LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Guerneville Elementary (District and Charter)
CDS Code: 49707220000000
School Year: 2022-23
LEA contact information:
Joelene Morasch
Superintendent/Principal
jmorasch@guernevilleschool.org
707-869-2864

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

Budget Overview for the 2022-23 School Year
This chart shows the total general purpose revenue Guerneville Elementary (District and Charter) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Guerneville Elementary (District and Charter) is $6,129,107, of which $3,909,867 is Local Control Funding Formula (LCFF), $1,101,192 is other state funds, $313,523 is local funds, and $804,525 is federal funds. Of the $3,909,867 in LCFF Funds, $450,352 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

This chart provides a quick summary of how much Guerneville Elementary (District and Charter) plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Guerneville Elementary (District and Charter) plans to spend $6,414,938 for the 2022-23 school year. Of that amount, $3,259,971 is tied to actions/services in the LCAP and $3,154,967 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

District: Staffing: 1 general education TK/K teacher @ 92%. School office support staff person at 30%. Administrator site/district @30%, Classified Management employee @ 40%. Custodian @ 10%. Garden Coordinator@ 25% , 2:1 Tech devices per student ratio. PBIS TOSA @ 10%. Transportation and all general and facility overhead costs.

Charter: Staffing: 11 general education teacher @ 100%. 3 School & District Office Support Staff @100%, Admin Site/Dist @100%, 2 Classified Management employees @ 100%. 2.4 Custodial employees @100, PBIS TOSA@ 90%, 1.0 Counselor, Garden Coordinator @ 25%. 2:1 Tech devices per student ratio. Community Eligibility Program, Transportation and all general and facility overhead costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Guerneville Elementary (District and Charter) is projecting it will receive $450352 based on the enrollment of foster youth, English learner, and low-income students. Guerneville Elementary (District and Charter) must describe how it intends to increase or improve services for high needs students in the LCAP. Guerneville Elementary (District and Charter) plans to spend $582,503 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 2021-22

This chart compares what Guerneville Elementary (District and Charter) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Guerneville Elementary (District and Charter) estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Guerneville Elementary (District and Charter)’s LCAP budgeted $486027 for planned actions to increase or improve services for high needs students. Guerneville Elementary (District and Charter) actually spent $407673 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of $-78,354 had the following impact on Guerneville Elementary (District and Charter)’s ability to increase or improve services for high needs students:

Guerneville School District spent more than the required 372,797 for High Needs students, therefore actuals was greater than the requirement.
Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

<table>
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California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).
Our 2021–22 Local Control and Accountability Plan (LCAP) serves as our strategic plan for addressing the needs of our students and the impacts of the pandemic. After extensive engagement with our educational partners, actions, services, and programs were carefully considered and documented in order to ensure the health, safety, academic and social-emotional support of our students. Funding from the Budget Act of 2021 that was not included in 2021-2022 was aligned to actions from our LCAP and was used to enhance, improve and expand the services provided to our students.

LCAP Engagement (March 2021 through June 2021): The LCAP engagement process included engaging staff, students, parents, district Governing Board, and community members through surveys, virtual meetings (Site Council, Parent Advisory Council, English Learner Advisory Committee, certificated and classified bargaining units). In addition, the LCAP underwent a public hearing that solicited public input, formal approval by the governing board, and review by the Sonoma County Office of Education. The LCAP goals and actions were developed after considering all the perspectives and insights of each stakeholder group, especially related to the effects of the COVID-19 pandemic. Priority areas included a goal dedicated to “Student Supports” which covers a multi-tiered system of supports (MTSS), AVID, Community Based Schools, STEAM, Place-based Education, English Learner (EL) Support. In addition Goal 2 “Whole Student Health” included stakeholder priority areas of school engagement (Keeping Kids in School (KKIS), enrichment programming, Community Health and Outreach Worker), school climate (social/emotional learning, Positive Behavior Intervention Supports (PBIS), counseling services) and maintain facilities conducive for mitigating COVID-19. Each of these areas are also found as priority items for funding from the Budget Act of 2021 and in one-time funding provided by the federal and state government.

Additional Engagement (July 2021-Present): Our LCAP served as the framework for discussion and provided context for existing successful systems and programs. However, the additional discussions with staff, students, parents, district Governing Board, and community members helped to prioritize focus areas depending on the funding parameters. For example, ESSER funds were used to ensure we could continue to provide safe in-person learning (PPE, custodial services, blinds, sidewalks, enrichment, online programming, wellness center) and address academic impact of lost instructional time (short-term independent study, MTSS, COVID Recovery and Accelerated Learning (Provide priority registration in the following new services for EL, SED, FY and SWD students): 6-week Camp University (AVID centered) for the Summers of 2021 and 2022 (tier 1-); Summer Tutoring services (i.e. 6-week Learning Lab) (tier 2); After School Tutoring (Math & English Language Arts) (tier 2); Additional intervention support services via coordinated referral process (Tier 3), etc.), place-based education ). All of these areas were incredibly important to stakeholders. Formal plans associated with additional funding were sent to stakeholders for feedback/comments and presented at governing board meetings.

At this point in the school year, we are now transitioning to update and adjust our 2022-2023 LCAP, which will continue to serve as our strategic plan. When additional needs are identified we document those needs and changes in our draft LCAP document. These changes and updates will then be reviewed by staff, students, parents, district Governing Board, and community members and formally approved in June. Immediate needs that relate to health/safety, academic, and social-emotional concerns are addressed through our Coordinated Services Process.
A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Additional concentration grant add-on funding was used to increase staff to support students who are low-income, English learners, and/or foster youth. The additional staff member includes a classified intervention/independent study coordinator who, with the guidance of the MTSS teacher and Instructional Coach provides direct support to students utilizing the MTSS model.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Educational partners participated in meetings, surveys, and conversations to help inform the direct needs of the community throughout the pandemic. Technology devices and connectivity were the first outcomes of early one-time federal funds (March-April 2020). School breakfast and lunch programs are ongoing successful programming that meets the needs of many of our students and families (March 2020-present). Engagement related to addressing student learning loss and educators' professional learning happened during the LCAP stakeholder engagement process (March 2021-June 2021) and is ongoing as additional funding is provided (July 2021-present) and is documented in detail in our LCAP. Health, counseling, mental health services, social and emotional learning are a priority for many educational partners and funding has provided additional support in these areas (March 2020-present). Expanded learning is a current area of discussion where surveys were sent to families to determine the most effective expanded learning opportunities for each family unit (November 2021-present). Community-based partners (eg West County Health Centers) were involved throughout the development of our COVID Safety Plan (Safe Return to In-Person Instruction) and its ongoing updating process, one-time funds were used to implement this Safety Plan. As the pandemic continues we find ourselves constantly re-evaluating what our staff, students, and families need at that given moment. It is a challenging time in education and we are thankful for the additional funding that has been provided.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

We are implementing the America Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan to maintain the health and safety of students, educators, and other staff. By following this plan and utilizing the funding in this plan we have been able to maintain in-person instruction for our students since April 2021. This funding has allowed us to implement strategies for continuous and safe in-person learning by providing PPE, additional custodial services, security blinds, sidewalk ADA repairs, enrichment, online
programming, licensed state wellness center and address the academic impact of lost instructional time by short-term independent study, MTSS, COVID Recovery and Accelerated Learning (Provide priority registration in the following new services for EL, SED, FY and SWD students): 6-week Camp University (AVID centered) for the Summers of 2021 and 2022 (tier 1-; Summer Tutoring services (i.e. 6-week Learning Lab) (tier 2); After School Tutoring (Math & English Language Arts) (tier 2); Additional intervention support services via coordinated referral process (Tier 3), etc.), place-based education.

Successes:
• Providing continuous in-person instruction for our students every day.
• Following health and safety protocols with fidelity.
• Launched our community school collaborative model which has aided significantly in providing whole student health and community services.
• Served as a routine COVID vaccine pop-up site.
• Opened a licensed wellness center that focuses on health outreach and provides behavioral health services.
• Students want to be at school.

Challenges:
• The time it takes to contact trace, communicate effectively with parents and community members, additional meetings related to COVID-19 updates, and ever-changing protocols have significantly impacted the overall day-to-day operations of this small school district.
• We continue to be in crisis/response mode and it is exhausting and tolling on staff morale.
• Cannot find people to hire for newly created positions or using newly hired staff for emergency subbing purposes.
• Declining enrollment (21% overall since 2019-2020)
• ADA Averaging 88% due to COVID Health and Safety Protocols ( 8% ADA drop)
• Global supply chain challenges which impact instructional orders, repairs, construction, etc.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

All fiscal resources related to the Safe Return to In-Person Instruction, Continuity of Services Plan, and the ESSER III Expenditure Plan are aligned to one or more of the actions of the 2021-2022 LCAP and have a common goal of ensuring that we are able to safely continue to offer in-person instruction. With additional fiscal resources, we have been able to enhance and expand services to students in order to meet the health, safety, academic, and social-emotional needs of our students. The fiscal resources have allowed our district to ensure all health and safety protocols are being followed (Disinfecting/Sanitizing, PPE, Weekly Testing, Contact Tracing, etc) and provide additional academic support (intervention services, summer school, after/before school, training) and social-emotional support (counselors, curriculum, training).
All actions, funds and plans are consistent with the intent of the funding which is to ensure students are safe, healthy and obtain the services that they need to be successful now and in the future.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: “A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: “A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: “A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are
intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils."

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021
Local Control Accountability Plan

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

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Plan Summary [2022-23]
General Information

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

This document serves as the Local Control Accountability Plan (LCAP) for both Guerneville Elementary School District and Guerneville Elementary School (Charter). As a "conversion charter" and because our charter budget is rolled into our LEA budget, we are participating in the one-LCAP pilot program.

Nestled in the beautiful redwoods of Sonoma County you will find the quaint and historic Guerneville School District. We are located on 15 acres of lush land that fosters an appreciation for the environment in all students and staff. Our TK-K district school "Guerneville Primary School", along with our K-8 Guerneville Elementary (Charter) School provides an amazing place for students to attend and for staff members to work. We have approximately 220 students total on the same campus, of which 70% are socioeconomically disadvantaged and 9% are English Language Learners.

