviewed this feedback and began implementing a small test of change. We asked students what they would like to see happening at our school and we implemented several of their key ideas including but not limited to restructuring our school dances, adding lunchtime challenges and clubs, and creating teacher assistant (TA) jobs for 7th and 8th graders. In April we surveyed students again, 71.3% of students reported a sense of belonging, 61.7% said that they felt there were opportunities for student feedback and 43.6% felt their opinions and ideas were heard. All significant increases from our December results.

Feedback from our educational partners shaped our LCAP goals by identifying MTSS, Dual-language immersion, SEL and engagement as key priorities. We have created multiple actions that align to these common themes, which include 1.1, 1.7, 2.1, 2.2, 2.3, 2.4 and 2.8.

LREBG Needs Assessment Educational Partner Feedback:
As part of the development of the Learning Recovery Emergency Block Grant (LREBG) plan, Gerber Union Elementary School District conducted a comprehensive consultation process with educational partners throughout the 2023–24 school year. This process included multiple modes of engagement to gather actionable input on student needs, funding priorities, and potential strategies for academic recovery and social-emotional support.

Stakeholder Groups Consulted:

- School Site Council (SSC): Reviewed Dashboard data and discussed academic intervention priorities and SEL needs across grade levels. Provided input to LCAP goals and spending priorities as well as LREBG-funded priorities.
- District English Learner Advisory Committee (DELAC): Provided targeted feedback on language development supports, chronic absenteeism challenges, and SEL programming for English Learners.
- Parent Surveys: Distributed districtwide in both English and Spanish, focusing on academic concerns, perceptions of school safety, and desired mental health supports. Survey results indicated strong parent support for increased counseling and

literacy-based interventions.

- Student Surveys (California Healthy Kids Survey - CHKS): Collected in grades 5 and 7. Results highlighted low levels of student motivation, concerns about bullying, and a need for greater emotional support.
- Staff Input Sessions and Professional Learning Communities (PLCs): Teachers and support staff participated in data reviews and identified gaps in core instruction, the need for academic consistency, and training for differentiated supports through MTSS.
- Community Partnership Meetings: Consultation with local support agencies (e.g., CalFresh, SELPA support) to align external services with school engagement, mental health services and SEL.

These engagements directly informed the decision to prioritize investments in literacy through a Dual Language Immersion program, targeted ELA and Math supports, targeted ELD supports, MTSS system development, and expanded social-emotional learning through the Character Strong curriculum and counseling services.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	To increase student progress toward meeting grade-level proficiency standards (State Priorities 1, 2, 4, 7, 8). The district also recognizes that access to a broad course of study, including enrichment in the arts and music—supports student engagement, creativity, and overall academic development. The unexpected disruption of both art and music programming, previously a strong component of the school experience, highlighted the need to stabilize and sustain elective offerings. This goal reflects the LEA's commitment to rebuilding those opportunities and addressing instructional gaps that impact both achievement and student well-being.	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.

To increase student progress towards meeting grade proficiency standards. (State Priorities 1, 2, 4, 7, 8)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Students in grades 3-8 increase in meeting ELA Standards on CAASPP	22/23: 20.64% met/exceeded standard	23/24: 14.98% met/exceeded standard		30.0% met/exceeded standard	-5.66%
1.2	Students in grades 3-8 increase in meeting Math Standards on CAASPP	22/23: 9.92% met/exceeded standard	23/24: 5.47% met/exceeded standard		20.0% met/exceeded standard	-1.45%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Teacher Credentialing as measured by Williams Reporting.	100% of teachers credentialed.	100% of teachers credentialed.		100% of teachers credentialed.	none
1.4	Student access to standards based curriculum, including EL standards, as measured by Williams Reporting.	23/24: 100% of students have access to standards based curriculum	100% of students have access to standards based curriculum		100% of students have access to standards based curriculum	none
1.5	Teacher implementation of adopted academic content/performance standards as measured by Williams Reporting.	23/24: 100% of teachers implementing adopted academic content/performance standards.	100% of teachers implemented adopted academic content standards		100% of teachers implementing adopted academic content/performance standards.	none
1.6	EL and LTEL students will increase in proficiency as measured by ELPAC assessment.	22/23: 16.50% proficient	23/24: 8.44% proficient		25% proficient	-7.56
1.7	EL student increase in reclassification rate	23/24: 4 students	24/25: 44 students		Maintain 4 students per year.	+40
1.8	Percentage of staff trained in Integrated/Designated ELD	24/25: 89% of teachers and 100% of administrators	24/25: 89% of teachers and 100% of administrators		100% of teachers and administrators	none

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.

In the 2024–25 school year, GUESD prioritized the implementation of a Multi-Tiered System of Supports (MTSS) by budgeting for both certificated and classified staff to deliver targeted academic and behavioral interventions. A key implementation success was the launch of a structured WIN (What I Need) intervention block for all K–6 students, with a specific focus on Tier 3 literacy interventions in grades K–1. This “double dose” approach provided intensive support to our most at-risk learners and addressed foundational literacy gaps.

However, implementation was hindered by two primary staffing challenges: (1) the district was unable to fill two permanent teaching positions, resulting in reliance on temporary staff and reduced instructional consistency; (2) high absenteeism among support staff—particularly in Dual Immersion (DI) classrooms—undermined the delivery of differentiated instruction, especially where Spanish-speaking adults were unavailable.

To address these issues and strengthen implementation, the district will use Learning Recovery Emergency Block Grant (LREBG) funds to:

Maintain and expand staffing for intervention and support services;

Purchase evidence-based instructional materials and supplemental curricula focused on ELA and math recovery for students performing below grade level;

Target EL, low-income, and homeless student groups disproportionately impacted by learning disruptions;

Provide school-based social-emotional support to address the needs of the whole child.

These actions are specifically aimed at reversing declines in academic achievement and language development reflected in 2024 performance data:

Metric 1.1: CAASPP ELA – 14.98% met/exceeded standards from 20.64% in 2022-23

Metric 1.2: CAASPP Math – 5.47% met/exceeded standards from 9.92% in 2022–23

Metric 1.6: ELPAC – Only 8.44% of English Learners achieved English proficiency

Despite these setbacks, the launch of WIN time and early grade interventions represent strong structural gains that the district will build upon in 2025–26. Ongoing refinement of MTSS delivery, expansion of qualified support staff, and improved access to updated materials will form the foundation of academic recovery moving forward.

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

Goal 1.4 The actual expenditures for STEM and technology purchases were higher than anticipated, largely due to the acquisition of supplementary instructional software. These purchases were not originally budgeted but became necessary to enhance the instructional value of previously purchased equipment and to meet the diverse needs of students across multiple grade levels.

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

One of the District's top priorities in recent years has been recruiting and retaining qualified staff. Over the past five years, persistent vacancies have resulted in staffing shortages, often filled by long-term substitutes. This inconsistency has impacted the overall quality and continuity of the educational program. A significant portion of the current teaching staff are either new to the profession or new to Gerber School. Several have recently completed induction, and some were initially hired under temporary certificates. Recruiting and preparing highly qualified teachers directly impacts metrics 1.3 and 1.5.

To address these challenges and build instructional capacity, the District allocated funding for an academic coach. The coach works directly with new teachers, providing individualized support and capacity-building through modeling, coaching cycles, and collaborative planning. Staff feedback indicates that this support has been highly valued and effective.

Two years ago, Gerber School implemented a dual-language immersion (DI) program to better support our multilingual learners. Early indicators from local benchmark assessments show promising gains in both English Language Arts (ELA) and Mathematics for students in grades K–2. These gains suggest the DI program is fostering early academic development, particularly in foundational literacy and numeracy skills. As these students continue in the program, we anticipate sustained growth that will positively influence performance in Metric 1.1, 1.2, 1.6 & 1.7.

