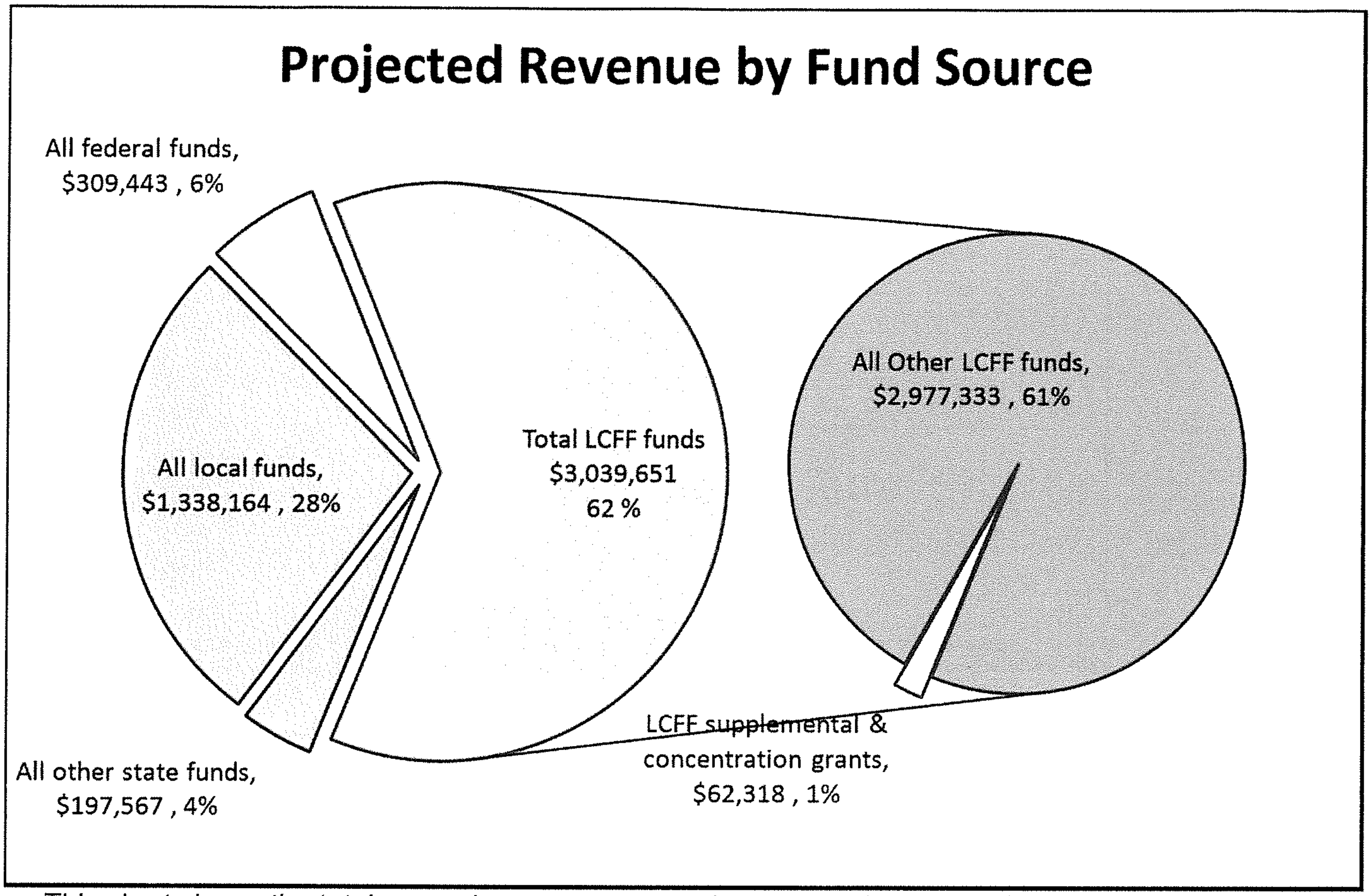
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lagunitas Elementary School District
CDS Code: 21653590000000
School Year: 2023-24
LEA contact information:
Laura Shain
Superintendent/Principal
lshain@lagunitas.org
(415) 488-4118

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 2023-24 School Year

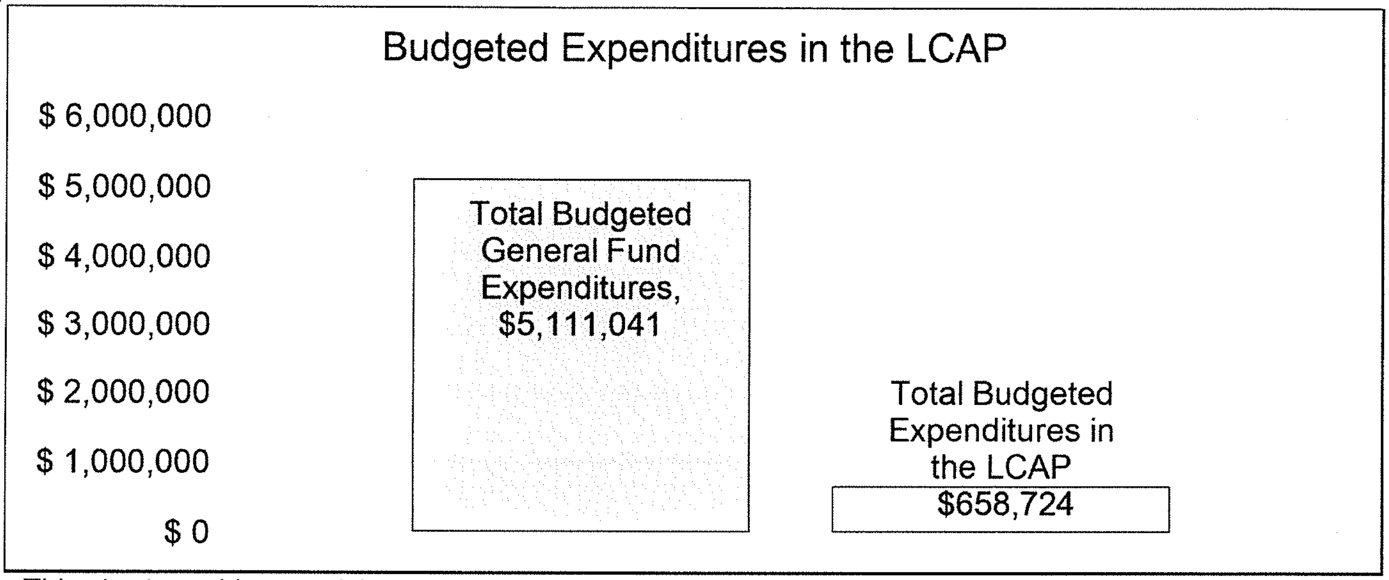


This chart shows the total general purpose revenue Lagunitas Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lagunitas Elementary School District is $4,884,825, of which $3,039,651 is Local Control Funding Formula (LCFF), $197,567 is other state funds, $1,338,164 is local funds, and $309,443 is federal funds. Of the $3,039,651 in LCFF Funds, $62,318 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 Lagunitas Elementary School District plans to spend for 2023-24. 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: Lagunitas Elementary School District plans to spend $5,111,041 for the 2023-24 school year. Of that amount, $658,724 is tied to actions/services in the LCAP and $4,452,317 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