The district is guided by both its GROWTH Vision and its AVID Mission.

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

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

The past 5 years have been a challenging time for our community.
- October 2017: The Tubbs Fire caused significant damages to parts of Sonoma, Napa, and Lake counties and at the time, was the most destructive wildfire in California history.
- November 2018: The Camp Fire (which was the deadliest and most destructive wildfire in California history) caused us to close due to air quality levels which was something that had not been experienced before
- PG&E Power Shut Off days: Required us to close schools due to power shut off. These were usually days that were hot and windy, which was the same conditions that started the Tubbs Fire.
- February 2019: Russian River crested at 45 feet, which was a level that had not happened in 25 years. Significant flooding impacted the Guerneville area of Sonoma County and impacted many of our families. The school sustained significant flood damage.
- October 2019: The Kincade Fire devastated Sonoma County.
- March 2020: COVID-19 pandemic caused much of the state to “shelter in place” and schools to close.
• June-August 2020: All schools developed plans for when the reopening of schools would happen. These plans changed throughout the summer and it was finally determined to remain in distance learning.
• August 2020: Walbridge Fire again devastates Sonoma County and causes the evacuation of Guerneville Elementary. Much of the surrounding area of Guerneville was devastated by fire.
• September 2020: Glass Fire greatly impacted Sonoma County and our local area was evacuated.
• December 2020: Regional stay at home order due to decreasing ICU capacity.
• Ongoing: COVID-19 continues to significantly impact our community, however, the vaccine rollout provides hope.
• April 2021: Our district opened for in-person hybrid learning and is scheduled to resume full in-person learning in the Fall of 2021.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

On the 2019 CA Dashboard, the state indicators for which overall performance was in the “Blue” or “Green” performance category were: Suspension rate and mathematics academic indicator. COVID-19 greatly impacted our schools throughout 2020 and 2021. During this time we had many successes, notably: providing in-person and mobile meals for our students on a daily then weekly basis, providing device and connectivity access to 100% of our students, transitioning from in-person learning to distance learning in March of 2020, and providing distance learning throughout the 2020-2021 school year, and a successful transition to a hybrid model towards the end of the 2020-2021 school year. In addition, our campus served as a COVID vaccination clinic for over 4-months for our families and community.

Youth Truth Highlights (Local Data: Social-Emotional Learning)
• 100% of 6-8 families agreed with the statements "I feel comfortable approaching the administration about my concerns", "I feel comfortable approaching teachers about my child's progress." "Teachers and students care about each other." (which is around 20% higher than county data)
• 94% of K-5 families agreed with the statement "I feel comfortable approaching teachers about my child's progress." and 84% agree with the statement "I feel comfortable approaching the administration about my concerns." (2% better than the county)
• 100% of staff agreed with the statement "Staff treat families with respect", "Staff treat each other with respect.", "I feel comfortable approaching other staff members if I need help solving a problem." (which is about 10-13% better than the county)
• 93% of staff agreed with the statement "The feedback I receive from my colleagues helps me improve my work." (15% better than the county)

Academic Local Data:
• Percent of all students who were at or above the benchmark in Star Math is 38% and Star Reading is 23%.
• 4th Grade in 2022-2023: Percent of students who are at or above benchmark in Star Math increased by 14% from 2020-2021 to 2021-2022 (31%-3rd grade to 45% -4th grade )
• 5th Grade om in 2022-2023: Percent of students who are at or above benchmark in Star Math increased by 20% from 2020-2021 to 2021-2022 (27%-4th grade to 47%-5th grade)
Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

On the 2019 CA Dashboard, the state indicators for which overall performance was in the "Orange" or "Red" performance category were: Chronic Absenteeism. There were no local indicators where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. There were no state indicators for which performance for any student group was two or more performance levels below the “all student” performance. The actions that will support the improvement of student groups and specifically Chronic Absenteeism is: LCAP Action 2.1 School Engagement, 2.2 Family Engagement, 3.1 Multi-Tier Systems of Support, 3.2 AVID, and 3.6 Targeted Academic Support. Given the trauma endured by our community throughout the past 4 years, we are also focusing on our school as a Community-Based School (LCAP Action 3.3) which will provide additional support services to families and will largely focus on increasing school attendance. Local data related to our Coordinated Services Team, MTSS Teacher, STAR Reading Assessments, and Lexia indicate that our students need various levels of support academically, emotionally, and socially. These areas will be supported through the Community-Based School Model (LCAP Action 3.3) and through the Multi-Tiered Systems of Supports (MTSS) model.

(Local Data- STAR)
The following data points indicate that we have a continued need to focus on our academic support services (MTSS, STEAM, Community-based School, and AVID)
43.9% of students scored at the "intervention" or "urgent intervention" level for the intervention Reading Report for the 2021-2022 school year.
51.7% of students scored at the "intervention" or "urgent intervention" level for the intervention Mathematics Report for the 2021-2022 school year.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The following is a broad overview of the LCAP Goals and Actions:

Goal 1: 21st Century Learning and Academic Success
- Highly Trained Staff
- English Language Arts and Social Science
• Math and Science
• School Readiness

Goal 2: Whole Student Health
• School Engagement
• Parent Engagement
• School Climate
• Physical Fitness and Wellness
• Digital Literacy and Cybersafety
• Physical Environment

Goal 3: Student Support
• Multi-Tier System of Supports (MTSS)
• Schoolwide AVID (Advancement Via Individual Determination)
• Community-Based Schools
• STEAM
• Place-based Education
• Targeted Academic Support
• EL Support

Guerneville School District is part of the Community School Collaborative that encompasses the following four cornerstones of a comprehensive community school:

Integrated Student Supports (aka “Wrap Around Services”)
• Behavioral Assistant (Action 2.3)
• Community Health & Outreach Worker (Action 2.1)
• Onsite, licensed, Wellness Center for physical and mental health needs (Action 2.4)
• Keeping Kids In School Case Worker (Action 2.1)
• Coordinated referral system and multidisciplinary services team (Action 2.3)
• Comprehensive referral system for local resources and services (Action 2)

Expanded Learning Time & Opportunities
• Daily Afterschool Programming via Boys & Girls Clubs
• Camp University (6-week tuition-free summer program Action 3.6)
• Afterschool and summer tutoring services (Action 3.6)
• Parent classes and workshops
• Community classes & workshops
• Placed-Based Education (Action 3.5)
• Ongoing Extended instructional day (20 minutes daily) (Action 1.1)

Family & Community Engagement
• Bilingual Family Liaison (School Engagement) (Action 2.2)
• Parent Club (Action 2.2)
• Provide community facilities for: local events, emergency sheltering, disaster response centers, voting polls, town hall convenings, food distribution centers, meeting and training spaces for local agencies/non-profits, mobile/pop-up health clinics, etc.
• READY program (Action 1.4)
• Coordinate youth development opportunities outside of the school day/year
• Formalized partnerships with local community-based organizations and agencies (i.e. Boys & Girls Clubs of Sonoma-Marin, West County Health Centers, West County Community Services, Community Matters, Creative Sonoma, Friends of Guerneville School (FOGS), River to Coast Children’s Services, Redwood Food Bank, Food For Thought, Russian River Fire District, Stewards of the Coast and Redwoods, United Way of the Wine Country, Russian River Chamber of Commerce, Russian River Rotary, Sonoma County Office of Education, and County of Sonoma)

Collaborative Leadership & Practice
• AVID Schoolwide (Action 3.4)
• Community-Schools Collaborative Steering
• Coordinated Services Team (Action 2.3)
• District Wellness Committee (Action 2.4)
• Professional Learning Communities & GROWTH Tuesdays (Action 1.1)
• Safe Schools Ambassadors (Action 2.3)
• School Leadership Team
• Site Council/Parent Advisory Committee
• RRARA: Russian River Area Resources and Advocates

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.

NA
**Support for Identified Schools**
A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

| NA |

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

| NA |
Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

- Parent Advisory Committee (Site Councils: March 8, 2022, and May 27, 2022): The superintendent presented the LCAP to the Parent Advisory Committee for review and comment. The superintendent responded, in writing, to comments received from the parent advisory committee.
- Public Notification (May 2022) The superintendent notified members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP using the most efficient method of notification possible (does not need to be printed or mailed).
- School Plans: As a single school district, our LCAP serves as our school plan.
- SELPA (April 2021 and June 2022): The superintendent consulted with its special education local plan area administrator(s) to determine that specific actions for individuals with exceptional needs are included and are consistent with strategies included in the annual assurances support plan for the education of individuals with exceptional needs.
- Public Hearing (June 2022): The governing board held one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. (The agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the local control and accountability plan or annual update to the local control and accountability plan was available for public inspection. The public hearing was held at the same meeting as the public hearing for Budget Adoption)
- Adoption: Public Meeting (June 2022) The governing board adopted the LCAP in a public meeting. This meeting was held after, but not on the same day as, the public hearing. This meeting was the same meeting that the governing board adopted a budget.

Items above are required by CA Education Code 52062

- Teachers provided input on LCAP in the following ways: (Youth Truth - Jan 2022, 2 Staff LCAP Meetings: April/May 2022) staff meeting, future-focused professional development process, survey, local bargaining unit, leadership teams
- Administrators provided input on the LCAP in the following ways: (4 Leadership Meetings April/May /June 2022) Leadership Team Meetings
- Students provided input on the LCAP in the following ways: (Youth Truth - Jan 2022)
- Classified provided input on the LCAP in the following ways: (Youth Truth - Jan 2022)
- Site Council provided input on the LCAP during 2 site council meetings
- Parents (Youth Truth- Jan 2022, Boys & Girls Clubs Annual Survey May 2022, LCAP Input Booth -May 26, 2022)
- Cafecitos Community/Parent Group Meetings (3) (March, April and May 2022)
- Russian River Area Resources and Advocates (RRARA): Community Needs Assessment Interviews -April 27, 2022 and LCAP goal actions planning May 25, 2022)
- Guerneville Community School Collaborative (Community Asset Mapping Meeting-May 12, 2022)
- Community Schools Agency Partnership Meetings (6) (February- May 2022)
- Community Health and Engagement Fair (May 7, 2022)
• Universal PreKindergarten Partnership Agency Convening (June 2, 2022)

A summary of the feedback provided by specific educational partners.