The District has also successfully hired a reading specialist, intervention teachers, and paraprofessionals to provide small-group, targeted interventions. A designated WIN ("What I Need") time was established for grades K–6, with a primary focus on foundational skills in K–1. The goal was to have at least 80% of all students in those grades score proficient or above on local ELA benchmark assessments (Renaissance Learning STAR and Early Literacy). Recent results show over 80% of K–1 students are meeting or exceeding proficiency benchmarks—a notable success and meeting our goal.

In its second year of MTSS implementation, the District continues to focus on schoolwide Social-Emotional Learning (SEL) and literacy. Through Character Strong, 100% of teachers report weekly implementation of SEL lessons, reflecting strong fidelity. For literacy, the District prioritized professional development to meet the needs of a predominantly new teaching staff. A cohort of teachers and support staff began LETRS training as part of a two-year professional development initiative. Additionally, UFLI has been implemented in the primary grades, with plans to expand usage in 2025–26. To strengthen foundational skills in upper elementary and middle grades, the District plans to adopt Phonics for Reading (grades 3–5) and REWARDS (grades 6–8) as evidence-based interventions.

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.

Multilingual education continues to be a top district priority, driven by a rising number of English learners, LTELS and newcomers, as well as a district-wide vision for promoting biliteracy, academic excellence, and sociocultural competency. In 2025–26, the District will expand its Dual Immersion (DI) program to include grades K–3. This strategic investment is designed to elevate outcomes for English learners and simultaneously offer all students a structured pathway toward biliteracy and multicultural awareness.

To ensure these programs are effectively implemented and sustained, the District remains committed to recruiting and retaining highly qualified educators. Building teacher capacity through professional development is central to this commitment, with a focus on literacy instruction and evidence-based strategies for supporting multilingual learners. Recognizing the pivotal role paraprofessionals play in the success of schoolwide systems, the District has also prioritized training in behavior management and student support. All classified staff have been offered Crisis Prevention Intervention (CPI) and Social-Emotional Learning (SEL) training to better equip them to support students and reinforce a positive, inclusive learning environment. These goals and actions will contribute to improving outcomes for metric 1.1, 1.2, 1.6 and 1.7.

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	Implement a Multi-Tiered System of Supports (MTSS)	Implement and maintain a comprehensive TK–8 Multi-Tiered System of Supports (MTSS) to improve academic achievement and close performance gaps for all student groups, with a focus on English learners, students with disabilities, and socioeconomically disadvantaged students. The MTSS framework includes Response to Intervention (RTI), English Language Development (ELD), Resource Specialist Program (RSP) services, and tiered social-emotional and behavioral supports. To strengthen implementation, the LEA will reduce adult-to-student ratios by hiring additional instructional and support staff, thereby enabling more frequent, data-driven small-group interventions aligned to student needs. This action is designed to improve student performance on local benchmark assessments and state standardized tests, and will be monitored using our metrics, specifically: Metric 1.1: Percentage of students meeting or exceeding standards in ELA Metric 1.2: Percentage of students meeting or exceeding standards in Math Metric 1.6: Percentage of EL and LTELs making progress towards English proficiency Metric 1.7: Percentage of El and LTELs reclassification rates	$792,938.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Progress will be disaggregated by student group to ensure equity. Stipends may be provided to staff who attend professional development outside their regular workday to deepen MTSS-aligned instructional strategies and intervention delivery. Tier 1 and Tier 2 teams will be trained and meet regularly to inform and guide aligning all systems to Tier 1 and Tier 2. Costs include substitute coverage for members to attend trainings, consultant-trainer costs and potentially stipends.		
1.2	Increase instructional minutes and maintain CSR of 24:1	Because the best intervention is strong first instruction, GUESD will maintain an extended instructional day to provide additional learning opportunities for all students. Additionally, GUESD will sustain a reduced class size ratio (CSR) of 24:1 in grades TK–3 to ensure more individualized support and effective instructional delivery during core content instruction. This action supports improved academic outcomes by allowing teachers more time and flexibility to address diverse learning needs within the classroom setting. It will be monitored using Priority 4 academic achievement metrics: Metric 1.1: Percentage of students meeting or exceeding standards in English Language Arts (ELA) Metric 1.2: Percentage of students meeting or exceeding standards in Mathematics By maintaining a lower CSR and increased instructional time, GUESD aims to raise overall proficiency rates and reduce achievement gaps, particularly among English learners, students with disabilities, and low-income students.	$96,399.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Professional Development	Provide professional development opportunities for certificated and classified staff to support high-quality implementation of instructional and support initiatives, including Common Core State Standards, Multi-Tiered System of Supports (MTSS), English Language Development (ELD), multilingual education, dual-language immersion (DI), and literacy initiatives such as LETRS and Project Arise. Additional training opportunities will include participation in Education Learning Consortium (ELC) and BRILLA to build capacity in culturally and linguistically responsive teaching practices. To encourage broad participation, stipends may be provided to staff who attend professional learning outside of their regular workday. This action will support improvements in student academic achievement and language development, monitored by the following Priority 4 and Priority 2 metrics: Metric 1.1: Percentage of students meeting or exceeding standards in ELA Metric 1.2: Percentage of students meeting or exceeding standards in Math Metric 1.4: Implementation of academic content and performance standards (Local Indicator for Priority 2)	$12,543.00	Yes
1.4	STEM and NGSS	To increase student engagement and prepare students with 21st-century skills, the district will adopt a Next Generation Science Standards (NGSS)-aligned curriculum and implement STEM-focused instructional activities across grade levels. The district will also maintain and upgrade essential instructional technology—such as student devices, projectors, and smartboards—to ensure equitable access to digital learning tools and support both core instruction and intervention programs. This action supports student academic outcomes and engagement, and will be monitored using:	$69,976.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Metric 1.2: Percentage of students meeting or exceeding standards in Math (as STEM integration often reinforces mathematical understanding) Metric: Student engagement and participation in STEM-related activities (as reported through local surveys or program participation) This action is designed to enhance instructional delivery, promote inquiry-based learning, and prepare students for college and career readiness in science and technology fields.		
1.5	Purchase software programs and other interventions that support MTSS.	The district will purchase and maintain educational software and intervention materials designed to support data-driven decision-making and enhance instructional delivery in core academic areas. These tools will be used across instructional programs, including core instruction, Multi-Tiered System of Supports (MTSS), English Language Development (ELD), and Resource Specialist Program (RSP) services. This includes platforms for data management, progress monitoring, intervention tracking, and differentiated instruction tailored to student needs. The use of these tools is intended to accelerate student learning by identifying learning gaps in real time, enabling more effective interventions, and improving access to standards-aligned instruction for students with disabilities and English learners. This action will be monitored using the following metrics: Metric 1.1: Percentage of students meeting or exceeding standards in English Language Arts (ELA) Metric 1.2: Percentage of students meeting or exceeding standards in Mathematics Metric 1.3: Implementation of academic content and performance standards (Priority 2, especially for ELD and students receiving RSP services)	$21,283.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Metric (Local): Effectiveness of interventions and progress monitoring as measured by local assessments and software-generated reports By providing tools that enhance instructional alignment and response to student needs, this action is aimed at closing achievement gaps and supporting equitable access to rigorous instruction.		
1.6	Purchase core curriculum including supporting a media center/library.	The district will purchase research-based, standards-aligned core and supplemental curriculum to enhance instructional quality and provide targeted academic supports for identified student groups. The TK–8 library and media center will operate as a resource for all students to support literacy development, digital literacy, and equitable access to instructional materials. Using Learning Recovery Emergency Block Grant (LREBG) funds, the district will implement evidence-based strategies to accelerate learning recovery for students most impacted by the COVID-19 pandemic. These strategies include: Targeted small-group interventions, Expanded instructional time, and Curriculum designed to address both academic gaps and social-emotional needs. The impact of this action will be measured using the following metrics: Metric 1.1: Percentage of students meeting or exceeding standards in ELA Metric 1.2: Percentage of students meeting or exceeding standards in Math	$117,659.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Multilingual Education and Dual Language Immersion (DI)	To advance equity and academic success for multilingual learners, the district will continue expanding its Two-Way Dual-Language Immersion (DI) program by adding a new grade level each year. This action will be supported through collaboration with community partners, targeted professional development, and strategic investments in multilingual education. Key components include: Hiring a consultant to support schoolwide DI implementation; Purchasing instructional materials to support DI and multilingual education; Providing stipends for staff to attend professional development aligned with best practices for English learners and bilingual education; Offering tuition support and stipends for educators pursuing a BCLAD or Bilingual Authorization credential; Providing English classes for Spanish-speaking parents and Spanish language learning opportunities for English-speaking staff to strengthen home-school communication and cultural understanding. These efforts are aligned with the district's commitment to fostering biliteracy, high academic achievement, and sociocultural competence among all students. This action will be measured by the following metrics: Metric 1.1: Percentage of students meeting or exceeding standards in English Language Arts (ELA) Metric 1.4: Implementation of academic content and performance standards (Priority 2: including ELD and biliteracy standards) Metric 1.6: English Learner Progress (e.g., growth on ELPAC) This action supports LCFF Priorities 2 (Implementation of State Standards), 3 (Family Engagement), and 4 (Student Achievement), and	$276,413.00	Yes