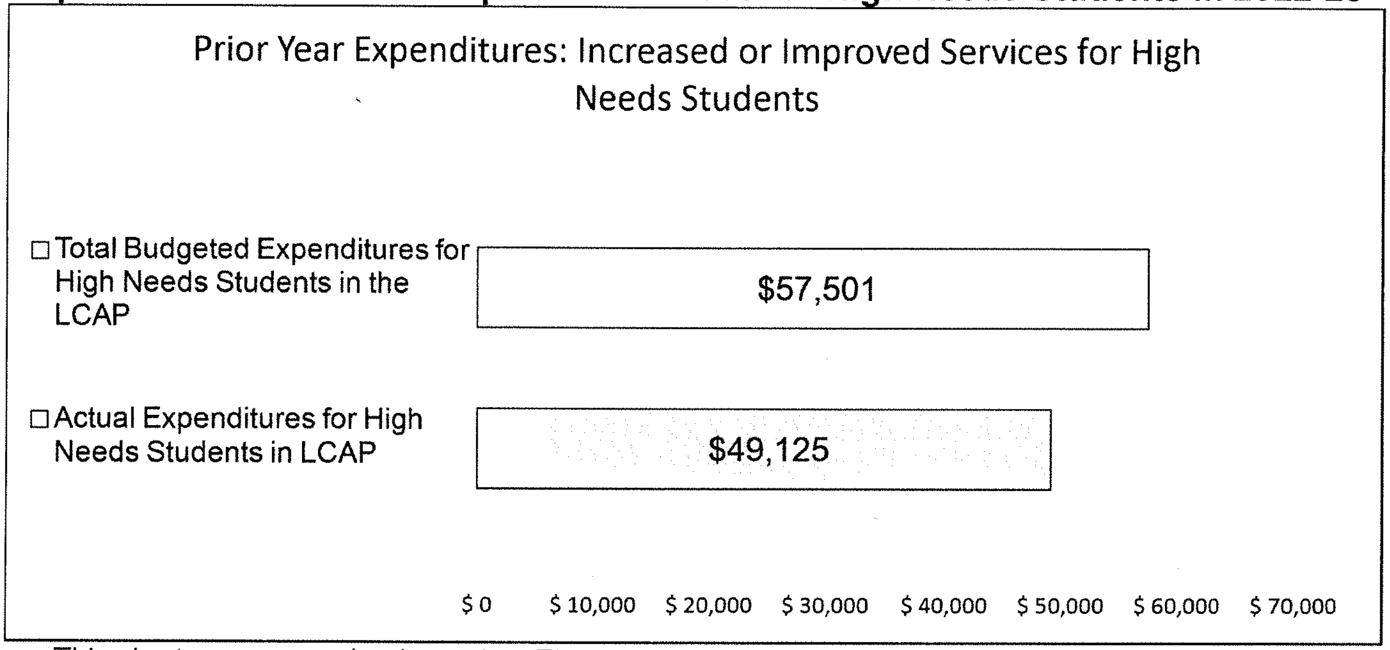
General Fund budget expenditures not shown in the LCAP are general operating costs such as contracts with service providers. Salaries and benefits for administrators, managers, non-academic support staff, and substitutes are also not a part of the plan. Finally, contributions to other funds and state entries for STRS on-behalf are not included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Lagunitas Elementary School District is projecting it will receive $62,318 based on the enrollment of foster youth, English learner, and low-income students. Lagunitas Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lagunitas Elementary School District plans to spend $104,974 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 2022-23

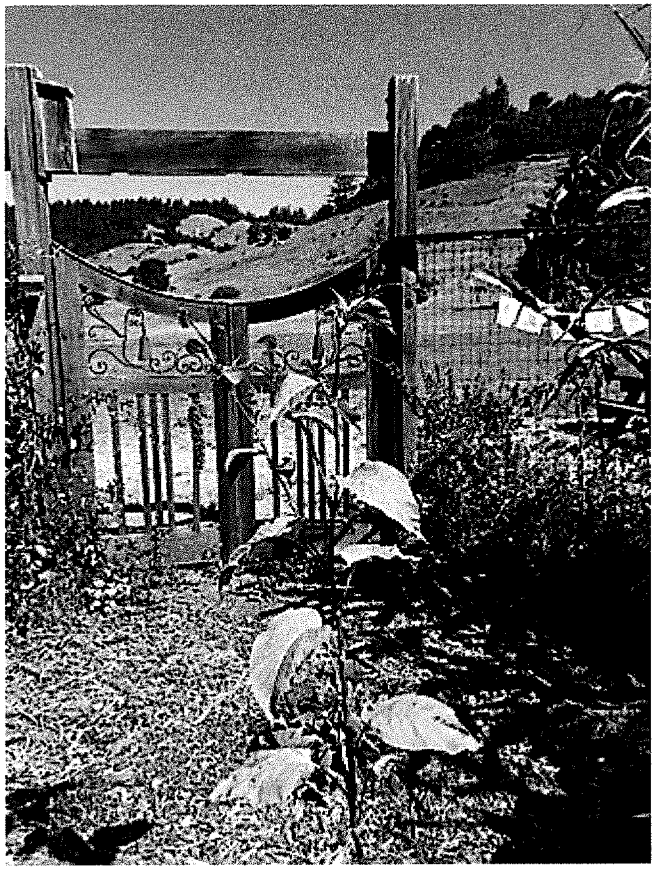


This chart compares what Lagunitas Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Lagunitas Elementary School District estimates it has spent on actions and services that contribute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

The text description of the above chart is as follows: In 2022-23, Lagunitas Elementary School District's LCAP budgeted $57,501 for planned actions to increase or improve services for high needs students. Lagunitas Elementary School District actually spent $49,125 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $-8,376 had the following impact on Lagunitas Elementary School District's ability to increase or improve services for high needs students:

The anticipated expenditures for counseling support was reallocated to one-time related funds. The district added services related to extra support for high needs services in a systematic intervention program.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lagunitas Elementary School District	Laura Shain Superintendent/Principal	www.lagunitas.org (415) 488-4118

Plan Summary [2023-24]

General Information

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

2023-2024 - The Lagunitas School District serves children and families of the San Geronimo Valley on a picturesque semi-rural 25 acre campus in Marin County. The campus contains an elementary school program with students from transitional kindergarten through fifth grade and a middle school program with students from sixth through eighth grade. Our studnets come from diverse social, cultural and economic background and they all enjoy a school that prioritizes learning and emotional well-being.