- Parent Advisory Committee: Parents were concerned about academic and emotional support (SEL) and how to help their students succeed.
- Public Comments via Board Meetings: There were no public comments at the board meeting regarding the LCAP.
- SELPA: Providing additional language for action 3.7 (moving language from MTSS to its own action)
- Teachers: Teachers provided insight on priorities for supporting students and various professional development needs (ELD Training and Support, trauma informed practices). Additional insight on AVID strategies was provided. Additional social-emotional support was requested and additional psychologist services was requested. Further refining of referral process was identified.
- Leadership: Discussed various ways to support students academically and social-emotionally. Further developed and enhanced Community Based Schools. Wrote grants to support this important initiative.
- Students: Expressed interest in additional support areas and enrichment.
- Parents: Many parents are worried about the social-emotional health of their children and how their academic and emotional needs can be addressed. Families also wanted to provide additional enrichment activities for their child.
- Classified: Provide additional support to students
- Site Council: Parents are concerned about supporting students.
- Community: The community fully supports the Community Base School initiative and grant proposals to support the school, the students, the families and the community.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Considerable educational partner engagement and adjustments were made to the 2022-2023 LCAP. Continuation of these goals and actions addresses educational partner concerns/input. The following additional subactions were added based on educational partner engagement:

1.1 Highly Trained Staff: Provide optional opportunities for individual professional development growth year-round (i.e. unit credits, professional conferences/symposiums, AVID Institute, in-person/online trainings, etc.) and "English Language Development (ELD)" was added as an additional area to focus data analysis on.

1.4 School Readiness: Expand Universal Transitional Kindergarten Program (provide services to all students who turn 5 by the end of the 2022-2023 school year) and ongoing ECE (Early Child Education) staff development training and opportunities

2.2 Family Engagement: Maintain new FLOA (Family Liaison/Office Assistant) position to assist in providing bilingual services and community resources in order to further engage and support EL families especially.

2.3 School Climate
- Beginning the 2022-2023 school year, provide full-time site-based school counselor who will serve as the lead for social-emotional services (SEL/MTSS/PBIS) in order to meet the social and emotional needs of K-8 students and to make outside agency referrals for behavioral health follow-ups.
• Utilize EduClimber online platform to provide case management data analysis to improve whole student health.
• Teacher on Special Assignment position will help to management and foster Positive Behavior Intervention Supports (PBIS) strategies.
• In 2022-2023, the new TOSA (Teacher on Special Assignment- .50 FTE) will provide ongoing support and coaching for all Whole Student Health Services (Goal Area 2) including providing ongoing support of evidence-based practices of PBIS (Positive Behavior Interventions and Supports) school-wide, including providing professional development, co-teaching or modeling instructional practices as needed to promote a positive school climate and support the district’s multi-tiered systems of support model.
• Provide instructional staff specific trauma-informed and resilience training workshops (2022-2023 emphasis- Prevent Adverse Childhood Experiences-PACEs).

2.4 Physical Fitness and Wellness: Community Health and Engagement Fairs: two fairs onsite or co-sponsored per year to provide community outreach booths and health resources that are available to the Guerneville community.
2.5 Digital Literacy and Cybersafety: Invest in additional devices and ‘hotspots’ for student home use whenever possible and applicable.
2.6 Physical Environment: All staff and partnering agencies support GSD’s ‘Clean Campus Campaign’ by eliciting student involvement in recycling, routine litter clean-up, beautification projects, etc.
3.1 Multi-Tiered Systems of Support (MTSS): Increase school psychologist services for 2022-2023 by an additional 0.20 FTE (0.40 FTE total see Goal 3.7- Increased inorder to further support all general education students in need of Tiers 2-3 support services. )
3.2 AVID Summer 2022/2023- All teaches are invited and compensated to attend AVID Summer Institute(s).
3.3 Community Based Schools: In the 2022-2023 school year we will further expand student and family services in all four areas as we begin the 5-year implementation of the California Community Schools Partnership Program (CCSPP) grant that the district was recently awarded.
3.7 Students with Disabilities- Added a separate and new section of described services for all district students with disabilities.
### Goals and Actions

#### Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>21st Century Learning and Academic Success: Through a rigorous and relevant curriculum, all students will be fully supported as they work towards proficiency in the Common Core State Standards and the 6 C’s of DEEP Learning/21st Century: collaboration, communication, creativity, critical thinking, character, and citizenship.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

The goal was developed based on stakeholder input and ensuring state priorities are met. All of our stakeholders believe that providing an educational program that utilizes 21st Century Learning and ensures academic success is important. The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model ([https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp](https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp)). The following priority areas align with the stakeholder value of academic success: Priority 1 – Basics (Teachers, Instructional Materials), Priority 2 – Implementation of Academic Standards, Priority 4 – Performance on Standardized Tests, Priority 5 – Pupil Engagement, and Priority 7 – Access to a Broad Course of Study. If completed and achieved, the actions and metrics grouped together demonstrate all the components necessary for providing an educational program that covers a broad course of study and focuses on the 6 C's: collaboration, communication, creativity, critical thinking, character, and citizenship.

### Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGHLY QUALIFIED TEACHERS</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>MIS-ASSIGNMENT of Teachers (EL)</td>
<td>0%</td>
<td>0%</td>
<td></td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>IMPLEMENTATION OF STANDARDS Local Indicator Report</td>
<td>&quot;Met&quot;</td>
<td>&quot;Met&quot;</td>
<td></td>
<td></td>
<td>&quot;Met&quot;</td>
</tr>
<tr>
<td>INSTRUCTIONAL MATERIALS</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
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<tr>
<td>% of students with access to their own copies of standards-aligned</td>
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<tr>
<td>instructional materials for use at school and at home</td>
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<tr>
<td>WILLIAMS ACT COMPLAINTS</td>
<td>0</td>
<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>COURSE OF STUDY</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
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<tr>
<td>% of students who have access to a broad course of study (see local</td>
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<tr>
<td>indicator report for more details)</td>
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<tr>
<td>% of unduplicated students and individuals with exceptional needs</td>
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<tr>
<td>who have access to a broad course of study</td>
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</tr>
<tr>
<td>ATTENDANCE RATE</td>
<td>94% (2018-2019)</td>
<td>90% (August-April)</td>
<td></td>
<td>95%+</td>
<td></td>
</tr>
<tr>
<td>CA DASHBOARD-CAASPP ELA</td>
<td>2019</td>
<td>2019</td>
<td></td>
<td></td>
<td>Increase 3 points each year</td>
</tr>
<tr>
<td># of points away from standard met</td>
<td>5.4 points above standard</td>
<td>5.4 points above standard</td>
<td>Summer (CAASPP did not take place until May 2022. Data will not be available</td>
<td>5.4 points above standard</td>
<td></td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
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<tr>
<td>CA DASHBOARD-CAASPP MATH</td>
<td>2019 20.3 points below standard</td>
<td>2019 20.3 points below standard</td>
<td></td>
<td></td>
<td>Increase 3 points each year</td>
</tr>
<tr>
<td># of points away from standard met</td>
<td></td>
<td>Summer (CAASPP did not take place until May 2022. Data will not be available publicly until December 2022) (2019 baseline 20.3 points below standard)</td>
<td></td>
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</tr>
<tr>
<td>READY Data</td>
<td>2019-2020 32% (out of 28 students)</td>
<td>2021-2022 40% (out of 20 students)</td>
<td></td>
<td></td>
<td>Increase 3% each year</td>
</tr>
<tr>
<td>% of incoming kindergarteners who are at the Ready to go level on the KSEP</td>
<td></td>
<td></td>
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<tr>
<td>% of students a-g</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>% of students CTE completion</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
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<tr>
<td>% of students passed an AP exam</td>
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<tr>
<td>HS Grad Rate - N/A</td>
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<tr>
<td>HS Dropout Rate-N/A</td>
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<tr>
<td>MS Dropout Rate-N/A</td>
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</tbody>
</table>