Action #	Title	Description	Total Funds	Contributing
		reflects educational partner priorities for sustaining multilingualism and cultural inclusion.		
1.8	EL Language Acquisition	The district will enhance English Language Development (ELD) services for English Learners (ELs), including Long-Term English Learners (LTELs), through both designated and integrated instruction models. ELD teachers and support staff will utilize push-in and pull-out models and engage in regular collaboration with general education teachers and site administrators to co-plan and align instruction. Instruction will emphasize structured language acquisition strategies, academic vocabulary development, and scaffolded content to ensure access to grade-level standards. Learning Recovery Emergency Block Grant (LREBG) funds may be used to expand staffing capacity and acquire curriculum and instructional resources specifically designed to address the unique needs of LTELs and accelerate English language proficiency. This action will be monitored using the following metrics: Metric 1.1: Percentage of students meeting or exceeding standards in English Language Arts (ELA) for English Learners Metric 1.4: Implementation of academic content and performance standards (with a focus on ELD integration) Metric 1.7: English Learner Progress (ELPAC growth and reclassification rates) This action supports LCFF Priorities 2 (Implementation of State Standards) and 4 (Student Achievement) and is designed to address the learning recovery and long-term linguistic development of English Learners most affected by the pandemic.	$311,942.00	Yes
1.9	Professional Development for	The District will provide ongoing, targeted professional development to staff on evidence-based instructional strategies to improve academic	$4,408.00	Yes

Action #	Title	Description	Total Funds	Contributing
	teachers for English learners and Long Term English Learners	outcomes and language acquisition for English Learners (ELs) and Long-Term English Learners (LTELs).		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	GUESD will maintain a safe, positive, school culture that supports student and parent engagement, focuses on educating the whole child, and provides student support academically, socially, emotionally and behaviorally.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Maintain a healthy, safe, positive school culture where students and families feel connected and will have access to social and emotional support if needed. (State Priorities 3, 4, 5, 6)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rate as measured by Aeries reporting	23/24: Attendance Rate: 95.86%	Attendance Rate 94.3%		Maintain: 95.00%	-1.56%
2.2	Chronic absenteeism rates as measured by CALPADS reporting	22/23: 24.7%	24.9%		Reduce to 20% or less	+0.2%
2.3	Suspension rates as measured by CALPADS reporting	22/23: 2.5% suspended at least one day.	5.9%		Reduce to 2.0% or less per year.	+3.4%
2.4	Expulsion rate decrease	0 expulsions	0 expulsions		0 expulsions	none

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Parent report sense of safety and connectedness as measured by surveys.	23/24: 100% reported a sense of safety and connectedness.	97.4%		95% reported a sense of safety and connectedness.	+2.1
2.6	7th Grade student report sense of safety and connectedness as measured by CHKS.	CHKS: (23/24) Perceived School Safety 35% School Connectedness: 37%	Perceived School Safety: 45% School Connectedness: 56%		1) Perceived School Safety 80% 2) School Connectedness 80%	Perceived School Safety: -35% School Connectedness: -24%
2.7	Facilities maintained as measured by annual FIT.	Facilities rating: Good	Facilities rating: Good		Maintain Good rating.	none

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.

During the 2024–25 school year, the district implemented its Social-Emotional Learning (SEL) plan with fidelity, using the SAEBRS universal screener to establish baseline behavioral and emotional data and inform student-specific supports. The district's Social, Emotional, and Behavior (SEB) team met weekly to review screening results and implement individualized and tiered interventions aligned with student needs. The actions carried out were consistent with those outlined in the LCAP, and no substantive deviations occurred in implementation.

Attendance and Chronic Absenteeism:
The average attendance rate for 2024–25 was 94.3%, a decrease from the prior year's 95.86% and below the district's target of 95%. Chronic absenteeism slightly increased to 24.9%, up from 24.7% in 2023–24, and well above the goal of reducing rates to 20% or lower. These results signal ongoing engagement challenges, especially among unduplicated pupils, and point to a continued need for early intervention strategies, improved communication with families, and proactive outreach systems.

Suspension and Expulsion:
Suspension rates rose notably, from 2.5% in 2023–24 to 5.9% in 2024–25, significantly exceeding the goal of reducing suspensions to 2.0% or less. While the expulsion rate remained at 0%, indicating success in avoiding exclusionary discipline, the spike in suspensions suggests a critical need for expanded use of restorative practices, increased Tier 2 supports, and staff training in classroom behavior management and trauma-informed strategies.

School Climate and Connectedness:
Parent surveys reflected strong perceptions of school climate, with 97.4% of families reporting a sense of safety and connectedness, exceeding the 95% target. However, results from the California Healthy Kids Survey (CHKS) for 7th graders revealed perceived school safety at 45% and school connectedness at 56%, both well below the 80% goals. These disparities highlight a disconnect between adult and student perspectives and emphasize the need to elevate student voice and deepen SEL instruction.

Facilities:
The district maintained a “Good” rating in the annual FIT facilities inspection, meeting expectations and supporting student safety and access to clean, functional learning environments.

Summary:
The district made meaningful progress toward building a comprehensive SEL framework, implementing planned actions with fidelity. However, data trends—particularly in absenteeism, suspensions, and student-perceived connectedness—underscore persistent equity challenges. The 2025–26 plan will expand restorative practices, refine MTSS supports, increase student voice, and invest in staff PD to enhance both student outcomes and school climate.

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

Goal 2.5 - Material Differences Between Budgeted and Actual Expenditures:
VAPA expenditures were lower than anticipated due to the strategic use of one-time state revenues, which supplemented funding originally intended from LCFF sources. This reallocation allowed the district to preserve LCFF resources while expanding student access to VAPA opportunities.

Effectiveness to Date:
Despite the budgetary shift, student access to VAPA programming was not reduced. In fact, the additional one-time state allocation enabled the district to increase the number and variety of VAPA experiences available to students, including guest artists, field trips, and interdisciplinary arts integration.

Goal 2.6 – Campus Safety and Student Wellness
Material Differences Between Budgeted and Actual Expenditures:
The School Resource Officer (SRO) position was vacated and not refilled during the year. As a result, the contract was terminated and expenditures were lower than projected.