The District's unique, alternative approaches and choice of elementary programs have attracted families for whom traditional schooling was not a strong desire. Over the years the LEA has offered as many as five alternative programs including the most recent Montessori and Open Classroom programs. This year in response to a smaller enrollment and the desire to unite students, families, and staff, we are bringing all our elementary students together into one program on the San Geronimo School campus. This new program includes the important pillars of both recent programs with additional elements reflecting current educational priorities.

Excitement is energizing our school community as we build an elementary program together that continues to offer student choice, autonomy, environmental studies, enrichment, parent involvement, and underlying focus on social emotional growth. By joining together we are able to increase our enrichment opportunities with more art, music, garden, and library experiences. New offerings will include a maker space for all our students and a library/media center for our middle school students. With staff working together under one roof we are poised to articulate our academic curriculum and goals for student achievement more clearly and support teacher collaboration in project-based learning.

Our partnership with the San Geronimo Valley Community Center remains strong and we are embracing the community school concept as we recognize the depth and strength of our current shared support of families and students. Our School Board agreed that we will be known as the Lagunitas Community School as we continue to grow our community partnerships and celebrate the ways we support the whole child with an integrated approach before, during, and after school that includes the entire family.

A year ago we looked to our roots in order to flourish given the new landscape of schooling post-Covid. Our roots are indeed strong and we have grown a strong new limb. Though the transition was in some ways unexpected and in all ways dramatic, we are working and creating our vision together. Beautiful buds are sprouting and we look forward to a joyful new year at Lagunitas.

2022-2023 -The Lagunitas School District is in transition as the response to the COVID-19 Pandemic becomes less urgent. Readers of earlier Lagunitas LCAPs will notice that even the classic description of the LEA that has served us so well (with minor modifications) over the last 9 years has been updated to reflect a school at the intersection of rich history and a progressive future.

The Lagunitas School District serves the children of the San Geronimo Valley, on a picturesque semi-rural 25 acre campus in Marin County. The campus contains three school programs on two campuses, the Montessori and Open Classroom programs for grades TK- 5 (with an option for grade 6 if families so choose) and the Middle School where 6-8 grade students learn together before moving on to high school. Our students come from diverse social, cultural and economic backgrounds and all of them enjoy a school whose first priority is their learning and emotional health.

For decades the school's unique alternative programs and progressive ethos have attracted families for whom traditional schooling was not a strong desire. Over the years the LEA has offered as many as 5 alternative programs including Waldorf, Academics and Enrichment and Back to Basics along with its existing programs.

As community demographics have changed and as the population of school-aged children has declined, the programs have remained strong but have had to decrease in size. The Pandemic had an especially damaging effect on enrollment as the school was the last in the county to re-open for in-person learning in the spring of 2021. Staffing changes including leaves, resignations, dismissals and retirements have brought new challenges to the LEA and there is anxiety about the possible loss of institutional memory.

However, district leaders and many parents view 2022-2023 as an opportunity for rebirth and for program evolution that will continue to embrace progressive values while welcoming new ideas. Our students are still the main focus and the 21-22 school year brought a sense of joy along with worry about the future. Cross-program collaboration was stronger than ever and a new spirit of cooperation and collaboration among parent groups seems to be growing. The District's Long Range Plan (The foundation for this LCAP) was approved after three years of exhaustive community input.

If the roots are strong, the plant will flourish and the metaphorical roots of the Lagunitas School District are strong indeed. The LCAP for 2022-2023 will show a more coordinated effort toward student academic achievement along with the classic Lagunitas commitment to student choice and emotional growth.

Reflections: Successes

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

2023-2024 - The California School Dashboard reflects scores from standardized tests, absenteeism and suspension rates, English Learner progress, curricular, instructional materials and facilities data, family engagement and local climate survey results, and student access to a Broad Course of Study. The current Dashboard results reflect the academic performance of the 2021-2022 school year and can't be considered an accurate report of student achievement at Lagunitas due to the high percentage of opt-outs, the school culture of skepticism toward standardized testing, and the particular technology interface skills needed to maneuver through the tests.

In class formal and informal reading assessment continued this year to monitor student progress toward independent reading. All elementary classes used a data-based reading assessment that is used to determine student achievement with an approximate grade level indicator. With the Fountas and Pinnell reading assessment, along with informal teacher assessments, staff gains an objective understanding of student progress in this critical area. This data provides a reference point to determine student achievement of grade-level competence by third grade (a key indicator for future academic success in all areas and an equity goal) and importantly signals the need for intervention for students who need more support with learning to read. Considerable progress was also made in utilizing an effective research-based reading intervention program and training aides to work with small groups and individual students using these supports.

The LEA's success in ensuring grade level placement after graduation (9th grade) continued. This indicates that the LEA's strategy of providing robust conceptual math instruction in grades TK-5 combined with strong traditional instruction needed for placement in a traditional high school math program was successful. Grade level (or higher) placement in the local high school is expected to remain robust. (Data for 22-23 was not available at the time of Board approval.)

The social/emotional health of its students continues to be a primary focus along with the academic priorities. We contract with Child Therapy Institute of Marin for two school counselors who schedule weekly meetings with students referred by teachers and parents. Our successful Team Time program continues to bring students together in multi-age groups each month with 7th grade student leaders. Teams were formed with students from TK through 8th grade with students participating in activities that allowed for authentic opportunities for leadership, social support, and fun. "Team Time" ran with minimal adult input, giving students an authentic opportunity to work and play together and build positive relationships. Our middle school leadership electives gives our 8th grade students a place to make decisions and plans that impact the school. The 8th grade students also all individually practice leadership with "Change Projects" where they select a need in the community and create a project where results are measurable. The San Geronimo Valley Community Center supports our middle school students with a Wellness Center during lunch recess and leads a group of peer leaders through the county office Student Wellness Ambassador Program (SWAP). All our students participate in engaging and active physical education classes that utilize the trails and hillsides near our campus. The "Zones of Regulation" curriculum is used within classrooms to foster self-regulation and emotional control with a district-wide vocabulary and approach. Conflict management and social learning opportunities are important at Lagunitas and all staff value the importance of students' social interactions and relationships with one another and with adults at school.

2022-2023 - Due to the COVID-19 pandemic, the California School Dashboard was not updated by the state. Thus, the successes and needs reported here are based on local data.

All district programs adopted a data-based reading assessment that could be used to determine student achievement with an approximate grade level indicator. Using the Fountas and Pinnell reading assessment, staff could gain an objective understanding of student progress in this critical area. While subjective teacher assessments (which can be helpful but are less reliable) were still used, objective data provided a reference point to determine student achievement of grade-level competence by third grade (a key indicator for future academic success in all areas) and more importantly for providing intervention for students who need more help.

The LEA's success in ensuring grade level placement after graduation (9th grade) continued. This indicates that the LEA's strategy of providing robust conceptual math instruction in grades TK-5 combined with strong traditional instruction needed for placement in a traditional high school math program was successful. Grade level (or higher) placement in the local high school is expected to remain robust. (Data for 22-23 was not available at the time of Board approval.)