**Actions**

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Highly Trained Staff</td>
<td>Ensure highly trained staff (teachers, administrators, instructional assistants) that support and encourage student achievement for all students.</td>
<td>$27,803.00</td>
<td>No</td>
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<tr>
<td></td>
<td></td>
<td>• Research-based and applicable professional development (including, AVID, Teacher Induction Program and Supports, Universal Lesson Design, Blended Learning/Flipped Classroom, Differentiated Instruction, Personalized Learning, and Educational Equity);</td>
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<tr>
<td></td>
<td></td>
<td>• Provide optional opportunities for individual professional development growth year-round (i.e. unit credits, professional conferences/symposiums, AVID Institute, in-person/online training, etc.);</td>
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<td>• Provide effective ongoing feedback during evaluation cycles and routine instructional rounds for all instructional staff;</td>
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<td></td>
<td></td>
<td>• Ongoing opportunities for teacher collaboration and reflection via Professional Learning Communities (PLC);</td>
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<td></td>
<td>• Leadership capacity building opportunities (i.e. Site Leadership Team, stipend positions, mentoring, etc.);</td>
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<td></td>
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<td>• Ample classroom budgets for the unique and innovative needs of each classroom;</td>
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<td></td>
<td></td>
<td>• Ensure instructional day remains increased by 20 minutes daily K-8, for a total of 3,600 annual minutes (60 hours);</td>
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<td>• Provide access to and enrollment in programs and services developed and provided to unduplicated pupils and individuals with exceptional needs; and</td>
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<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
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<tr>
<td></td>
<td><strong>Analyze various data sources to determine student outcomes in the areas of English, English Language Development (ELD), Mathematics, Social Science, Science, Visual and Performing Arts, Health, and Physical Education.</strong></td>
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<td></td>
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</tr>
<tr>
<td>1.2</td>
<td>English Language Arts and Social Science</td>
<td>Implement and increase achievement on ELA and Social Science Standards for all grade levels.</td>
<td>$27,665.00</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Implement WICOR AVID Strategies schoolwide</td>
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<td></td>
<td></td>
<td>• Monitor student progress via 6-8 week learning cycles and benchmark assessments (Lexia, STAR, etc)</td>
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<tr>
<td></td>
<td></td>
<td>• Purchase necessary standards-aligned instructional materials and resources</td>
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<td></td>
<td></td>
<td>• Enhance classroom libraries</td>
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<td>• Provide small differentiated group instruction, 1:1 support and/or assignments with the additional support of a .45 FTE Instructional Assistant</td>
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<td></td>
<td></td>
<td>• Provide ongoing avenues for personalized learning and student inquiry</td>
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</tr>
<tr>
<td>1.3</td>
<td>Math and Science</td>
<td>Implement and increase achievement on mathematics and science standards (NGSS) for all grade levels.</td>
<td>$0.00</td>
<td>No</td>
</tr>
<tr>
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<td>• Implement K-8 STEAM strategies schoolwide</td>
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<td></td>
<td>• Monitor student progress via 6-8 week learning cycles and benchmark assessments (i.e. Dreambox, STAR, etc)</td>
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<tr>
<td></td>
<td></td>
<td>• Purchase necessary standards-aligned instructional materials and resources, including Next Generation Science Standards (NGSS) curriculum</td>
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<td></td>
<td></td>
<td>• Provide small differentiated group instruction and/or assignments</td>
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<tr>
<td></td>
<td></td>
<td>• Offer ongoing avenues for personalized learning and student inquiry</td>
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<td></td>
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<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
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</tr>
<tr>
<td>1.4</td>
<td>School Readiness</td>
<td>Implement Universal PreKindergarten Plan in 2022-2023 and work with local community-based organizations (e.g. River to Coast, First 5 Sonoma, etc.), local preschools and participate in county initiatives such as READY (Road to Early Achievement and Development of Youth) to help prepare all students for kindergarten and beyond.</td>
<td>$5,000.00</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Expand Universal Transitional Kindergarten Program Age Limit (2022-2024) in order to provide full-day TK services to all students who turn 5 by the end of the 2022-2023 school year.</td>
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<tr>
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<td>• Ongoing ECE (Early Child Education) staff development training and opportunities</td>
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<td></td>
<td>• Formalize preschool and community-based organization partnerships (See Goal 3.3)</td>
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<td></td>
<td></td>
<td>• Provide early parent outreach opportunities and referral resources</td>
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<td></td>
<td></td>
<td>• Facilitate Health, Wellness, and early literacy screenings/supplies</td>
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</tr>
</tbody>
</table>

**Goal Analysis [2021-22]**

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

All actions were completed as described for the 2021-2022 school year. There were no substantive differences in planned actions and actual implementation of these actions.

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

There were no material differences.

Note Additional federal and state funding allowed for additional services and funding for some of the actions.
An explanation of how effective the specific actions were in making progress toward the goal.

The overall effectiveness of actions Highly Trained Staff, English Language Arts and Social Science, Math and Science, School Readiness towards making progress toward the goal can be demonstrated by the meeting of the following measurable outcomes:

- Highly qualified teachers
- Mis-assignments of teachers (EL)
- Implementation of the standards (Local Indicator Report)
- 100% Instructional Materials
- 0 Williams Act Complaints
- 100% Course Access (Local Indicator)
- Individual Student growth on Star reading and math
- 40% of incoming kindergarten students were considered "Ready to go" for kindergarten (8% increase from 2019-2020 and 8% better than the county)

The following measurable goals demonstrate a continued need to work on this goal and further refine and improve actions to improve these measurable outcomes:

- Attendance rate
- Star Reading and Math (students at urgent intervention level)
- 47% of students had a percent positive rate on the question: "I enjoy school most of the time." (Youth Truth Parent Survey) (Compared to 50% for the county) (Grades 6-8)
- 36% of students had a percent positive rate on the question: "Do you like attending your class?." (Youth Truth Parent Survey) (Compared to 52% for the county) (Grades 6-8)

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

No actions or metrics were added to this goal for the 2022-2023 LCAP cycle. The actions listed in the LCAP are comprehensive and important; being able to work on these actions in a hopefully "normal" year will be beneficial in seeing the true impact of all of these actions. Sub-actions that were added based on educational partner discussions and feedback include:

- 1.1 Provide optional opportunities for individual professional development growth year-round (i.e. unit credits, professional conferences/symposiums, AVID Institute, in-person/online trainings, etc.)
- 1.4 Expand Universal Transitional Kindergarten Program (provide services to all students who turn 5 by the end of the 2022-2023 school year)
- 1.4 Ongoing ECE (Early Child Education) staff development training and opportunities
A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.
Goals and Actions

Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
</table>
| 2      | Whole Student Health  
Support and help to improve each child’s cognitive, physical, social, and emotional development. |

An explanation of why the LEA has developed this goal.

(The following excerpts from [https://www.cdc.gov/healthyschools/wss/index.htm](https://www.cdc.gov/healthyschools/wss/index.htm) describe why the LEA has developed this goal)

Schools, health agencies, parents, and communities share a common goal of supporting the health and academic achievement. Research shows that the health of students is linked to their academic achievement. By working together, the various sectors can ensure that every young person in every school in every community is healthy, safe, engaged, supported, and challenged.

- Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for healthy active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. A well-designed physical education program provides the opportunity for students to learn key concepts and practice critical skills needed to establish and maintain physically active lifestyles throughout childhood, adolescence and into adulthood.

- Healthy eating has been linked in studies to improved learning outcomes and helps ensure that students are able to reach their potential. Health education helps students acquire the knowledge, attitudes, and skills they need for making health-promoting decisions, achieving health literacy, adopting health-enhancing behaviors, and promoting the health of others. A positive social and emotional school climate is conducive to effective teaching and learning.

- A healthy and safe physical school environment promotes learning by ensuring the health and safety of students and staff. Health services connect school staff, students, families, community and healthcare providers to promote the health care of students and a healthy and safe school environment. Prevention and intervention services support the mental, behavioral, and social-emotional health of students and promote success in the learning process.

- The school, its students, and their families benefit when leaders and staff at the district or school solicits and coordinates information, resources, and services available from community.

Families and school staff work together to support and improve the learning, development, and health of students.

Establishing healthy behaviors during childhood is easier and more effective than trying to change unhealthy behaviors during adulthood. Schools play a critical role in promoting the health and safety of young people and helping them establish lifelong healthy behaviors.

Measuring and Reporting Results
<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHRONIC ABSENTEEISM RATE (CA Dashboard)</td>
<td>2019 16% (Charter) 2019 15% (District)</td>
<td>Local Data 8.8% (Charter) 8.8% (District)</td>
<td></td>
<td></td>
<td>Less than 13%</td>
</tr>
<tr>
<td>LOCAL CLIMATE SURVEY</td>
<td>&quot;Met&quot;</td>
<td>&quot;Met&quot;</td>
<td></td>
<td></td>
<td>&quot;Met&quot;</td>
</tr>
<tr>
<td>See local Indicator for detailed version.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="https://sites.google.com/guerneville%E5%AD%A6%E6%A0%A1.ORG/gsdICAP/home">https://sites.google.com/guerneville学校.ORG/gsdICAP/home</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAFE AT SCHOOL</td>
<td>Feel school is Safe (18-19) 67% (5th Grade) 77% (7th Grade)</td>
<td>Youth Truth Data &quot;Feel safe at School&quot; 3rd-5th: 51% 6th-8th: 49%</td>
<td></td>
<td></td>
<td>80%+</td>
</tr>
<tr>
<td>SCHOOL CONNECTEDNESS</td>
<td>Happy to be at School (18-19) 90% (5th Grade) 94% (7th Grade)</td>
<td>Youth Truth Data 3rd-5th: 36% (Do you like attending your class?) 6th-8th: 47% (I enjoy school most of the time)</td>
<td></td>
<td></td>
<td>90%+</td>
</tr>
<tr>
<td>SUSPENSION RATE</td>
<td>1.5% (2018-2019)</td>
<td>1% (August-April)</td>
<td></td>
<td></td>
<td>Less than 3%</td>
</tr>
<tr>
<td>EXPULSION RATE</td>
<td>0%</td>
<td>0%</td>
<td></td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>FIT REPORT</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>
## Metric

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIT REPORT # of instances where facilities do not meet the &quot;good repair&quot; standard (Local Indicator)</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td>Every year the facilities are in good repair and there are 0 instances where facilities do not meet the &quot;Good Repair&quot; standard</td>
</tr>
<tr>
<td>PARENT ENGAGEMENT See local Indicator for detailed version as listed in link below.</td>
<td>&quot;Met&quot;</td>
<td>&quot;Met&quot;</td>
<td></td>
<td></td>
<td>&quot;Met&quot;</td>
</tr>
<tr>
<td>PARENT INVOLVEMENT # of stakeholder engagement events provided to families of unduplicated pupils and individuals with exceptional needs</td>
<td>2018-2019 2 events</td>
<td>1 (please note these events were limited due to COVID 19)</td>
<td></td>
<td>4+ events</td>
<td></td>
</tr>
</tbody>
</table>