Effectiveness to Date:
Despite the absence of the SRO, services to students were not diminished. Instead, the district reallocated focus toward implementing a robust Social-Emotional Learning (SEL) curriculum. Initiatives such as classroom-based SEL lessons, student circles, and restorative practices have been introduced and are positively impacting school climate and student well-being.

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

Effectiveness: The actions implemented under this goal—such as the use of the SAEBRS behavior screener, weekly Social-Emotional-Behavioral (SEB) team meetings, and the development of targeted student support plans—proved effective in building a structured, data-informed system to support student behavior and emotional needs. These practices enabled more consistent identification of students in need of Tier 2 and Tier 3 supports and contributed to a more proactive, preventive approach to behavior management.

Staff reported 100% implementation of the Character Strong curriculum across TK–8 in 2023–24, establishing a Tier 1 SEL foundation. Weekly SEL lessons were delivered as planned, SEL language was embedded in classroom routines, and advisory tools were used to support empathy, relationships, and overall school connectedness.

This strong baseline will support the expansion of MTSS-aligned behavioral and SEL interventions, using Character Strong implementation data and SAEBRS results to inform future Tier 2 services.

Metric Alignment:

Metric 2.3: Student suspension rate (increased from 2.5% in 2022–23 to 5.9% in 2023–24)

Priority 6: Implementation fidelity and SEL participation data (e.g., SAEBRS screener results, weekly SEB team case monitoring)

Priority 6: School climate perception survey results (to be used to assess changes in student sense of belonging and connectedness)

Ineffectiveness: Despite progress, some gaps in implementation fidelity remain. Not all staff consistently utilized intervention strategies or behavior support tools, creating variation in outcomes across sites. Additionally, while baseline behavioral and SEL data was collected, clearer Tier 2 and Tier 3 benchmarks are needed to monitor student growth and ensure intensive supports are delivered with urgency.

Next Steps:

To reduce the suspension rate to 2.0% or less by 2025–26, the district will:

Expand SEB Team efforts to include restorative practices and targeted behavior interventions;

Provide professional development in trauma-informed strategies and CPI (Crisis Prevention Intervention) for classified staff;

Strengthen SEL delivery by embedding it into daily routines with school leadership to monitor implementation;

Continue using Character Strong to reinforce SEL competencies, monitor school climate, and promote equity.

These coordinated actions will support LCFF Priority 6: School Climate and ensure all students—particularly those at risk of exclusionary discipline—remain engaged and supported within a positive, inclusive learning environment.

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

Based on reflections from the 2024–25 school year, including an increase in suspension rates and student climate survey results indicating lower perceptions of fairness and connectedness, the district has revised its planned actions to more explicitly address discipline through a restorative lens.

In the coming year, the district will enhance its Multi-Tiered System of Supports (MTSS) by more deeply integrating restorative practices as structured alternatives to suspension. This shift includes a stronger focus on Tier 2 and Tier 3 behavior interventions that prioritize relational repair and student reintegration over exclusion.

Key changes include:

- Expanding staff training to include not only general restorative practices but also specific modules on trauma-informed discipline and de-escalation strategies;
- Assigning dedicated SEB Team members to provide ongoing coaching at the site level for consistent implementation;
- Replacing some exclusionary consequences with structured alternatives such as restorative circles, mediation, and reflective re-entry processes;
- Embedding data review cycles to regularly monitor suspension trends, disaggregated by student group, and adjust interventions accordingly.

Metric 2.3 (Suspension Rate) remains a key focus, with the goal of reducing suspensions to 2.0% or less by the end of 2025–26. Priority 6 metrics (student perceptions of school climate, fairness, and belonging) will be monitored more closely to assess the impact of these changes.

These adjustments reflect a districtwide commitment to inclusive, equitable discipline systems that align with best practices in school climate and support whole-child development.

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	Provide SEL and behavior support services to all students.	The district will hire and sustain a multidisciplinary Social-Emotional and Behavioral (SEB) support team—including a Behavior Intervention Coordinator, School Psychologist, and School Counselor—to deliver targeted behavioral and social-emotional services within a Multi-Tiered System of Supports (MTSS) framework. The Behavior Intervention Coordinator will oversee Positive Behavioral Interventions and Supports (PBIS) implementation, guide schoolwide behavior strategy development, coach staff in managing challenging behaviors, and lead professional development in SEL and restorative approaches. The School Psychologist will conduct psychological evaluations, provide related services (e.g., counseling, consultation), and collaborate with SEB teams, RSP specialists, and professional learning communities (PLCs) to align academic and behavioral supports. The School Counselor will deliver individual and small group counseling, support school climate efforts through PLC collaboration, and serve as the main contact for outreach and support to foster youth and students experiencing homelessness. This action also ensures integrated behavioral and SEL support for students with disabilities, fostering greater alignment between general education and special education staff in meeting the whole-child needs of all learners. This action will be monitored using the following metrics: Metric 2.3: Student suspension rate (tracked to assess reductions aligned with behavioral interventions) Priority 6: Number and percentage of students receiving Tier 2/3 counseling or behavior intervention services Priority 6: School climate survey data, particularly related to student sense of safety, support, and adult connection	$513,156.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Priority 3 (Local): Outreach logs and services provided to foster and homeless youth This action supports LCFF Priorities 3 (Family Engagement), 6 (School Climate), and 2 (Implementation of Standards), and reflects the district's commitment to equity, inclusion, and early intervention.		
2.2	Implement Positive Behavior Intervention Supports (PBIS) and restorative practices.	The district will implement a comprehensive, schoolwide Positive Behavioral Interventions and Supports (PBIS) framework to promote a safe, inclusive, and predictable learning environment for all students. Key strategies include: Installing bilingual signage in English and Spanish across campuses to clearly communicate behavior expectations to students and families; Purchasing and utilizing a digital platform to track PBIS fidelity, student behavior incidents, and SEL indicators to support data-driven MTSS interventions; Launching a PBIS rewards system, including on-site PBIS stores, to incentivize and reinforce positive student behaviors; Providing ongoing professional development for certificated and classified staff on PBIS, restorative practices, SEL integration, and culturally responsive, trauma-informed behavior support strategies. This action will be monitored using the following metrics: Metric 2.3: Suspension rate will decrease from 5.9% to 3.0% PBIS implementation fidelity and participation in Tier 1–3 supports (tracked through digital PBIS system) Priority 6: Student and staff school climate survey results (e.g., feelings of safety, connectedness, and cultural responsiveness)	$31,030.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Implementation of SEL and behavior standards as part of MTSS Tier 1 delivery (under Priority 2) This action supports LCFF Priorities 6 (School Climate) and 2 (Implementation of Standards), with a strong emphasis on equity, access, and culturally affirming practices that benefit all students—especially those historically underserved.		
2.3	Implement Character Strong (SEL), restorative practices, and trauma informed practices	The district will provide ongoing professional development to build staff capacity in cultivating a positive, inclusive, and emotionally supportive school culture. Training will focus on effective implementation of the Character Strong curriculum, integration of social-emotional learning (SEL) into instruction, trauma-informed practices, and restorative strategies that align with Multi-Tiered System of Supports (MTSS). To support full implementation, the district will purchase Character Strong curriculum materials and related SEL resources for all grade levels. Staff participating in professional development outside of their contracted workday may receive stipends to encourage broad participation and deepen systemwide implementation. This action will be monitored using the following metrics: Priority 6: School climate survey results reflecting student perceptions of safety, belonging, and adult support Implementation fidelity of Character Strong lessons and SEL activities across TK–8 classrooms Metric 2.3: Suspension rate (as an indirect measure of SEL and climate effectiveness) This action supports LCFF Priorities 2 (Implementation of Standards) and 6 (School Climate), and reflects educational partner input on the importance	$6,055.00	Yes