Success in those two key academic areas is important but it would not have the positive impact we desire were it not for the LEA's commitment to social/emotional health of its students. As the pandemic response was amended over the year, the LEA implemented practices to help students re-build resilience,confidence and pro-social habits. This was the Lagunitas School District's defining quality before the pandemic and an earnest effort to reclaim it was underway right from the start of the year. One noteworthy measure was the implementation of a new physical education/ outdoor learning/ team building program. The LEA added a credentialed PE teacher to create a team with a specialist who has a substantial ability to encourage teamwork and ethics. The most noticeable benefit of this new partnership was all teachers and staff coalescing to support a multi-grade, cross-program, student-run program. Teams were formed with students from TK through 8th grade with students participating in activities that allowed for authentic opportunities for leadership, social support, and fun. "Team Time" ran with minimal adult input, giving students an authentic opportunity to work and play together and build positive relationships. Additionally, the LEA continued to provide a robust counseling program and collaborated with the San Geronimo Valley Community Center to provide additional support services.

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.

2023-2024 - The LEA is facing a challenge similar to many other schools nationwide. Our chronic absenteeism and tardy rates are very high. We are addressing this issue with a variety of approaches including improved student-focused options during the day including recess and by addressing student anxiety through our counseling and social emotional support strategies. Through our Wellness Committee and policy, we plan to include more instruction on digital citizenship to counter the harmful impact of too much social media for our middle school students. We meet with families to determine root causes of absenteeism and provide support to families in order to change patterns that interfere with regular school attendance. By uniting our two elementary programs in the coming year, our students will have a more robust social and learning group within their classrooms. This provides greater opportunity for friendship and an enriched, more diverse learning environment. These connections will most likely spill over to families as parents join together in one elementary parent group and new friendships are formed involving students and parents.

At Lagunitas, our English Learner population is relatively small yet we are determined to better meet their learning needs. Through increased staff training and District prioritizing, we will improve service to our English Learner student population in order to increase their language acquisition and proficiency.

The LEA has plans to implement math assessments in the elementary program in order to identify students who need tier 2 supports (general education supports) in order to make adequate progress and prepare for the next grade level.

2022-2023 - The LEA is also facing a cultural challenge that is difficult to define. At this pivotal point in the LEA's history, there is palpable anxiety on the part of community members who hold fond memories of the vibrancy of the TK-5th grade programs before the pandemic when enrollment was higher and when institutional memory was stronger. Parent participation and enthusiasm are satisfactory but lower enrollment coupled with families matriculating through the grades has created a notable gap that must be filled by a parent and teacher community that feels a sense of passion for program values. This set of circumstances impacts other elements of the LEA's actions such as hiring and retention of staff and balancing a cultural ethos that is dear to many but that may not be valued by families new to the district.

The LEA should implement a systematic method for tracking reading levels across programs in grades K-5. This is a goal in the Long Range Plan and will be implemented in the Fall of 2023 after the first cycle of reading assessments has been completed. The challenge in this area is not in implementing the assessment but rather in gathering data in a way that can inform further interventions. The LEA's specific response to this challenge can be found in the LCAP under Goal 1, Action 1.

LCAP Highlights

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

2023-2024 - We focused our efforts this past year on improving the academic and social emotional well-being of our students. We expanded the school hours of our Transitional Kindergarten (TK) students and our Kindergarten students to full-day. In response to parent and teacher input, we contracted with staff from the San Geronimo Valley Community Center for afternoon support of our TK and kindergarten students in order for the teacher to provide direct literacy instruction to our first grade students, including English Learners. After much discussion and community input, our Board voted to combine our two separate elementary programs into one that will combine the important elements of the two. With this major overhaul of our approach we are fine-tuning our academic approach by selecting robust curriculum, determining best assessment and reporting practices, and participating in the Buck Institute's Project-Based Learning (PBL) professional development series. We continued to make significant progress in improving our identification of and service to students needing support in our reading intervention program. Our teaching, support, and enrichment staff brought back all the active in-person activities of school that our students missed during the distance learning and required Covid-related protocols in place in recent years. Students at all grade levels participated in many field trips including community bonding backpacking, outdoor education, art and film, sailing, and even flew to Georgia and Alabama on the equity and activism trip as a culminating experience for their graduating year. We resurfaced our sports field, reinvigorated our after-school sports program, added fresh menu menu items for lunch, and began a breakfast program. Our garden program is thriving, our library program is flourishing, and our parent community is engaged and generous with their time and effort.

2022-2023 - The casual observer of the LCAP, the person looking for an accurate soundbite rather than the full-blown details of planning, implementation and state compliance should begin (and perhaps end) their LCAP journey in this section. The 2021-2022 school year brought significant progress in 3 important areas: (1) The implementation of a uniform reading assessment across the district to ensure grade level proficiency by third grade. (2) A commitment to standards-aligned math instruction and assessment in grades K-5 , (3) A systematic intervention program including additional staff to provide support for students who are not meeting standards. In addition, the LEA has strengthened its outdoor learning/social-emotional program by implementing physical education and team building activities across programs, grade levels and campuses. All of these areas show progress and all provide opportunities for improvement in the coming year. Those opportunities include strengthening accountability in academic areas and improving unity throughout the LEA.

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.

Neither of the LEA schools is eligible for Comprehensive Support and Improvement.

Support for Identified Schools

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

This section intentionally left blank.

Monitoring and Evaluating Effectiveness

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

This section intentionally left blank.

Engaging Educational Partners

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

2023-2024 - The culture of our district encourages engagement from teachers, staff, parents, students, and community partners. The process for engagement with educational partners during the 2022-2023 school year in consideration for finalizing the LCAP was a mix of routine and reflecting the unique dynamics of the year. The LCAP was an agenda item on many School Board meetings. During these meetings parents and community partners provided input on the LCAP and on the Long Range Plan that has a great impact on our LCAP. Parent feedback was also gathered at monthly parent group meetings this past year in Middle School, Montessori, and the Open Classroom.

We spent considerable time this year discussing the branding and mission statement of the Lagunitas School District. Parents responded to a survey about the school where they provided input on academics, enrichment, social emotional health, physical education, and all other aspects of the District that were of interest or concern. Our parent-led Equity and Anti-Racism group took a particular interest in our LCAP this year. The group facilitator met with the Superintendent, learned about the LCAP, and provided valuable feedback on our approaches to engaging and supporting English Learners, Foster Youth, and Low Income students and families.

Our Parent Advisory Council reviewed our LCAP and provided feedback. The Superintendent/Principal met with the student Leadership elective group to present and obtain input on the LCAP. The students shared their experiences through the years. Their input supports our use of aides and the support our Special Education students receive. They especially appreciated working in small groups or individually with an aide and suggested including aide support in the middle school science class next year.