## Actions

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>School Engagement</td>
<td>Ensure students are consistently attending school, happy to be at school, and engaged in their learning.</td>
<td>$144,010.00</td>
<td>Yes</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>---------</td>
<td>-------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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</tr>
</tbody>
</table>
|         |       | • Further, refine and implement a 3-tiered school-wide system of strategies for increasing average daily attendance to 95% or higher in all grades for all students (i.e. Attendance Works).  
 [Tier 1 Universal Prevention: strategies to encourage healthy attendance for all students; Tier 2 Early Intervention: Provide support for students with less than 95% attendance to avoid chronic absence; Tier 3 Intensive Intervention: Specific support resources for students/families facing the greatest challenges of getting their child to school)  
 • Partner with Keeping Kids in School (KKIS) to provide a full-time caseworker who prioritizes SED, EL, and SWD students who are chronically absent. These caseworkers are employed by Seneca Family of Agencies, a local Community Based Organization, and work to ensure that services and referrals are provided in a culturally competent manner, with sensitivity to unique practices of the local community with the ultimate goal of decreasing chronic absenteeism.  
 • Organize comprehensive enrichment programming to capture the attention and excitement of students, such as monthly assemblies, comprehensive & nutritional garden programs, enrichment classes (music, library, arts, foreign language, etc), music, middle school rotations, recess activities, sports, and other engagement programs determined by stakeholders to be a priority (e.g. ballet folklorico).  
 • Co-fund a Community Health and Outreach Worker position to support the needs of students who are socio-economically disadvantaged or underserved. This individual will work with the district and the local community (i.e. Community Based Organizations) to ensure families are able to obtain the mental health, physical health, and social service resources needed (i.e. dental care, immunizations, food bank, health screenings) in order to attend school regularly and successfully. |             |              |
<table>
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</tr>
</thead>
</table>
| 2.2     | Family Engagement   | As a community-based school, ensure families and school staff work together to support and improve the learning, development, and health of students.  
- Promote parental participation in programs for unduplicated pupils individuals with exceptional needs  
- Provide a welcoming environment, information and resources, and opportunities to meet with teachers to discuss student progress  
- Maintain new FLOA (Family Liaison/Office Assistant) position to assist in providing bilingual services and community resources in order to further engage and support EL families especially.  
- Foster parent partnerships via the start-up of a new 2022-2023 Parent Club that convenes on a monthly basis. The Club focuses on the progress of LCAP Goals, Community School focus, parenting resources, parent generated-topics/themes, requested guest speakers and celebrating student successes. Spanish translation will be made available to support English Learner family participation.  
- Communicate students’ ongoing progress to parents via report cards, progress reports, parent portals, and regularly scheduled conferences and parent meetings.  
- Provide at least 4 annual family events that highlight MACS (Multi-Tiered Systems of Supports, AVID, Community-Based Schools, STEAM) schoolwide focus areas.  
- Further refine the school messaging and notification system so that all families, students, and staff have one platform for easy, ongoing, two-way communication access in their preferred language (e.g. ParentSquare). | $0.00       | No           |
| 2.3     | School Climate      | Provide a positive social and emotional school climate that is conducive to effective teaching and learning.  
- Beginning the 2022-2023 school year, provide full-time site-based school counselor who will serve as the lead for social-emotional services (SEL/MTSS/PBIS) in order to meet the | $116,084.00 | Yes          |
<table>
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<tr>
<td></td>
<td></td>
<td>social and emotional needs of K-8 students and to make outside agency referrals for behavioral health follow-ups.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Utilize EduClimber online platform to provide case management data analysis to improve whole student health.</td>
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<tr>
<td></td>
<td></td>
<td>• Teacher on Special Assignment position will help to management and foster Positive Behavior Intervention Supports (PBIS) strategies.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Continuously promote and share the district’s GROWTH Vision and AVID Mission with the school community:</td>
<td></td>
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<td></td>
<td></td>
<td>• Maintain a systemized, coordinated, multi-disciplinary services process (i.e. Coordinated Services Team) for addressing student concerns and identified needs (e.g. academic, social, emotional, health, and/or basic needs).</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Provide a variety of social/emotional learning opportunities for students in and outside of the classroom.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Develop and implement a comprehensive schoolwide integrated arts plan that fosters student expression and resilience skills (e.g. self-awareness, mindfulness, self-care, positive relationships &amp; purpose).</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• In 2022-2023, the new TOSA (Teacher on Special Assignment- .50 FTE) will provide ongoing support and coaching for all Whole Student Health Services (Goal Area 2) including providing ongoing support of evidence-based practices of PBIS (Positive Behavior Interventions and Supports) school-wide, including providing professional development, co-teaching or modeling instructional practices as needed to promote a positive school climate and support the district’s multi-tiered systems of support model.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Provide instructional staff specific trauma-informed and resilience training workshops (2022-2023 emphasis- Prevent Adverse Childhood Experiences-PACEs).</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Encourage and provide ongoing opportunities for staff training and student expression through/in the area of the arts.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Begin a pilot of ACEs (Adverse Childhood Experiences) screening tool to help inform targeted, evidence-based interventions and trauma-informed practices and provide ongoing staff development regarding trauma-informed care.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
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</tbody>
</table>
|         | Physical Fitness & Wellness | Ensure a well-designed physical education program that provides the opportunity for students to learn key concepts and practice critical skills needed to establish and maintain physically active lifestyles throughout childhood, adolescence, and adulthood.  
- Administer the Physical Fitness Test each year to appropriate grade levels (as applicable). | $11,435.00  | No           |
<table>
<thead>
<tr>
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<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
</table>
| 2.5      | Digital Literacy and Cybersafety | Ensure students are digitally literate and understand online digital safety.  
- Maintain no less than 1:1 devices for student use to support the implementation of all technology initiatives  
- Invest in additional devices and ‘hotspots’ for student home use whenever possible and applicable.  
- Continually invest in site infrastructure in order to maintain a healthy network, adequate bandwidth, and consistent high-speed internet access.  
- Continue to purchase student licenses for student acceleration. (i.e. LEXIA, ISL, Dreambox, Google Apps For Education, etc.) Provide technology and digital literacy support from a classified staff position that supports: 1) Instruction in and outside of the computer lab, 2) | $160,587.00 | No |
<table>
<thead>
<tr>
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<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.6</td>
<td>Physical Environment</td>
<td>Ensure school groups and buildings are kept in good order, attractive and safe. • Facilities staff to follow the annual district maintenance schedules and perform the annual Facility Inspection Tool (FIT). • Maintain adequate custodial/maintenance staffing. • All staff and partnering agencies support GSD’s ‘Clean Campus Campaign’ by eliciting student involvement in recycling, routine litter clean-up, beautification projects, etc.</td>
<td>$238,035.00</td>
<td>No</td>
</tr>
</tbody>
</table>

**Goal Analysis [2021-22]**

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

All actions were completed as described for the 2021-2022 school year. There were no substantive differences in planned actions and actual implementation of these actions.

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

- LCAP Action 2.3: WCCS was unable to provide some of the services planned for the school year due to the COVID needs of the community as a whole.
- LCAP Action 2.2: reflects a Family Liaison position to support Students and Families.
- LCAP Action 2.4: reflects less expenditures as sports was not open for the 21-22 school year due to COVID.

Note: Additional federal and state funding allowed for additional services and funding for some of the actions described.
An explanation of how effective the specific actions were in making progress toward the goal.

The overall effectiveness of actions School Engagement and School Climate, towards making progress toward the goal can be demonstrated by the meeting of the following measurable outcomes:

- Remained in person for learning throughout the 2021-2022 school year
- Suspension rate
- Expulsion Rate
- Grant funding awarded for Community Schools Collaborative

The overall effectiveness of actions Family Engagement towards making progress toward the goal can be demonstrated by the meeting of the following measurable outcomes:

K-5

- 84% of families had a percent positive rate on the question: "I feel comfortable approaching the administration about my concerns". (Youth Truth Parent Survey) (Compared to 82% for the county)
- 84% of families had a percent positive rate on the question "I receive information about what my child should learn and be able to do." (Youth Truth Parent Survey) (Compared to 78% for the county)
- 94% of families had a percent positive rate on the question: "I feel comfortable approaching teachers about my child's progress." (Youth Truth Parent Survey) (Compared to 92% for the county)
- 79% of families had a percent positive rate on the question "I would recommend my school to parents seeking a school for their child". (Youth Truth Parent Survey) (Compared to 79% for the county)

6-8

- 100% of families had a percent positive rate on the question: "I feel comfortable approaching the administration about my concerns". (Youth Truth Parent Survey) (Compared to 79% for the county)
- 100% of families had a percent positive rate on the question: "I feel comfortable approaching teachers about my child's progress." (Youth Truth Parent Survey) (Compared to 83% for the county)
- 75% of families had a percent positive rate on the question "I receive information about what my child should learn and be able to do." (Youth Truth Parent Survey) (Compared to 59% for the county)
- 83% of families had a percent positive rate on the question "I would recommend my school to parents seeking a school for their child". (Youth Truth Parent Survey) (Compared to 72% for the county)

The overall effectiveness of actions Physical Fitness and Wellness, Digital Literacy and Cybersafety, Physical Environment towards making progress toward the goal can be demonstrated by the meeting of the following measurable outcomes:

- FIT Report
- 100% of students have access to technology.

The following measurable goals demonstrate a continued need to work on this goal and further refine and improve actions to improve these measurable outcomes:
- Local Climate Survey (School Connectedness and Safe at School measures)
- Engagement category for Youth Truth

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

No actions were added to this goal for the 2022-2023 LCAP cycle. The actions listed in the LCAP are comprehensive and important; being able to work on these actions in a hopefully "normal" year will be beneficial in seeing the true impact of all of these actions. Sub-actions that were added based on educational partner discussions and feedback include:

- 2.2 Maintain new FLOA (Family Liaison/Office Assistant) position to assist in providing bilingual services and community resources in order to further engage and support EL families especially.
- 2.3 Beginning the 2022-2023 school year, provide full-time site-based school counselor who will serve as the lead for social-emotional services (SEL/MTSS/PBIS) in order to meet the social and emotional needs of K-8 students and to make outside agency referrals for behavioral health follow-ups.
- 2.3 Utilize EduClimber online platform to provide case management data analysis to improve whole student health.
- 2.3 Teacher on Special Assignment position will help to management and foster Positive Behavior Intervention Supports (PBIS) strategies.
- 2.3 In 2022-2023, the new TOSA (Teacher on Special Assignment- .50 FTE) will provide ongoing support and coaching for all Whole Student Health Services (Goal Area 2) including providing ongoing support of evidence-based practices of PBIS (Positive Behavior Interventions and Supports) school-wide, including providing professional development, co-teaching or modeling instructional practices as needed to promote a positive school climate and support the district’s multi-tiered systems of support model.
- 2.4 Community Health and Engagement Fairs: two fairs onsite or co-sponsored per year to provide community outreach booths and health resources that are available to the Guerneville community.
- 2.5 Invest in additional devices and ‘hotspots’ for student home use whenever possible and applicable.
- 2.6 All staff and partnering agencies support GSD’s ‘Clean Campus Campaign’ by eliciting student involvement in recycling, routine litter clean-up, beautification projects, etc.