Action #	Title	Description	Total Funds	Contributing
		of sustained social-emotional development and culturally responsive practice.		
2.4	GUESD will provide multiple opportunities for parent outreach and involvement.	GUESD will implement a comprehensive family and community engagement strategy to strengthen school connectedness, promote student success, and foster meaningful two-way communication between home and school. Engagement opportunities will include a variety of events such as Meet and Greets, Open House, Ice Cream Socials, Student Awards Assemblies (recognizing academics and character), Community Outreach Events, Parent-Teacher Conferences, Graduation Celebrations, and the Halloween Carnival. Structured input will be gathered through School Site Council (SSC), the District English Learner Advisory Committee (DELAC), and Nurturing Parenting Classes, ensuring that families play a central role in shaping district policies and supports. To improve home-school communication, GUESD will fully implement ParentSquare as its centralized family engagement and communication platform. Focused outreach efforts will prioritize the inclusion of families of unduplicated pupils—including English Learners, Long-Term English Learners (LTELs), Foster Youth, and Low-Income students—as well as families of students with disabilities, ensuring equity in access and voice across all communities. This action will be monitored using the following metrics: Priority 3: Parent input in decision-making (measured through SSC/DELAC participation and feedback opportunities) Priority 3: Parent participation in programs for unduplicated students and students with disabilities	$5,100.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Priority 6: Family engagement and school climate survey results (including communication effectiveness via ParentSquare) This action supports LCFF Priorities 3 (Family Engagement) and 6 (School Climate), reinforcing the district's commitment to inclusive, culturally responsive partnerships with all educational partners.		
2.5	Implement Visual and Performing Arts (VAPA)	GUESD will expand access to Visual and Performing Arts (VAPA) as part of a broad course of study to foster student engagement, creativity, and cultural appreciation for all TK–8 students. The district will enhance VAPA opportunities through guest speakers, local performers, and partnerships with community-based artists, ensuring exposure to a diverse range of artistic disciplines and cultural perspectives. A credentialed music teacher will be hired to deliver structured music instruction across all grade levels. To broaden access to the visual arts, the district will collaborate with community organizations and local artists, with a focus on inclusive outreach and participation—particularly for students with disabilities. To support VAPA implementation and encourage staff leadership, stipends may be provided to teachers who lead or contribute to arts-integrated instruction, school performances, and enrichment activities. This action will be monitored using the following metrics: Priority 3: Parent participation in VAPA-related events, supporting family engagement through the arts Priority 7: Access to a broad course of study, including participation in VAPA instruction and enrichment Priority 6: Student engagement and school climate survey results reflecting interest in arts programs	$151,031.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Priority 8: Student outcomes in creative expression (e.g., student showcases, project-based learning products) This action supports LCFF Priorities 7 (Course Access), 6 (School Climate), and 3 (Family Engagement), and affirms the district's commitment to inclusive, well-rounded educational experiences that meet the diverse interests and talents of all students.		
2.6	Part time School Resource Officer	GUESD previously planned to employ a part-time School Resource Officer (SRO) to enhance school safety and provide support for students requiring Tier 3 behavioral interventions within the PBIS framework. The SRO was intended to build positive relationships with at-risk students and contribute to a safe and supportive school environment. However, the position was vacated in September and will not be filled for the remainder of the year. The district has reallocated resources to expand mental health services and behavior intervention supports aligned with PBIS Tier 3 needs.	$38,708.00	Yes
2.7	Provide transportation for all students. Hire bus drivers and Head of Transportation supervisor. Maintain 5 buses.	The district will provide daily transportation to and from school for all students to ensure equitable access to learning opportunities. In addition to regular bus services, the district has purchased vans to offer specialized transportation for students—regardless of disability status—who face barriers in attending school consistently. This support is designed to reduce chronic absenteeism and increase engagement, particularly among students with disabilities, English Learners, LTELs, Foster Youth, and Low-Income students who may require individualized transportation assistance.	$254,106.00	Yes
2.8	Physical Fitness	The district will hire a credentialed Physical Education (PE) teacher and a PE instructional assistant to ensure that all TK–8 students receive consistent, high-quality physical education aligned with California state standards. This action supports student well-being by promoting physical fitness, cooperative learning, and active engagement through structured movement-based instruction.	$139,889.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The PE instructional assistant will help deliver inclusive PE lessons by supporting differentiated instruction and adapting activities to meet the needs of diverse learners, including students with disabilities and those requiring behavioral support. By expanding access to quality PE instruction, the district aims to improve students' physical health, foster social-emotional growth, and enhance school connectedness—especially for students who thrive in active learning environments. This action will be monitored using the following metrics: Priority 7: Access to a broad course of study, including regular participation in state-aligned physical education Priority 6: School climate and engagement survey results (e.g., student sense of belonging, interest in school activities) Priority 6: Student well-being indicators (e.g., health-related absenteeism, fitness assessment participation) Implementation of standards (specifically PE content standards under Priority 2) This action supports LCFF Priorities 7 (Access to a Broad Course of Study), 6 (School Climate), and 2 (Implementation of Standards), and aligns with the district's commitment to holistic education that supports the physical, social, and emotional development of all students.		