Both our bargaining units, the LTA and the CSEA, worked closely with the administration and Board this past year. Their insights are always particularly valuable as they do the direct work with students and are in the unique position of seeing immediate and longer term outcomes. Our LCAP reflects their engagement as well as the involvement of our specialists.

We collaborate often and closely with our community partners, especially the San Geronimo Valley Community Center. Representatives from the Center attend all our Board meetings and provide a monthly report at the meetings. We often consult with the Center staff on our shared programs and utilize their services for language translation and as a family liaison for English Learner families and low income families.

Our LCAP reflects much input from all our school community including our small but mighty administrative and confidential team, our Marin County Office of Education business service and SELPA teams, and our School Board. All our educational partners at Lagunitas are dedicated, engaged, and work together for the best school experience for our remarkable students!

2022-2023 - Use much of the engagement that you had around the school merging in here.

The process for engagement with educational partners in preparation for the 22-23 LCAP evolved over the course of several months as pandemic conditions changed. The Board of Trustees made a somewhat controversial decision in late 2020-2021 to begin discussing the

LCAP formally at board meetings. A standing agenda item was added (titled Long Range Planning in lieu of the term LCAP which we believe was a less compelling title likely to discourage participation.)

As pandemic rules became less restrictive (and then again more restrictive at the start of the 22-23 school year) conversations about the LCAP rather than COVID- specific short term plans became easier to facilitate. By the fall of 21-22, systematic steps to continue planning that had begun before the pandemic were in place. Though the engagement process was not as urgent, frequent or COVID-focused as it had been the previous year, it was approached with sincerity and felt like a return to normal.

The Governance team conducted a thorough review of the whole plan and developed a user-friendly Long Range Plan document that could be used to populate the LCAP's required fields without dragging stakeholders through the LCAP template itself, a process that has yielded confusion, misunderstanding and frustration in the past.

The Board gave tentative approval to the document and directed the Superintendent to gather feedback from teachers and classified staff. Both groups met twice to consider high-interest elements of the LCAP. The final user-friendly version of the plan was presented publicly for open discussion at two Board meetings (study sessions). Those sessions were held during the Omicron surge so participation was not as robust as we would have liked. However, because teacher and classified feedback sessions were held during the work day, participation was excellent.

In December, the Board approved a final draft to be used to complete the LCAP template and scheduled a community forum for final review. That event had to be postponed until April of 2022 due to COVID surges in the winter and the hope of holding a capstone event in person. The event was well attended by parents, staff, students, and community members.

The LEA features three distinct parent advisory groups: Open Classroom, Montessori, and Middle School. Each of those groups had the opportunity to consider LCAP goals and actions as part of the Long Range Planning process and members of all three gathered in two community forums noted above. In addition, the site council reviewed the LCAP prior to Board consideration.

As noted above, students participated in community forums and were represented by their parents throughout the process. The school administration thought direct consultation with younger students, many of whom have not developed abstract thinking skills, would be viewed as developmentally inappropriate. More precocious students, even those who might be able to participate in the debate over the application of platonic modeling over empirical practice might struggle to rectify the “map” of the LCAP with the “terrain” of their actual experience during the school day.

The LEA was fortunate to have direct access to the SELPA for review of every draft of the LCAP. One member of the SELPA's Operational Steering Committee (OSC) personally reviewed every section of the document. Though he remained puzzled as to the need for SELPA input, he was able to share with the SELPA's governing body any concerns or commendations that might have arisen.

Both Bargaining Units were given ample opportunity to consider all information that went into the LCAP. This took place in the form of community forums and in meetings reserved for staff members in both the classified and certificated units.

Members of ELAC attended forums as well and were included at every step in the process.

At the risk of being redundant, several staff meetings were convened to discuss the LCAP. As a small LEA, the line between a bargaining unit meeting, a staff meeting and a larger forum can be a little blurry. But evidence provided at the final community forum (wherein teachers discussed Long Range Planning data that was included in the LCAP) showed robust participation.

A summary of the feedback provided by specific educational partners.

The feedback provided by educational partners was mostly positive and supportive of goals and action steps, if it had been otherwise, we would have amended the document. (What's the point of feedback if one is not prepared to make changes after receiving it?) Of course, as in any multi-stakeholder process some unpopular, controversial, even bizarre input and suggestions were offered and not included.

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

The imprimatur of the stakeholder groups can be felt throughout the "L"CAP. Though their accession was not universal in every regard and may not exist at all in sections made substantially redundant by the required state template (such as in this section which more or less summarizes the preceding one). Consensus was achieved in the desire to improve consistency in assessment especially in reading and math, the need for social-emotional growth including that which might be provided by spending more time outside "in nature." All of this and more can be found in the pages of the 2021-2024 "L"CAP. Enjoy.

Goals and Actions

Goal

Goal #	Description
1	2023-2024 - Broadened: Student Achievement- Ensure that all students have access to standards-based curriculum in English Language Arts and Mathematics, with a focus on narrowing the achievement gap for English Learners, low-income students and students with exceptional needs. 2023-2024 - Ensure that all students understand standards based math principles at the appropriate grade level at a conceptual level and are prepared for middle school math in terms of standard problem solving skills and underlying concepts. (prior Goal 2) 2023-2024 - Implement a tier-2 academic intervention system in reading and math. (prior goal 3) 2023-2024 - Improve services and outcomes for English Language Learners. (prior goal 5) 2022-2023 - Modified to include updated focus of goal (moving goal and action from Goal 2) Implement a standards-based curriculum and reliable assessment system in reading in grades Kindergarten- Grade 5. Ensure that all students understand standards-based math principles at the appropriate grade level at a conceptual level and are prepared for middle school math in terms of standard problem solving skills and underlying concepts.

An explanation of why the LEA has developed this goal.

2023-2024 - Goal broadened to focus on overarching student achievement within one goal. The LEA combined the two elementary programs into one for the 2023-2024 year and beyond. While teacher and student autonomy will continue to be a guiding principle, our one elementary program will provide more consistent and cohesive curricular approaches.

2022-2023 - The LEA houses 2 alternative K-5 programs, Montessori and the Open Classroom. Throughout the years, each program has had autonomy at the classroom level in the selection of reading programs and/ or lessons. Though many methods for teaching reading have been used, a current, research-based program has not been implemented consistently. Moreover, reading and math assessments have not been conducted in a way that could be expected to yield valid, reliable results across grade levels or programs. Thus it was not always possible to share achievement data between grades and programs nor to determine with confidence which students were mastering reading skills in a timely manner and which would need additional support.

The Implementation of reading and math programs and related assessment systems would allow staff to identify students for intervention, especially before the critical grade 3 level for reading and before middle school so that they would achieve grade-level proficiency (Algebra 1 or higher) before entering high school. .

This concept is particularly important in addressing the needs of historically marginalized groups who might suffer learning deficits if the LEA maintains a system that might include inconsistent, subjective assessments and (potentially misguided) predictions of future progress.