Provide instructional staff specific trauma-informed and resilience training workshops (2022-2023 emphasis- Prevent Adverse Childhood Experiences-PACEs).

The following metrics were changed/added for this goal for the 2022-2023 LCAP cycle:

- Youth Truth Data used instead of CHKS survey for the safe at school survey question
A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.
Goals and Actions

Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Student Supports: Increase or improve services for English Language Learners, low-income students, students with exceptional needs and support students who experienced learning loss during COVID-19 pandemic.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

The goal was developed based on stakeholder input and ensuring state priorities are met. All of our stakeholders believe that additional support is needed for low-income, English learners, foster youth, students with exceptional needs, and students experiencing learning loss due to COVID-19 pandemic. The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model ([https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp](https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp)). The following priority areas align with the stakeholder value of supporting students: Priority 4 – Performance on Standardized Tests, Priority 5 – Pupil Engagement. The actions and metrics grouped together below demonstrate all the components necessary for providing additional support for our students so that we are able to close the achievement gap.

Goal 3: Action Areas
1. Multi-Tiered Systems of Supports (MTSS)
2. AVID
3. Community-Based Schools
4. STEAM
5. Place-Based Education
6. English Learner (EL) Support
7. Students with Disabilities

Measuring and Reporting Results

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH LEARNER PROGRESS</td>
<td>45% (2019)</td>
<td>45% (2019)</td>
<td></td>
<td></td>
<td>55%</td>
</tr>
<tr>
<td>% of English learners making progress</td>
<td></td>
<td>English Learner Progress Indicator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
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<td>Desired Outcome for 2023–24</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>---------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>----------------</td>
<td>----------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>towards English Language Proficiency</td>
<td></td>
<td>(ELPI) results will be available in fall 2022.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LONG TERM ENGLISH LEARNERS</td>
<td>4</td>
<td>12 (2020-2021, The 2020–21 determinations of Long-Term English Learners (LTEL) and At-Risk of becoming LTEL (AR-LTEL) reflect a significant one-year increase in LTEL and AR-LTEL counts from the previous year. These increases stem from the lack of CAASPP-ELA and ELPAC data available in the 2019–20 academic year, due to the Covid-19 pandemic, which are required for making LTEL and AR-LTEL determinations.</td>
<td></td>
<td></td>
<td>less than 5</td>
</tr>
<tr>
<td>RECLASSIFICATION RATE</td>
<td>6% (2020-2021)</td>
<td>2021-2022</td>
<td></td>
<td></td>
<td>at least 1 to 2 each year</td>
</tr>
<tr>
<td></td>
<td>56% (2018-2019)</td>
<td>15%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 students were reclassified</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAR MATH (May)</td>
<td>29%</td>
<td>30%</td>
<td></td>
<td></td>
<td>35%</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
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</tr>
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<td>-------------------------------------------------</td>
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<td>----------------</td>
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<td>-----------------------------</td>
</tr>
<tr>
<td>% at 50th percentile or above</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAR MATH (May) % at/above benchmark</td>
<td>37%</td>
<td>38%</td>
<td></td>
<td>45%</td>
<td></td>
</tr>
<tr>
<td>STAR ELA (May) % at 50th percentile or above</td>
<td>33%</td>
<td>30%</td>
<td></td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td>STAR ELA (May) % at/above benchmark</td>
<td>39%</td>
<td>35%</td>
<td></td>
<td>45%</td>
<td></td>
</tr>
<tr>
<td>STAR Early Literacy (May) % at/above benchmark</td>
<td>55%</td>
<td>19%</td>
<td></td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>MIDDLE SCHOOL DROPOUT RATE % of Middle school students who drop out</td>
<td>0%</td>
<td>0%</td>
<td></td>
<td>0%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>EL ACCESS % of EL Students access to CA Standards including ELD Standards</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

**Actions**

2022-23 Local Control Accountability Plan for Guerneville Elementary (District and Charter)
<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
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</thead>
</table>
| 3.1     | Multi-Tiered System of Supports            | Multi-Tiered System of Supports is a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students’ academic, emotional and overall wellness needs, with regular observation to facilitate data-based instructional/program decision making.  
  - The MTSS teacher positions(s) will provide targeted instruction to small groups of EL and SED students and include additional opportunities to practice the skills necessary for core instruction or strategies for enrichment and assist in progress monitoring.  
  - Increase school psychologist services for 2022-2023 by an additional 0.20 FTE (0.40 FTE total see Goal 3.7- (Increased in order to further support all general education students in need of Tiers 2-3 support services. )  
  - In 2022-23 Provide afterschool tutoring opportunities K-8 at least 1 day per week for identified students (See Goal 3.3).  
  - Beginning in 2022-2023 provide afterschool Homework Club opportunities for middle grades and others as needed (See Goal 3.3).  
  COVID Recovery and Accelerated Learning (Provide priority registration in the following new services for EL, SED, FY and SWD students): 6-week Camp University (AVID centered) for the Summers of 2021 and 2022 (tier 1-; Summer /Afterschool Tutoring services (i.e. 6-week Learning Lab) (tier 2); After School Tutoring (Math & English Language Arts) (tier 2); Additional intervention support services via coordinated referral process (Tier 3), etc.  
  - Instructional assistants provide small group (tier 2) and 1:1 (tier 3) support in ELA and Math for EL/low-income students and support students with AVID Strategies: academic support structures, WICOR, tutorial, and goal setting.  
  - The SIPPS (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words) program will be used as an intervention reading program resource. | $361,561.00   | Yes           |
<table>
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<tr>
<th>Action #</th>
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<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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</thead>
</table>
| 3.2     | Advancement Via Individual Determination (AVID) | Ensure we work collectively to implement Schoolwide K-8 Full AVID implementation and work towards becoming an AVID Demonstration Site.  
  - Support for all AVID Schoolwide Domains: Instruction, Systems, Leadership, Culture  
  - Develop AVID systems that support governance, curriculum and instruction, data collection and analysis, professional learning, and student and parent outreach to ensure college readiness for AVID Elective students and improved academic performance for all students.  
  - Provide 6th-8th grade students with a College & Career Readiness Course that provides college awareness opportunities, community activities, and support in WICOR strategies.  
  - Summer 2022/2023- All teachers are invited and compensated to attend AVID Summer Institute(s).  
  - Through 30-day summer ELOP (Extended Learning Opportunities Program) experiences, integrate the AVID tenets into summer learning experiences via 'Camp University' model. To further encourage a college-going environment, all 'campers' receive a free 'College Tee' annually.  
  
To learn more about AVID visit: [https://www.avid.org/](https://www.avid.org/) | $32,799.00  | Yes           |
| 3.3     | Community-Based Schools                     | A community-based school functions as the hub of its community. Community partners collaborate to ensure that both academic and nonacademic needs are met for the students and families so that students can focus on learning and educators can focus on teaching.  
  
Via our district’s growing Community School Collaborative, a local multi-agency/community partnership, we will further implement the four cornerstone approaches of a Community-Based School as indicated below. In the 2022-2023 school year we will further expand student | $1,181,639.00 | Yes          |
and family services in all four areas as we begin the 5-year implementation of the California Community Schools Partnership Program (CCSPP) grant that the district was recently awarded as well as a 2-year (2022-2024) County ARPA (American Rescue Plan Act) grant.

1. Integrated Student Supports: (aka "Wrap Around Services"): "Whole Family Health Approach"
- 1.0 FTE Community Health Worker - West County Health Center co-located Wellness Center (50% CCSPP funded)
- Increased behavioral health family therapeutic services @ >.60 FTE (ARPA/CCSPP funded)
- Continue MTSS Academic Intervention Assistant Position (CCSPP-50% funded)
- Social and Emotional Learning Materials/Training (CCSPP)

2. Expanded Learning Time and Opportunities:
- Increase enrichment opportunities by providing afterschool sign-ups (4-8 week courses) for student-driven options (i.e. cooking club, ballet folklorico, arts and crafts, athletic clinics, etc.). (ELOP)
- After-school tutoring support - minimum of 1 day per week. (ELOP)
- Homework Club for middle grades as resources allow. (ELOP)

3. Family and Community Engagement:
- Partner with Raizes Collective community-based organization to provide bilingual parent workshops, parent leadership opportunities/training, and support/train new community promotores (outreach program) as well as 'resiliency' through the Arts. (ARPA)
- Provide 6 Farmworker Clinics and 4 Wellness Workshops from 2022-2024. (ARPA)
- Bilingual Family Liaison/Office Assistant position increased by .50 FTE beginning in 2022/23. (CCSPP)

4. Collaborative Leadership and Practice:
- Whole Family Health/Community-Based Schools Coordinator @ .40 FTE (CCSPP/ARPA)
- Teacher On Special Assignment (TOSA) to coordinate student