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
$1,579,553	$198,976

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
37.307%	0.000%	$0.00	37.307%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Implement a Multi-Tiered System of Supports (MTSS) **Need:** An equity-focused review of student group performance on CAASPP assessments, along with an analysis of behavioral data—including discipline referrals and suspensions—has revealed the need for a more cohesive and	The District is implementing a Multi-Tiered System of Supports (MTSS), a research-based framework proven to align academic, behavioral, and social-emotional supports in a cohesive structure that promotes long-term student success. Delivered both LEA-wide and schoolwide, MTSS ensures that all students have access to high-quality, differentiated instruction and interventions.	1.2, 1.3, 1.6, 1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	aligned support system. In response, the District is prioritizing the development of a Multi-Tiered System of Supports (MTSS) framework to ensure that all students consistently receive access to high-quality core instruction, along with the necessary academic, behavioral, and social-emotional supports. To support this work, the District will use Learning Recovery Emergency Block Grant (LREBG) funds to maintain and hire staff to build and refine systems within the MTSS framework, including staff training, supplemental curriculum, and intervention supports designed to accelerate learning recovery and promote student well-being. By aligning all programs and services within MTSS, we aim to promote equitable access to learning and improve outcomes for all student groups, particularly those disproportionately impacted by the pandemic. **Scope:** LEA-wide	While the MTSS framework is designed to benefit all students, it is especially impactful for unduplicated pupils—English learners, LTELs, foster youth, and low-income students—who often require targeted and sustained support. Through consistent progress monitoring and tiered interventions, we anticipate that unduplicated students will demonstrate greater academic growth over time, as measured by CAASPP results and other local benchmarks.	
1.2	**Action:** Increase instructional minutes and maintain CSR of 24:1 **Need:** As identified by assessment results and student survey's regarding feeling connected and safe at school, there is a need to provide	As a result, we will increase the time staff are able to support students and decrease the student to teacher ratios. This will allow staff more time to engage students in the learning process as well as reducing the class sizes allowing teachers to create more meaningful relationships with students. Research clearly documents that this additional time, as well as stronger relationships	1.2, 1.3, 1.6, 1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	more focused on direct supports to students in a way that creates strong and positive relationships between student and teacher. **Scope:** LEA-wide	with their teachers, will provide the climate unduplicated students need to make more academic and social/emotional progress. While this will benefit all students, our unduplicated students will have their needs met in a way that allows them to make more sustained progress than their peers.	
1.3	**Action:** Professional Development **Need:** As identified by students performance on state and local assessments and by feedback given by staff on surveys, there is a need to support staff in building/enhancing their skills for address the academic, social and emotional needs of their students in a way that addresses current and relevant research on student learning, growth, and development. **Scope:** LEA-wide	To address this need, will will provide research-based and evidence-based professional development to all staff that will help them develop the mindset and skillset to effectively support student learning in classrooms that are positive, relationship-based, and focused on helping students meaningfully engage in the learning. While these strategies are designed to specifically help our unduplicated students make the sustained progress to meet academic standards, all students will benefit.	1.2, 1.3, 1.4, 1.6, 1.7
1.4	**Action:** STEM and NGSS **Need:** As identified by technology survey and state reporting there is a need to provide up-to-date technology resources to students and staff that allow full access to learning resources and materials that, in addition to be standards-based, allow students to make meaningful connections between their learning and the real-world setting in which they live. In	As a result, we will maintain technology resources and replace outdated technology. We will also purchase an NGSS curriculum for grades K-5. These purchases will allow our unduplicated students access to technology and Science learning they otherwise would not have access to. This will help these students more fully engage in the learning that will significantly impact their lives as they understand their environment. This will allow these students opportunities beyond that of their peers that will help them make more substantial progress within the educational setting.	1.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	addition, there is a need to provide all students access to a current, relevant, and meaningful science curriculum that allow students to better understand their world. **Scope:** LEA-wide		
1.5	**Action:** Purchase software programs and other interventions that support MTSS. **Need:** As identified by staff surveys and feedback during PLC and MTSS Tier 1 planning times, there is a need to better collect and analyze data that help teams identify equity gaps and engage more fully within the continuous learning process. **Scope:** LEA-wide	As a result, the district will purchase software to help analyze the needs of unduplicated students along with research-based and evidence-based intervention materials that will address the root causes of these students' needs and help close that gap between their current learning and desired learning. This will ensure we are able to fully target, address, and sustain the learning of these students so they make significantly more progress than their peers.	1.1, 1.2
1.6	**Action:** Purchase core curriculum including supporting a media center/library. **Need:** This action supports districtwide consistency, access to rigorous instruction, and ensures compliance with Education Code 60119 and Williams Act requirements. **Scope:**	The district will purchase and implement newly adopted, standards-aligned core instructional materials in English Language Arts (ELA) and Mathematics for grades TK–8, in alignment with the most recent CDE-approved list. Materials will include print and digital formats, teacher guides, student consumables, and embedded supports for English learners and students with disabilities.	1.1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	To support successful implementation, professional development and coaching will be provided for teachers and instructional aides, with a focus on culturally responsive teaching, Universal Design for Learning (UDL), and integrated ELD strategies. This action directly supports unduplicated pupils and LTELS by ensuring access to high-quality instructional materials and targeted scaffolds.	
1.7	**Action:** Multilingual Education and Dual Language Immersion (DI) **Need:** As identified by our DELAC and staff and an analysis of ELPAC scores, CAASPP scores, and local benchmark assessments, we have identified that our EL students have difficulties mastering and being fluent in academic language, accessing core curriculum content and making connections across curriculums. **Scope:** LEA-wide	As a result we have implemented a dual-language immersion (DI) program that currently serves students in grades K-2. The program will expand to 3rd grade in the 2025-26 school year. Based on effective research, DI is a program that supports our EL and LTEL students in mastering the English Language and successfully learning the standards-based academic content needed to successfully engage at school, have a more connected school experience, and feel a strong sense of confidence for learning. All students will benefit from their involvement but we anticipate our ELs will experience greater success and efficacy since the program will support and strengthen their primary language.	1.1, 1.2, 1.6, 1.7
2.1	**Action:** Provide SEL and behavior support services to all students. **Need:** Through engagement with staff, parents, and students—as well as an analysis of behavior logs, discipline referrals, and school climate surveys—the district has identified that English	As a result, these students have a difficult time establishing positive relationships, showing empathy for others, and engaging with the school environment through intrinsically motivated strategies. These students lack connections with mentors and role models who are able to help them build self-awareness and self-management skills and create a sense of value for learning within the school environment. These students	2.1, 2.2, 2.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Learners (EL), Long-Term English Learners (LTEL), Foster Youth (FY), and Low-Income (LI) students do not always experience learning environments that are consistently affirming, inclusive, or emotionally safe. **Scope:** LEA-wide	often struggle with self-confidence and self-esteem and lack the skills to effectively manage their emotions and impulsiveness. To address this need we have implemented the PBIS system that provides the structures, teaching, and recognition for students to interact successfully with their peers and adults. PBIS, along with clear bully prevention policies and practices, helps teach students the skills they need to manage their behavior, interact positively with peers, and that creates a structure for recognition that builds intrinsic motivation. In addition, we are implementing MTSS to address the academic, behavioral, and social/emotional needs of all of our students. MTSS strategies guide our staff in addressing and targeting the academic needs of students through a tiered approach that provides a higher level of support as students are identified to progress through Tier 1, Tier 2, and Tier 3. MTSS also provides knowledge and best practices for addressing the behavioral and social/emotional needs of the students utilizing these Tiers.	
2.2	**Action:** Implement Positive Behavior Intervention Supports (PBIS) and restorative practices. **Need:** Through engagement with staff, parents, and students—as well as an analysis of behavior logs, discipline referrals, and school climate surveys—the district has identified that English Learners (EL), Long-Term English Learners (LTEL), Foster Youth (FY), and Low-Income	This goal was developed in response to California School Dashboard indicators showing elevated suspension rates. Educational partners highlighted the need for consistent behavior expectations and stronger school connectedness. PBIS is an evidence-based framework that improves school culture and reduces exclusionary discipline practices.	2.3, 2.5, 2.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	(LI) students do not always experience learning environments that are consistently affirming, inclusive, or emotionally safe. **Scope:** LEA-wide		
2.3	**Action:** Implement Character Strong (SEL), restorative practices, and trauma informed practices **Need:** Through engagement with staff, parents, and students—as well as an analysis of behavior logs, discipline referrals, and school climate surveys—the district has identified that English Learners (EL), Long-Term English Learners (LTEL), Foster Youth (FY), and Low-Income (LI) students do not always experience learning environments that are consistently affirming, inclusive, or emotionally safe. **Scope:** LEA-wide	Suspension and behavior data indicate a need for increased student emotional regulation and stronger peer-to-peer relationships, especially among low-income and foster youth populations. Educational partners—including site staff and parents—recommended a structured SEL program. Character Strong offers a developmentally appropriate, evidence-based approach to teaching empathy, respect, and self-management skills that align with LEA values and PBIS principles.	2.3, 2.5, 2.6
2.4	**Action:** GUESD will provide multiple opportunities for parent outreach and involvement. **Need:** Based on staff observations, parent surveys, and input gathered during engagement sessions, the district has identified that parents	To address this need, the district is implementing a range of communication strategies—including updates to the school website, regular newsletters, and use of a multilingual phone messaging system—to ensure that families receive timely, accessible, and meaningful information. These efforts are designed to strengthen families' understanding of district practices, foster a deeper	2.5, 2.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and guardians of English Learners (EL), Long-Term English Learners (LTEL), Foster Youth (FY), and Low-Income (LI) students are not consistently participating in school decision-making processes or providing regular input into site and district-level planning. **Scope:** LEA-wide	connection to school culture and climate, and increase the perceived value of their child's active participation in school. Additionally, the district offers a variety of inclusive parent involvement opportunities such as Back-to-School Night, PTA meetings, Parent Advisory Committee meetings, Open House, Parent Conferences, and other community events that encourage engagement and feedback. To reduce barriers, the district also provides free transportation for all students, helping to mitigate personal transportation challenges that may limit participation.	
2.5	**Action:** Implement Visual and Performing Arts (VAPA) **Need:** Based on input from staff, parents, and students, along with a review of student access to the curriculum, the district has identified that English Learners (EL), Long-Term English Learners (LTEL), and Foster Youth (FY) have fewer opportunities to participate in Visual and Performing Arts (VAPA). This limited access reduces their exposure to enriching experiences that foster creativity, build motivation, and enhance appreciation for diverse perspectives and the world around them. **Scope:** LEA-wide	To address this need, the district has identified targeted VAPA activities designed to provide meaningful and enriching experiences that many of our students—particularly those who are unduplicated—might not otherwise access. By integrating visual and performing arts into a broader course of study, students will gain opportunities to explore creativity, develop self-expression, and build confidence. Increased access to VAPA is expected to enhance student engagement, foster a stronger sense of belonging, and promote academic motivation, especially among English Learners, Long-Term English Learners, and Foster Youth.	2.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.6	**Action:** Part time School Resource Officer **Need:** As identified by staff, parents, and students and in discussions with our SSC/PAC, addressing the physical safety of students is a concern. Research clearly documents that feeling safe is a key feeling that impacts students' ability to learn if they feel safe they can focus their energies on learning and participating fully within the classroom and the school culture. Many of our unduplicated students come from areas within the community where this feeling of safety is minimized. **Scope:** LEA-wide	As a result we will hire a School Resource Office part time to address safety perceptions and coordinate staff efforts to maintain the physical safety of students. This will ensure our unduplicated students feel a strong sense of safety and are able to perform/engage in the learning required for them to make significant progress greater than that of their peers. Our school resource officer was unable to complete the year with us and we have not replaced the position.	2.5, 2.6
2.7	**Action:** Provide transportation for all students. Hire bus drivers and Head of Transportation supervisor. Maintain 5 buses. **Need:** Based on feedback from staff and parents, as well as a review of current research and attendance data, the district has identified that English Learners (EL), Long-Term English Learners (LTEL), Foster Youth (FY), and Low-Income (LI) students face greater challenges in maintaining consistent school attendance	To address this barrier, the district has expanded transportation services for all students and invested in specialized vans to ensure that students—regardless of disability status—can reliably attend school. By reducing transportation-related obstacles, this action is intended to improve attendance rates and increase equitable access to instruction, particularly for unduplicated pupils most affected by inconsistent access.	1.1, 1.2, 2.1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	due to transportation barriers experienced by their families. **Scope:** LEA-wide		
2.8	**Action:** Physical Fitness **Need:** Homeless and foster youth, English learners, and students from low socioeconomic backgrounds often lack access to structured physical education (PE) opportunities, which are essential for their physical health, social development, and academic performance. Regular physical activity helps these students develop healthy habits, manage stress, and improve their overall well-being, which in turn supports their learning and school engagement. **Scope:** LEA-wide	To address these needs, the district will hire a PE teacher and an assistant to provide comprehensive physical education opportunities for students. This strategy ensures that all students have access to regular, high-quality PE classes that promote physical fitness, teach teamwork and social skills, and foster a lifelong appreciation for physical activity. The PE teacher and assistant will work together to design and implement a curriculum that meets state standards and addresses the diverse needs of the student population, including adaptive PE for students with special needs. Research supports the positive impact of physical education on student outcomes. According to the Centers for Disease Control and Prevention (CDC), regular physical activity is associated with improved cognitive function, academic performance, and classroom behavior (CDC, 2010). Additionally, the Society of Health and Physical Educators (SHAPE America) emphasizes that well-designed PE programs can enhance students' physical health, social skills, and emotional well-being (SHAPE America, 2016). By hiring a PE teacher and assistant, we aim to provide all students, including foster youth, English learners, and students from low socioeconomic backgrounds, with the physical education	2.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		opportunities they need to succeed academically and lead healthy, active lives.	