The Implementation of math programs and related assessment systems would allow staff to identify students for intervention It should be noted that the middle school math program has been extremely successful for the last 3 years in ensuring grade level proficiency by 9th grade. Deeper conceptual understanding (not emphasized in high school math programs) should support mastery in middle school and long-term success in math after graduation from 8th grade.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Verification that all students in grades K-3 have participated in a valid and reliable reading assessment. Verification that students above grade 3 who were assessed to be below grade level on the same assessment participated in the same assessment. (Local - 2)	A small but unknown number of students have had access to the LEA's reading assessment tool during the 20-21 school year.	21-22 100% of students participated in reading assessment.	22-23 100% of students participated in Fountas & Pinnell reading assessment.		All students in grades Kindergarten- 5 are at grade level in reading by the end of 2024.
Teachers will be appropriately assigned and fully	92% of Lagunitas staff are appropriately	100% teachers are appropriately assigned.	22-23 One teacher is on a short-term permit		100% of teachers will be fully credentialed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
credentialed in their subject areas to the pupils they are teaching	assigned and fully credentialed.		while enrolled in a teaching credential program.		and appropriately assigned
All students will have access to standards aligned materials	All students have access to standards aligned materials	All students have access to standards aligned materials	22-23 All students have access to standards aligned materials.		All staff will teacher to the standards and students will have access throughout the day.
School facilities will be in good repair	Status of the FIT - check the SARC	FIT report reflects facilities are generally in good repair. However improvements should be made to outdoor areas including the lower campus playground, blacktop and soccer field.	22-23 Work undertaken on roof repairs, field renovation, gym flooring, heating system, blacktop, and playground areas.		All Lagunitas facilities will maintain good to excellent condition.
Implementation of a standards-based math program and assessment system in grades Kindergarten-5. (Local -2)	Math programs and lessons but are not consistent from class to class.	Math instruction and materials are aligned with state standards but curriculum varies and a shared assessment is not in place.	22-23 Math instruction and materials are aligned with state standards but curriculum varies and a shared assessment is not in place. Middle School math program is aligned with local high school.		Full implementation of math programs K-5 and all students achieving grade level proficiency by grade 6. All students testing into grade level math or higher when they begin high school.
Results from local and state assessments in	Baseline data will be available in 2022.	Baseline data from 2021 was based only on state test scores.	Baseline data from 2022 was based only on state test scores.		The LEA will feature an intervention system that serves

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
math and language arts.		6% of student who participated in testing did not meet standards in English Language Arts or math.	?% of student who participated in testing did not meet standards in English Language Arts or math.		approximately 10% of students ensuring grade level achievement in math and language arts each year. Students will be at grade level at the end of each academic year.
Placement in 9th grade math (post graduation from the LEA)	90% + students placed in grade level math in 9th grade	Results are forthcoming - anticipated by September 2023	Results are forthcoming - anticipated by September 2023		All exiting 8th grade students will enter into grade 9 math courses.
ELPAC test results	ELPAC results were not available at the time of LCAP approval.	ELPAC results show progress for three out of six EL students at Levels 2 - 4. One student remains at Level 1. Two students are first year testers at Level 1.	ELPAC results show just slight improvement or little growth for four out of six EL students at Levels 1 - 3 out of 4. Two students show growth or continuity at Level 4 out of 4.		Professional development will address supporting English Learners through training and consultation. Students will show improvement in all areas of the ELPAC - Oral Language and Written Language.
Number of EL students receiving intervention (Tier 2)	Program to begin in 2021-2022	5 out of a total of 8 EL students participated in Tier 2 intervention. Correlation not possible to determine in year 1.	How many students (EL, FY or SED) received intervention - this was increased/enhanced to include all		Eligible students will be able to receive Tier 2 intervention support throughout their school day as needed.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			unduplicated students - any student that is not special education that received support 5 English learners and __ socioeconomically disadvantaged students received support		
Access to EL outreach coordinator	Baseline to be established in 2021-2022	100% of EL students had access to outreach coordinator.	100% of EL students had access to outreach coordinator.		100% of EL students had access to outreach coordinator.
Reclassification Rate	Need baseline from Dashboard - update	Data not available.	0 students were reclassified in 22-23		Maintain a consistent rate of reclassification for English Learners

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Verify staff readiness for reading assessment	Ensure that all K-6 teachers have the tools and training necessary to administer the Fountas & Pinnell reading assessment that was purchased in 2019-2020. Modified - Changed student group from EL,FY,LI to All	$4,818.00	No
1.2	Ensure Both elementary programs are using a research based reading program.	Confirm that all K-6 certificated staff are using the Reader's Workshop program the LEA purchased in 2019-2020. Ensure that outdated, out-of-print and obsolete reading instructional practices are not being used to supplement instruction.	$2,400.00	No

Action #	Title	Description	Total Funds	Contributing
		Modified - Changed student group from EL,FY,LI to All		
1.3	Train support staff	Provide training in Fountas & Pinnell assessments and Readers' Workshop for Paraeducators: RSP Assistants, Intervention Aides and Program Aides. This professional development is targeted at those students who traditionally underperform	$4,600.00	No
1.4	Research and adopt a math curriculum/ program and assessment system for each school.	Administration and teachers will review existing math programs in grades K-5 and collaborate in selecting a program or curriculum that focuses on conceptual understanding and is consistent with state standards.	$8,926.00	No
1.5	Adopt a math assessment system for grades K-5	Administration and teachers will collaborate to select an assessment system that corresponds to the curriculum/ program described above in Action Step 1. This action step may be covered in Action Step 1 if the curriculum/ program selected comes with built-in assessment tools. The system will include formative assessments that will enable teachers to determine progress approximately every 3 weeks.	$8,926.00	No
1.6	Train certificated staff and paraeducators in instruction and assessment in math.	Provide on-site, remote or on-line training for all staff who will be instructing supporting and assessing students in grades K-5 in math.	$6,250.00	No
1.7	Use local assessment data to determine eligibility for Tier 2 intervention (prior 3.1)	Throughout the year, students who need extra help (based on local assessments in math and English language arts will be selected for the Tier 2 intervention program.	$4,000.00	No
1.8	Employ Intervention Aides (prior 3.2)	2022-2023 - continue with modification	$125,508.00	No