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<tr>
<th>Action #</th>
<th>Title</th>
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<th>Total Funds</th>
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<td></td>
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<td>services and provide coaching for Positive Behavior Interventions and Systems (PBIS) schoolwide program. (Stipend-CCSPP)</td>
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<td></td>
<td></td>
<td>To learn more about Community-Based Schools visit: <a href="https://communityschools.futureforlearning.org/">https://communityschools.futureforlearning.org/</a></td>
<td></td>
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</tbody>
</table>
| 3.4     | STEAM                        | Begin to develop a K-8 school-wide STEAM (Science, Technology, Engineering, Arts, and Mathematics) continuum of learning skills that build in complexity from one level to the next.  
- Seek ongoing opportunities and resources to further integrate and highlight the Arts in the schoolwide STEAM program.  
- Provide STEAM/Maker-related activities to all students (i.e. STEAM Lab, enrichment courses, coding opportunities in grades 3-8, garden enrichment, computer lab, etc.)  
- Encourage and provide ongoing staff training opportunities in the area of STEAM education and ever-developing technologies. ACELLUS online program provides an effective way to differentiate instruction to learners, especially our SWD (students with disabilities), EL (English Learners) and SED (Students Economically Disadvantaged) students. Students will spend approximately 1 hour per week using ACELLUS to focus on math and science differentiated instruction. | $126,716.00 | Yes          |
| 3.5     | Place-Based Education (PBE)  | Further personalized learning experiences by giving students “voice and choice” in determining what, how, when, and where they learn; tailoring learning to each student’s strengths, needs, and interests; ensuring mastery of high academic standards, and promoting student agency:  
- Provide designated Classroom PBE (Place-Based Education) budgets as one-time funds become available  
- Librarian/Media services enhance student learning experiences to help personalized learning (.50 FTE) | $55,021.00  | Yes          |
<table>
<thead>
<tr>
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<th>Total Funds</th>
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</thead>
</table>
| 3.6      | English Learner (EL) Support | - Provide both onsite and offsite experiences for students to enhance literacy, college exploration, coding, inquiry, stewardship, and to facilitate research skills.  
- English Language Development and strategy (refresher) training is identified as a 2022-2023 professional development priority area. | $68,922.00  | Yes          |

| 3.6 | English Learner (EL) Support | - Implementing ELD standards for English Language Learners (ELs) with fidelity is important and will be done by: providing professional development to teachers (see action 1.1 for detailed description), providing additional resources to students, and providing additional support to EL students (IA's, MTSS Teacher, ACELLUS, AVID).  
- EL Family Support: Provide support and resources to EL families by: 1) holding two informational meetings on how to help students, 2) providing a resource guide to families, and 3) conducting check-in phone/remote sessions 4 times per year.  
- Instruction: Direct EL instruction and support services based on student’s identified English proficiency level  
- Language acquisition program: Structured English immersion program for English learners in which nearly all classroom instruction is provided in English, but with a curriculum and a presentation designed for pupils learning English. Our program is designed to ensure English acquisition as rapidly and as effectively as possible and provides instruction to students on the state-adopted academic content standards, including the English language development standards.  
- English Language Development (ELD) strategy training refresher is identified as a 2022-2023 professional development priority area. | $68,922.00  | Yes          |
<table>
<thead>
<tr>
<th>Action #</th>
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<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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</table>
| 3.7     | Students with Disabilities                 | Students with Disabilities (SWD)- Our on-site Learning Center/RSP teacher(s) provide ongoing intervention in the least restrictive environment focused on targeted instruction, assist in progress monitoring and the possible identification of students with special needs and facilitate the IEP (Individual Education Plan) process and identified services for all students residing in the Guerneville School District. These MTSS tier 2 and tier 3 services may also include the following supports:  
  - West County Special Education Consortium Membership (PreSchool programming, Special Day Classes, .20 FTE nursing services, .20 FTE school psychologist services,.40FTE speech/language pathologist)  
  - Non-Public Schools (NPS) service agreements  
  - Non-Public Agency(NPA) service agreements  
  - SCOE Special Education placements  
  - SWD transportation  
  - Education Related Mental Health Services (ERMHS)  
  - IEP case management and technical support | $702,694.00 | No            |

**Goal Analysis [2021-22]**

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

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

All actions were completed as described for the 2021-2022 school year. There were no substantive differences in planned actions and actual implementation of these actions.
An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were only two material differences between Budgeted Expenditures and Estimated Actual Expenditures or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services:

- LCAP Action 3.1: MTSS teacher left halfway through the year and that position remained unfilled.
- LCAP Action 3.4: STEAM: some of the software was not purchased during 2021-2022, but will be purchased during the 2022-2023 school year.
- LCAP Action 3.2: AVID Trainings increased the number of staff attending.

Additional federal and state funding allowed for additional services and funding for some of the actions.

An explanation of how effective the specific actions were in making progress toward the goal.

The overall effectiveness of actions Multi-Tiered System of Supports (MTSS), AVID, Community Based Schools, Place-Based Education, STEAM towards making progress toward the goal can be demonstrated by the meeting of the following measurable outcomes:

- 34% of students had a percent positive rate on the question: "Can you figure out how to solve problems even if you haven't been taught how", which is 6% better than the county data. (Youth Truth Student Survey)
- 65% of students had a percent positive rate on the question: "My school is helping me learn the material I will need for high school.", which is 4% better than the county data. (Youth Truth Student Survey 6-8)
- 62% of students had a percent positive rate on the question: "I feel like I will be ready for high school when I finish middle school.", which is 8% better than the county data. (Youth Truth Student Survey 6-8)

The overall effectiveness of actions English Learner (EL) Support towards making progress toward the goal can be demonstrated by the meeting of the following measurable outcomes:

- 100% of EL Students access to CA Standards including ELD Standards

The following measurable goals demonstrate a continued need to work on this goal and further refine and improve actions to improve these measurable outcomes:

- Youth Truth Overall Categories of Engagement, Academic Challenge and Instructional Methods

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

The new action for 2022-2023 LCAP is the "Students with Disabilities" action. This was a sub-action under 3.1 and was moved to a newly created section: 3.7: Students with Disabilities.

The actions listed in the LCAP are comprehensive and important; being able to work on these actions in a hopefully "normal" year will be
beneficial in seeing the true impact of all of these actions. Sub-actions that were added based on educational partner discussions and feedback include:

- 3.1 Increase school psychologist services for 2022-2023 by 0.20 FTE (0.40 FTE total, double)- (Increased in order to further support all general education students in need of Tiers 2-3 support services.
- 3.2 Summer 2022/2023- All teachers are invited and compensated to attend AVID Summer Institute(s)
- 3.3 Additional language added to acknowledge the amazing grants we were awarded: "Through our district’s Community School Collaborative, a local multi-agency/community partnership, we will further implement the four cornerstone approaches of a Community-Based School as indicated below. In the 2022-2023 school year we will further expand student and family services in all four areas as we begin the 5-year implementation of the California Community Schools Partnership Program (CCSPP) grant that the district was recently awarded."
- 3.6 Instructional staff identified the need for English Language Development (ELD) strategy training refresher as a 2022-2023 professional development priority area.

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.
Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

<table>
<thead>
<tr>
<th>Projected LCFF Supplemental and/or Concentration Grants</th>
<th>Projected Additional LCFF Concentration Grant (15 percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>450352</td>
<td>36233</td>
</tr>
</tbody>
</table>

**Required Percentage to Increase or Improve Services for the LCAP Year**

<table>
<thead>
<tr>
<th>Projected Percentage to Increase or Improve Services for the Coming School Year</th>
<th>LCFF Carryover — Percentage</th>
<th>LCFF Carryover — Dollar</th>
<th>Total Percentage to Increase or Improve Services for the Coming School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>20.17%</td>
<td>0.00%</td>
<td>$0.00</td>
<td>20.17%</td>
</tr>
</tbody>
</table>

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

**Required Descriptions**

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

**ENGLISH LEARNERS**

Needs, Conditions, Circumstances:
- The demographics of our school community are: 9% English Language Learner (23 students), majority of whom have a primary language of Spanish.
- 45% of English Learners are making progress towards English Language Proficiency according to the CA 2019 Dashboard.
- Only 4 English learners were considered LTEL (Long Term English Learner) in 2019-2020.
- On the CA Dashboard for ELA Academic Indicator (grades 3-8,11): English Learners were 46 points below standard. When compared to "all students" we notice "all students" are at 5 points above standard, demonstrating a performance gap between English Learners and all students.
- We want to increase the educational outcomes and opportunities of our Foster Youth, English Learners, and low-income students.

Actions
Multi-Tiered System of Supports is a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students’ needs, with regular observation to facilitate data-based instructional decision making. The MTSS teacher will provide targeted instruction to small groups of EL and SED students and include additional opportunities to practice the skills necessary for core instruction or strategies for enrichment and assist in progress monitoring. [LCAP 3.1]

Instructional assistants provide small group and 1:1 support in ELA and Math for SED/EL students and support students with AVID Strategies: academic support structures, WICOR, tutorial, and goal setting. [LCAP 3.1]

Implementing ELD standards with fidelity is important and will be done by: providing professional development to teachers, providing additional resources to students, and providing additional support to EL students (IA’s, MTSS Teacher, ACELLUS, AVID). [LCAP 3.6]

EL Family Support: Provide support and resources to EL families by: holding 2 informational meetings on how to help students, provide a resource guide to families, and have check-in phone classes/sessions 4 times per year. [LCAP 3.6]

School Engagement (3-tiered school-wide systems of strategies, Keeping Kids In School), Enrichment programming, Community Health and Outreach Worker Position, Short Term Independent study [LCAP 2.1]

English Language extra support [LCAP 1.2]

Expected Outcomes [LCAP 2.1]

- 3% increase in the percent of students who are at a "Percentile Rank" of 50th and above according to "Consolidated Summary Report" in STAR Reading
- 3% increase in the percent of students who are considered "proficient" according to "Consolidated State Performance Report" in STAR Reading
- Monitor all metrics under goal 3 through the annual update process to determine success on improving the educational outcomes for our English learners

LOW-INCOME AND FOSTER YOUTH STUDENTS

Needs, Conditions, Circumstances:

- The demographics of our school community are: 79% low-income (191 students), 0.8% Foster Youth (2 students)
- On the CA Dashboard for ELA Academic Indicator (grades 3-8,11) low-income students were 19 points below standard. When compared to "all students" we notice "all students" are at 5 points above standard, demonstrating a performance gap between low-income students and all students.
- Low-income students were disproportionately impacted by COVID-19
- Low-income students have additional needs related to health and wellness, nutrition, social-emotional wellbeing, and academic support.