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
1.8	**Action:** EL Language Acquisition **Need:** As Identified by state and local indicators we have identified the need to provide integrated and designated ELD instruction during the school day. **Scope:** Limited to Unduplicated Student Group(s)	As a result, the District will hire ELD teachers and support staff to deliver both push-in and pull-out designated supports to identified students. These services are designed to ensure that multilingual learners, including LTELs, engage meaningfully with the curriculum while building English proficiency and progressing toward state ELD and academic content standards. ELD teachers will collaborate regularly with classroom teachers to co-plan and identify effective instructional strategies tailored to the needs of English learners. This collaborative approach ensures integrated support within core instruction. Additionally, the District has prioritized ELD as an area of growth and will be providing professional development to all certificated staff. We have contracted with an ELD consultant to enhance instructional capacity across all grade levels. The consultant delivers ongoing professional development for all instructional staff and provides	1.6 and 1.7

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		targeted coaching for Dual Immersion (DI) teachers. This includes classroom observations, lesson-specific feedback, and guidance for site administrators on effective schoolwide DI implementation.	
1.9	**Action:** Professional Development for teachers for English learners and Long Term English Learners **Need:** English Learners (ELs) and Long-Term English Learners (LTELs) in the district are not meeting growth expectations on the ELPAC and have lower reclassification rates compared to statewide averages. **Scope:** Limited to Unduplicated Student Group(s)	The district will implement sustained, targeted professional development for teachers and support staff focused on evidence-based strategies aligned with California ELD Standards. By equipping educators with improved strategies for both designated and integrated ELD instruction, the action will directly address gaps in instructional quality and increase student progress on ELPAC, reclassification rates, and access to core content.	1.6, 1.7, 1.8

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.

The district employs a tiered, data-informed approach to language acquisition that is purposefully aligned with the California English Language Development (ELD) Standards. This system is specifically designed to support the needs of English Learners (ELs), including Long-Term English Learners (LTELs), through both integrated and designated ELD instruction during the school day.

This action is categorized as a limited action contributing to the increased or improved services requirement, as it reflects a targeted programmatic enhancement rather than a direct LCFF expenditure. The contribution toward the proportionality percentage was determined based on the following methodology:

- Targeted Scope: The action exclusively benefits unduplicated pupils—primarily ELs—ensuring that access to high-quality language development instruction is limited to this student group.
- Needs-Based Justification: Analysis of state indicators (e.g., the English Learner Progress Indicator and CAASPP results) and local data (e.g., reclassification rates, teacher assessments) revealed significant achievement gaps for ELs and LTELs, prompting the need for a structured ELD approach integrated into core instruction and supplemented through designated supports.
- Service Intensity and Instructional Access: The district's model increases both the quality and quantity of language development instruction. Instructional minutes for designated ELD are protected within the master schedule and supported by staff trained in language acquisition strategies.
- Equity and Exclusivity: Because this action is exclusively provided to unduplicated pupils—in this case, English Learners—the entire programmatic structure is counted toward the increased or improved services requirement. The limited nature of the action lies in its targeted delivery rather than in its cost structure.

This methodology ensures compliance with LCFF regulations while promoting language equity, academic success, and meaningful access to the full curriculum for English Learners.

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.

For the 2025-26 school year, the district will receive $198,976 in Concentration Grant Add-On Funding. As a single-school LEA with over 55% unduplicated pupil enrollment, these funds are required to be used to increase the number of staff who provide direct services to students.

To meet this requirement, the district will use the funds to maintain and expand staffing levels that directly support unduplicated pupils—specifically English Learners, LTELs, Foster Youth, and Low-Income students—by reducing student-to-adult ratios and increasing access to targeted instruction and support services.