Action #	Title	Description	Total Funds	Contributing
		Maintain paraeducators to work under the direction of the Principal and the Learning Specialist to provide extra help for students in a systematic intervention program that does not remove students from Tier 1 (regular classroom) instruction. Modified - Changed student groups from EL,LI,FY to All due to action being fully funded by state resources per LCAP spending regulations.		
1.9	Provide training for Intervention Aides (prior 3.3)	Provide training in math and language arts curriculum and assessment methods for all paraeducators (RSP Assistants, Intervention Aides, and Classroom Aides).	$5,400.00	No
1.10	Ensure all teachers and support staff are aware of students' EL status. (prior 5.1)	2022-2023 - modify At the beginning of the year, all teachers and paraeducators will confirm receipt of current information about the status of English language learners to develop appropriate strategies for instruction.		
1.11	Contract with an ELL Coordinator (prior 5.2)	The LEA will continue to partner with the San Geronimo Valley Community Center to secure the services of an ELL outreach coordinator who will conduct ELPAC testing, update staff and serve as a liaison/advocate for families of ELL students.	$3,500.00	Yes
1.12	Contract with a Technology Integration Specialist (prior 5.3)	The LEA plans to contract with a specialist who can assist teachers in using new tools to meet the need of students with Individualized Education Plans (IEPs), second language mastery and who face challenges in home access to instructional technology. Modified - Changed to Not Contributing	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.13	Contract with Library Consultant to increase access to materials and information for students and staff. (prior 5.4)	The LEA perceives a need to update its school libraries to increase the number of books and other media that are easily available to English language learners. Modified - Changed to Not Contributing	$14,000.00	No
1.14	Employ Intervention Aides and Teacher - Time Dedicated to EL, FY, SED (New Action)	Maintain paraeducators and 1 Teacher to work under the direction of the Principal and the Learning Specialist to provide extra help for students in a systematic intervention program that does not remove students from Tier 1 (regular classroom) instruction. The service in this action is dedicated to our unduplicated students based on the our ratio of unduplicated students. New Action	$52,474.00	Yes

Goal Analysis [2022-23]

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.

We were unable to research and adopt a math program or assessment system as mentioned in action 1.4 and 1.5. We were also unable to provide training for math instruction and assessment for 1.6. Our focus this year was on reading instruction with new elementary teachers. With our combined elementary program planned for next year, we have already agreed to use consistent math curriculum in order to focus coordinated training on all teachers and create an assessment system and schedule.

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.

Action 1.4, 1.5, and 1.6 were not completed. All costs associated with these actions were removed in the annual update.

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

Contracted with a reading curriculum coach and purchased reading curriculum for elementary grades. Coaching was especially directed toward new teacher who is working on completing a teaching credential program and another who was a long-term substitute. Other credentialed teachers also received coaching and new standards-aligned reading curriculum.

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 changes to 2022-2023. In 2023-2024 we are combining previous goals 1, 2, 3, and 5 into a broadened academic goal for goal 1.

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

Goals and Actions

Goal

Goal #	Description
2	2023 - 2024 - Student Wellness and Safety- Increase student self-advocacy and belonging, social-emotional well-being, and physical health. Former Goal 2 will be combined with goal 1 in 2022-2023. 2022-2023 - This math goal was incorporated into goal 1. Ensure that all students understand standards based math principles at the appropriate grade level at a conceptual level and are prepared for middle school math in terms of standard problem solving skills and underlying concepts.

An explanation of why the LEA has developed this goal.

The LEA houses 2 unique alternative K-5 programs, Montessori and the Open Classroom. Throughout the years, each program has had autonomy at the classroom level in the selection of math programs and/ or lessons. Though many methods for teaching reading have been used, a current, research-based program has not been implemented consistently. Moreover, math assessment has not been conducted in a way that could be expected to yield valid, reliable results across grade levels or programs before grade 6.

Thus it was not always possible to share achievement data between grades and programs nor to determine with confidence which students were mastering math concepts and skills in a timely manner and which would need additional support.

The Implementation of math programs and related assessment systems would allow staff to identify students for intervention before middle school so that they would achieve grade level proficiency (Algebra 1 or higher) before entering high school. It should be noted that the middle school math program has been extremely successful for the last 3 years in ensuring grade level proficiency by 9th grade. Deeper conceptual understanding (not emphasized in high school math programs) should support mastery in middle school and long term success in math after graduation from 8th grade.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of a standards-based math program and assessment system in grades Kindergarten-5. (Local -2)	Math programs and lessons are not consistent from class to class.	No progress made in 21-22	2022-2023 - 100% of our students were taught with a standards-based math program. We do not have a math assessment system selected yet.		Full implementation of math programs K-5 and all students achieving grade level proficiency by grade 6. All students testing into grade level math or higher when they begin high school.
Student access to counseling services (Local) (prior goal 4)	10% of students participate in on-site counseling.	22% of students participated in on-site counseling (all had access).	18.3% of students participated in on-site counseling (all had access)		100% of students will report that they have access to counseling if needed.
Participation in garden/sustainability program in grades K-5.(prior goal 4)	In 2020-2021 it was not clear how many students were able to access the garden at any point in the year.	100% of students K-5 participate in the garden program.	100% of students K-5 participate in the garden program.		100% of students will participate in the garden/sustainability program.
Number of Middle School students accessing a "Wellness Center" or other space provided for mindfulness/relaxation. (prior goal 4)	The "Wellness Center" was not used during the pandemic and the program was put on hold.	20% of students grade 6-8 access the Wellness Centers.	20% of students grade 6-8 access the Wellness Centers.		All students in grades 6-8 will report that they had access to a safe space for mindfulness/relaxation on campus.
Number of students who interact with an outdoor/experiential specialist. (prior goal 4)	New program - no participation in 2020-2021.	100% of K-5 students work with the outdoor experiential specialist.	100% of K-5 students work with the outdoor experiential specialist.		Classes in grades K-5 will work with the outdoor/experiential specialist as a component of the Physical Education program.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation in the free and reduced lunch program. (prior goal 4)	Approximately 30% of students participated in the school lunch program when it was free to all students.	Approximately 30% of students participated in the school lunch program when it was free to all students.	Approximately 29 free and 3 reduced of students participated in the school lunch program when it was free to all students.		100% of students who qualify for the free and reduced lunch program will participate.
Students will participate in a broad course of study of the course offered at each campus. (prior goal 4)	No baseline.	100% of students at both campuses engage and participate in all course of study that are offered and unique to their site.	100% of students at both campuses engage and participate in all course of study that are offered and unique to their site.		100% of students have access to all courses offered.
Attendance rates.(prior goal 4)	Total Attendance Rate: 94.2%	Total Attendance Rate: 95.1%	Total Attendance Rate: 90.36%		Increase attendance rate to at least 95%.
Chronic Absenteeism rates. (prior goal 4)	No baseline.	Need an update on your CA rates.	Chronic Absenteeism rate is 29.6% for Lagunitas School and 39.5% for the San Geronimo School.		Decrease chronic absenteeism rate substantially to 0%.
Middle School Dropout Rate. (prior goal 4)	0 middle school dropouts	0% Middle School dropouts.	0 Middle School dropouts		maintain 0
Suspension/Expulsion rates. (prior goal 4)	Very low rate	Suspensions: Expulsions 0%	2.3% Suspension rate		maintain 0
Student survey for school connectedness and safety. (prior goal 4)	CHKS	Results of CHKS - are not able to be listed secondary to the lower number and risk of compromise to anonymity	CHKS was not administered in 22-23		100% of students will have a voice in their educational program.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Evidence of how students are accessing all courses. (prior goal 4)	100% of programs use student schedules to reflect courses.	100% of programs use student schedules to reflect courses.	100% of programs use student schedules to reflect courses.		Narrative/report card method of measuring that all students are able to participate in all courses.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Research and adopt a math curriculum/ program and assessment system for each school.	Administration and teachers will review existing math programs in grades K-5 and collaborate in selecting a program or curriculum that focuses on conceptual understanding and is consistent with state standards.		No
2.2	Adopt a math assessment system for grades K-5.	Administration and teachers will collaborate to select an assessment system that corresponds to the curriculum/ program described above in Action Step 1. This action step may be covered in Action Step 1 if the curriculum/ program selected comes with built-in assessment tools. The system will include formative assessments that will enable teachers to determine progress approximately every 3 weeks.		No
2.3	Train certificated staff and paraeducators in instruction and assessment in math.	Provide on-site, remote or on-line training for all staff who will be instructing supporting and assessing students in grades K-5 in math.		No
2.4	Garden/Sustainability Program (prior 4.1)	2022-2023 - Continue - and modify. The LEA will maintain our garden coordinator who will collaborate with teachers in providing a garden program that will give all students authentic experiences in the school garden in order to facilitate understanding of the connection between the individual student's overall health and sustainable practices.	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
		The garden program will work with the Community Center to provide fresh vegetables.		
2.5	Counseling Services (prior 4.2)	2022-2023 - continue Social emotional programs and support to offer students counseling with MFT interns or professional on an as-needed basis.	$49,000.00	Yes
2.6	Outdoor/physical education/experiential learning (prior 4.3)	The LEA will employ a specialist who will work with the certificated Physical Education teacher to offer outdoor education and mindfulness opportunities on campus and in the surrounding open space areas as part of a physical education program.	$20,813.00	No
2.7	Wellness Center (prior 4.4)	The LEA will partner with the San Geronimo Valley Community Center to provide space where middle school students can have some respite during breaks in the school day.		No
2.8	Nutritional well-being (prior 4.5)	2022-2023 - continue with modification The District will actively work to improve its nutrition program for students to include more responsive, nutritious, and appealing as measured by consumption, student survey and meets the standard for nutritional content. Explore options - consult other district menus.	$77,705.00	No