Actions:
Multi-Tiered System of Supports is a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students’ needs, with regular observation to facilitate data-based instructional decision-making. The MTSS teacher will provide targeted instruction to small groups of EL and SED students and include additional opportunities to practice the skills necessary for core instruction or strategies for enrichment and assist in progress monitoring. [LCAP 3.1]

A community-based school functions as the hub of its community. Partners collaborate to ensure that both academic and nonacademic needs are met for the students and families so that students can focus on learning and educators can focus on teaching. [LCAP 3.3]

AVID is a researched-based effective program that supports educational outcomes for low-income students [LCAP 3.2]

STEAM activities provide real-life and relevant activities. ACELLUS online program provides an effective way to differentiate instruction to learners, especially our SWD (students with disabilities), EL (English Learners), and SED (Students Economically Disadvantaged) students. [LCAP 3.4]

Enable personalized learning by giving students “voice and choice” in determining what, how, when, and where they learn; tailoring learning to each student’s strengths, needs, and interests; ensuring mastery of high academic standards, and promoting student agency [LCAP 3.5]

School Engagement (3-tiered school-wide systems of strategies, Keeping Kids In School), Enrichment programming, Community Health, and Outreach Worker Position, Short Term Independent study [LCAP 2.1]

School Climate (Coordinated Services Team, Social/emotional learning, Pilot ACEs screening tool, Family Life classes, Organize school-wide assemblies, programs, and resources which promote Tier 1 services and strategies, Supervision, Behavioral Assistant, School-based Positive Behavior Intervention Services, school-based counseling services) [LCAP 2.3]

Expected Outcomes:

- 3% increase in the percent of students who are at a "Percentile Rank" of 50th and above according to "Consolidated Summary Report" in STAR Reading and mathematics
- 5% increase in the percent of students who are considered "proficient" according to the "Consolidated State Performance Report" in STAR Reading and mathematics
- Establish a baseline for an ACEs screening tool.
- 3% decrease in the percent of students who are considered chronically absent.
- Monitor all metrics under goal 3 through the annual update process to determine success in improving the educational outcomes for our low-income and foster youth students.
A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

<table>
<thead>
<tr>
<th>Services</th>
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<tbody>
<tr>
<td>[LCAP 2.1] School Engagement</td>
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<td>[LCAP 2.3] School Climate</td>
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<td>[LCAP 2.4] Physical Fitness &amp; Wellness</td>
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<td>[LCAP 2.5] Digital Literacy and Cybersafety</td>
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<tr>
<td>[LCAP 3.1] Multi-Tiered System of Supports</td>
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<td>[LCAP 3.2] AVID</td>
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<tr>
<td>[LCAP 3.3] Community-based School</td>
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<td>[LCAP 3.4] STEAM</td>
</tr>
<tr>
<td>[LCAP 3.5] Place-Based Education</td>
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<td>[LCAP 3.6] EL Support</td>
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Each of these items is a continuation of services that were provided pre-COVID. However, additional state and federal funds and programming are allowing us to expand and improve programming to serve more students as applicable. The evidence of the success of these actions can be found in the data points listed below.

The services for foster youth, low-income, and EL students have increased in quality as demonstrated by the following data points:

On the 2019 CA Dashboard:
- ELA Academic Indicator: low-income students were 16 points below standard. However, when we compare to the state we see that low-income students were 30 points below standard.
- Math Academic Indicator: low-income students were 41 points below standard. However, when we compare to the state we see that low-income students were 64 points below standard. Even though low-income students are not performing as well as “all students” at our school, they are scoring significantly higher than the state.
- Suspension Rate: Our low-income students had a significantly less suspension rate of 1.9% compared to the state average of the same group of students (4.3%)
- ELA Academic Indicator low-income students improved by 6 points from 2018 to 2019.
- Mathematics Indicator low-income students improved by 21 points from 2018 to 2019.
- Mathematics Indicator English Learners improved by 19 points from 2018 to 2019.
- Chronic Absenteeism: English learners declined by 7.8%

District Increased Services is 12.96% and Charter is 21.47%
A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Additional Concentration funding will be used to in goal area 3.3.1:Community-Based Schools (Integrated Support Services) to provide additional mental health wrap-around services and family health outreach to assist with outside school referrals. This contracted service will be provided by West County Health Centers and support the full operation of the newly developed on-site school wellness clinic. In particular, new behavioral health services will support MTSS Tier 2 and Tier 3 Social Emotional Learning and identified health needs through direct therapeutic student services and family outreach efforts via a Community Health Worker.

While not a direct contribution from concentration grant, additional services such as a 1.0 FTE on-site PPS credentialed counselor (Goal Area 3.3.1) and an additional .20 FTE school psych (Goal Area 3.3.1) services will be offered through supporting Community School Based grants and one-time federal funds in the 2022-2023 school year. As well as an additional .50 FTE bilingual Family Liaison to assist in connecting families directly with local resources, translation services, school engagement, etc.

<table>
<thead>
<tr>
<th>Staff-to-student ratios by type of school and concentration of unduplicated students</th>
<th>Schools with a student concentration of 55 percent or less</th>
<th>Schools with a student concentration of greater than 55 percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff-to-student ratio of classified staff providing direct services to students</td>
<td>N/A</td>
<td>23.39 - 1</td>
</tr>
<tr>
<td>Staff-to-student ratio of certificated staff providing direct services to students</td>
<td>N/A</td>
<td>13.75 - 1</td>
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</table>
## 2022-23 Total Expenditures Table

<table>
<thead>
<tr>
<th>Totals</th>
<th>LCFF Funds</th>
<th>Other State Funds</th>
<th>Local Funds</th>
<th>Federal Funds</th>
<th>Total Funds</th>
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<th>Local Funds</th>
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## 2022-23 Contributing Actions Table

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<th>Goal</th>
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<th>Action Title</th>
<th>Contributing to Increased or Improved Services?</th>
<th>Scope</th>
<th>Unduplicated Student Group(s)</th>
<th>Location</th>
<th>Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Planned Percentage of Improved Services (%)</th>
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<tbody>
<tr>
<td>2</td>
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<td>School Engagement</td>
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<td>3.3</td>
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<td>Action Title</td>
<td>Contributing to Increased or Improved Services?</td>
<td>Scope</td>
<td>Unduplicated Student Group(s)</td>
<td>Location</td>
<td>Planned Expenditures for Contributing Actions (LCFF Funds)</td>
<td>Planned Percentage of Improved Services (%)</td>
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<tr>
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<td>3.6</td>
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## 2021-22 Annual Update Table

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<th>Prior Action/Service Title</th>
<th>Contributed to Increased or Improved Services?</th>
<th>Last Year's Planned Expenditures (Total Funds)</th>
<th>Estimated Actual Expenditures (Input Total Funds)</th>
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<td>Last Year's Planned Expenditures (Total Funds)</td>
<td>Estimated Actual Expenditures (Input Total Funds)</td>
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## 2021-22 Contributing Actions Annual Update Table

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<th>Contributing to Increased or Improved Services?</th>
<th>Last Year’s Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)</th>
<th>Planned Percentage of Improved Services</th>
<th>Estimated Actual Percentage of Improved Services (Input Percentage)</th>
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<td>English Learner (EL) Support</td>
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### Summary

<table>
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<tr>
<th>4. Total Planned Contributing Expenditures (LCFF Funds)</th>
<th>5. Total Planned Percentage of Improved Services (%)</th>
<th>6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)</th>
<th>7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)</th>
<th>8. Total Estimated Percentage of Improved Services (%)</th>
<th>Difference Between Planned and Estimated Expenditures for Contributing Actions (LCFF Funds) (Subtract 4 from 7)</th>
<th>Difference Between Planned and Estimated Percentage of Improved Services (%) (Subtract 5 from 8)</th>
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<tr>
<td>$486,027.00</td>
<td>0.00%</td>
<td>$372,797</td>
<td>$407,643.00</td>
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### 2021-22 LCFF Carryover Table

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<th>9. Estimated Actual LCFF Base Grant (Input Dollar Amount)</th>
<th>6. Estimated Actual LCFF Supplemental and/or Concentration Grants</th>
<th>LCFF Carryover — Percentage (Percentage from Prior Year)</th>
<th>10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)</th>
<th>7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)</th>
<th>8. Total Estimated Actual Percentage of Improved Services (%)</th>
<th>11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)</th>
<th>12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)</th>
<th>13. LCFF Carryover — Percentage (12 divided by 9)</th>
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<tr>
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<td>$407,643.00</td>
<td>0.00%</td>
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<td>$0.00</td>
<td>0.00%</td>
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</tbody>
</table>


Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (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 aspects of the LCAP template 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, 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]).
  
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary
Purpose

2022-23 Local Control Accountability Plan for Guerneville Elementary (District and Charter)
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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

**Requirements and Instructions**

**General Information** – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA’s LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year’s LCAP.

**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**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: 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**: 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE’s website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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 services
• Determination of effectiveness of the specific actions to achieve the goal
• Determination of material differences in expenditures
• Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
• Determination 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 should 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 should 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.

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.

• 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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.
Focus Goal(s)

**Goal 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.

**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.

Broad Goal

**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.

**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

**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.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at [https://www.cde.ca.gov/fg/aa/lc/](https://www.cde.ca.gov/fg/aa/lc/).

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated
Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description**: Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at [https://www.cde.ca.gov/fg/aa/lc/](https://www.cde.ca.gov/fg/aa/lc/).

- **Low-performing school(s) goal requirement**: A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description**: Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

**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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.
Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.
<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for Year 3 (2023–24)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter information in this box when completing the LCAP for 2021–22.</td>
<td>Enter information in this box when completing the LCAP for 2021–22.</td>
<td>Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2024–25. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.</td>
</tr>
</tbody>
</table>

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 self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

**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.

**Goal Analysis:**

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

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

- 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.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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.

- 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.

**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 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.

**Requirements and Instructions**

*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 low income, foster youth, and English learner students.
**Projected Additional LCFF Concentration Grant (15 percent):** 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 LEAs 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:**

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

**Unduplicated Percentage > 55 percent**: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

**Unduplicated Percentage < 55 percent**: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions are the most effective use of the funds to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:
School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40 percent or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

  See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants**: Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type “No” if the action is not included as contributing to meeting the increased or improved services.

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).

  o **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.

• **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.

  o 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 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 Service 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 the LEA estimates it will actually receive 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 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
• 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)
  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

• 5. Total Planned Percentage of Improved Services
  o 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)
  o 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
  o 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)
  o 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 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

• 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

• 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
13. LCFF Carryover — Percentage (12 divided by 9)

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

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