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	N/A

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 certificated staff providing direct services to students	N/A	N/A

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	$4,233,892	1,579,553	37.307%	0.000%	37.307%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,985,534.00	$721,363.00	$0.00	$135,739.00	$2,842,636.00	$2,293,981.00	$548,655.00

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	Implement a Multi-Tiered System of Supports (MTSS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$792,938.00	$0.00	$435,704.00	$357,234.00			$792,938.00	
1	1.2	Increase instructional minutes and maintain CSR of 24:1	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$96,399.00	$0.00	$96,399.00				$96,399.00	
1	1.3	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,755.00	$9,788.00	$5,255.00	$7,288.00			$12,543.00	
1	1.4	STEM and NGSS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$69,976.00	$22,700.00			$47,276.00	$69,976.00	
1	1.5	Purchase software programs and other interventions that support MTSS.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$21,283.00	$21,283.00				$21,283.00	
1	1.6	Purchase core curriculum including supporting a media center/library.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$117,659.00	$27,659.00	$90,000.00			$117,659.00	
1	1.7	Multilingual Education and Dual Language Immersion (DI)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$219,913.00	$56,500.00	$276,413.00				$276,413.00	
1	1.8	EL Language Acquisition	English Learners	Yes	Limited to Unduplicated Student	English Learners			$309,442.00	$2,500.00	$142,477.00	$81,002.00		$88,463.00	$311,942.00	

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
					Group(s)											
1	1.9	Professional Development for teachers for English learners and Long Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$4,408.00	$0.00	$4,408.00				$4,408.00	
2	2.1	Provide SEL and behavior support services to all students.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$513,156.00	$0.00	$513,156.00				$513,156.00	
2	2.2	Implement Positive Behavior Intervention Supports (PBIS) and restorative practices.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$31,030.00	$31,030.00				$31,030.00	
2	2.3	Implement Character Strong (SEL), restorative practices, and trauma informed practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$5,356.00	$699.00	$6,055.00				$6,055.00	
2	2.4	GUESD will provide multiple opportunities for parent outreach and involvement.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$5,100.00	$5,100.00				$5,100.00	
2	2.5	Implement Visual and Performing Arts (VAPA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$94,131.00	$56,900.00	$1,400.00	$149,631.00			$151,031.00	
2	2.6	Part time School Resource Officer	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$38,708.00	$2,500.00	$36,208.00			$38,708.00	
2	2.7	Provide transportation for all students. Hire bus drivers and Head of Transportation supervisor. Maintain 5 buses.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$123,694.00	$130,412.00	$254,106.00				$254,106.00	
2	2.8	Physical Fitness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$131,789.00	$8,100.00	$139,889.00				$139,889.00	

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
$4,233,892	1,579,553	37.307%	0.000%	37.307%	$1,985,534.00	0.000%	46.896 %	**Total:**	$1,985,534.00
								LEA-wide Total:	$1,838,649.00
								Limited Total:	$146,885.00
								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 (%)
1	1.1	Implement a Multi-Tiered System of Supports (MTSS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$435,704.00	
1	1.2	Increase instructional minutes and maintain CSR of 24:1	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$96,399.00	
1	1.3	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,255.00	
1	1.4	STEM and NGSS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$22,700.00	
1	1.5	Purchase software programs and other interventions that support MTSS.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,283.00	
1	1.6	Purchase core curriculum including supporting a media center/library.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$27,659.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Multilingual Education and Dual Language Immersion (DI)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$276,413.00	
1	1.8	EL Language Acquisition	Yes	Limited to Unduplicated Student Group(s)	English Learners		$142,477.00	
1	1.9	Professional Development for teachers for English learners and Long Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		$4,408.00	
2	2.1	Provide SEL and behavior support services to all students.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$513,156.00	
2	2.2	Implement Positive Behavior Intervention Supports (PBIS) and restorative practices.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$31,030.00	
2	2.3	Implement Character Strong (SEL), restorative practices, and trauma informed practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,055.00	
2	2.4	GUESD will provide multiple opportunities for parent outreach and involvement.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,100.00	
2	2.5	Implement Visual and Performing Arts (VAPA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,400.00	
2	2.6	Part time School Resource Officer	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,500.00	
2	2.7	Provide transportation for all students. Hire bus drivers and Head of Transportation supervisor. Maintain 5 buses.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$254,106.00	
2	2.8	Physical Fitness	Yes	LEA-wide	English Learners Foster Youth Low Income		$139,889.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,979,658.00	$2,827,667.00

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	Implement a Multi-Tiered System of Supports (MTSS)	Yes	$782,534.00	$771,650.00
1	1.2	Increase instructional minutes and maintain CSR of 24:1	Yes	$95,126.00	$89,323.00
1	1.3	Professional Development	Yes	$6,500.00	$3,827.00
1	1.4	STEM and NGSS	Yes	$54,987.00	$68,797.00
1	1.5	Purchase software programs and other interventions that support MTSS. Implement Read to Me Project.	No Yes	$28,233.00	$24,961.00
1	1.6	Purchase core curriculum including supporting a media center/library.	Yes	$138,769.00	$126,410.00
1	1.7	Multilingual Education and Dual Language Immersion (DI)	Yes	$247,644.00	$227,456.00
1	1.8	EL Language Acquisition	Yes	$304,479.00	$305,029.00
2	2.1	Provide SEL and behavior support services to all students.	Yes	$631,890.00	$674,009.00
2	2.2	Implement Positive Behavior Intervention Supports (PBIS) and restorative practices.	Yes	$26,195.00	$25,964.00

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)
2	2.3	Implement Character Strong (SEL), restorative practices, and trauma informed practices	Yes	$9,412.00	$9,930.00
2	2.4	GUESD will provide multiple opportunities for parent outreach and involvement.	Yes	$5,100.00	$5,218.00
2	2.5	Implement Visual and Performing Arts (VAPA)	Yes	$152,693.00	$121,873.00
2	2.6	Part time School Resource Officer	Yes	$128,759.00	$17,121.00
2	2.7	Provide transportation for all students. Hire bus drivers and Head of Transportation supervisor. Maintain 5 buses.	Yes	$236,088.00	$228,707.00
2	2.8	Physical Fitness	Yes	$131,249.00	$127,392.00

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)
$1,564,544.00	$1,967,983.00	$1,871,269.00	$96,714.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Implement a Multi-Tiered System of Supports (MTSS)	Yes	$289,544.00	$303,222.00		
1	1.2	Increase instructional minutes and maintain CSR of 24:1	Yes	$95,126.00	$89,323.00		
1	1.3	Professional Development	Yes	$2,500.00	$2,227.00		
1	1.4	STEM and NGSS	Yes	$18,312.00	$26,723.00		
1	1.5	Purchase software programs and other interventions that support MTSS. Implement Read to Me Project.	Yes	$28,233.00	$24,961.00		
1	1.6	Purchase core curriculum including supporting a media center/library.	Yes	$43,659.00	$42,714.00		
1	1.7	Multilingual Education and Dual Language Immersion (DI)	Yes	$247,644.00	$227,456.00		
1	1.8	EL Language Acquisition	Yes	$59,089.00	$58,646.00		
2	2.1	Provide SEL and behavior support services to all students.	Yes	$631,890.00	$674,009.00		
2	2.2	Implement Positive Behavior Intervention Supports (PBIS) and restorative practices.	Yes	$26,195.00	$25,964.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.3	Implement Character Strong (SEL), restorative practices, and trauma informed practices	Yes	$9,412.00	$9,930.00		
2	2.4	GUESD will provide multiple opportunities for parent outreach and involvement.	Yes	$5,100.00	$5,218.00		
2	2.5	Implement Visual and Performing Arts (VAPA)	Yes	$15,183.00	$7,656.00		
2	2.6	Part time School Resource Officer	Yes	$128,759.00	$17,121.00		
2	2.7	Provide transportation for all students. Hire bus drivers and Head of Transportation supervisor. Maintain 5 buses.	Yes	$236,088.00	$228,707.00		
2	2.8	Physical Fitness	Yes	$131,249.00	$127,392.00		

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)
$4,134,101	$1,564,544.00	0.00%	37.845%	$1,871,269.00	0.000%	45.264%	$0.00	0.000%

Local Control and Accountability Plan Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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