Goal Analysis [2022-23]

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

The 2022-2023 math goal was combined with goal 1. (See analysis of math progress in Goal 1)

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.

N/A

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

New Goal 2 Analysis: Our students had many opportunities and much instruction addressing mental health and wellness. Our physical education program serves students in TK - 8th grade and overall exceeds the state required PE minutes. Our counseling services are well utilized and our partnership with CTIM is effective. Our counselors are dedicated to our students and many of our students and families request time with the counselors. The counselors have addressed student anxiety, depression, regulation, and peer relationships to name a few of the issues our students express. The Wellness Center, provided by the SGVCC, is often full of students during the lunch break. Our nutrition program added new menu items to the lunch menu and began a breakfast program. The Lagunitas garden program is a highlight of our elementary enrichment program. The specialist worked with the art specialists to integrate environmental studies and creative expression.

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.

2023 - 2024 - Goal 2 will become Student Wellness and Safety. Previous Goal 2, math, will be combined into Goal 1 for the 2023-2024 year.

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

Goals and Actions

Goal

Goal #	Description
3	2022-2023 - Implement a tier-2 academic intervention system in reading and math. 2023-2024 - Family and Community Engagement- Ensure all families have opportunities to be active participants and opportunities for shared decision-making in the school community.

An explanation of why the LEA has developed this goal.

The LEA's has not had a consistent method for identifying students in need of additional support in the key academic areas of math, reading and writing. That creates problems that can put students at risk of failure to achieve benchmarks on a timetable that would allow for greater opportunities in the future. Tier 1 intervention is simply regular classroom instruction, the combined practices teachers expect will be sufficient to allow students to achieve essential standards. We recognize that a few students will need some extra help beyond the regular classroom. A Tier 2 intervention system is intended to provide that little bit of extra help those students and would be implemented in addition to (not in place of) regular classroom instruction.)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Results from local and state assessments in math and language arts.	Baseline data will be available in 2022.	Baseline data from 2021 was based only on state test scores. 6% of student who participated in testing did not meet standards in English Language Arts or math.	Baseline data from 2022 was based only on state test scores. ?% of student who participated in testing did not meet standards in English Language Arts or math.		The LEA will feature an intervention system that serves approximately 10% of students ensuring grade level achievement in math and language arts each year. Students will be at grade level at the end

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					of each academic year.
Placement in 9th grade math (post graduation from the LEA)	90% + students placed in grade level math in 9th grade	Results are forthcoming - anticipated by September 2023	Results are forthcoming - anticipated by September 2023		All exiting 8th grade students will enter into grade 9 math courses.
Maintain, increase, sustain parent/family engagement for all students including students with disabilities. (prior goal 4)	All families had access to parent groups, District administered CHKS survey. Data available in fall 2022.	All families had access to parent groups, District administered CHKS survey.	All families had access to parent groups. Data and results of the CHKS are from 2022 and because of the relative size of the student population results should be interpreted with caution or may not be reportable due to confidentiality concerns.		Increase the amount of participation by all families.
Parent engagement survey (prior goal 4)			add information about the informal surveys		100% of parents/families will participate in surveys and provide their input to the educational programs.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Use local assessment data (Goals 1&2) to determine eligibility for Tier 2 intervention. (Moved to Goal 1)	Throughout the year, students who need extra help (based on local assessments in math and English language arts will be selected for the Tier-2 intervention program.		No
3.2	Employ Intervention Aides. (Moved to Goal 1)	2022-23 - continue with modification Maintain paraeducators to work under the direction of the principal and the Learning Specialist to provide extra help for students in a systematic intervention program that does not remove students from Tier 1 (regular classroom) instruction. Modified - Changed student groups from EL,LI,FY to All due to action being fully funded by state resources per LCAP spending regulations.		No
3.3	Provide training for Intervention Aides (Moved to Goal 1)	Provide training in math and language arts curriculum and assessment methods for all paraeducators (RSP Assistants, Intervention Aides and Classroom Aides)		No
3.4	Transition Team (New Action)	Transition Teams - add detail here	$4,741.00	No

Goal Analysis [2022-23]

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.

No substantive changes.

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.

N/A

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

Informal and formal assessments were used to identify Tier 2 students in reading and math. Special Education and Instructional Assistants, rather than Intervention Assistants, were trained to provide intervention. We use the CAASPP scores, Fountas & Pinnell reading assessments, as well as informal assessments, to help identify students who are not making adequate progress in reading. Math we rely on teacher-generated assessments at this time. We will formalize math assessments next year. Staff training occurred in reading intervention and in middle school math intervention.

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.

2023 - 2024 - Goal 3 will become Family and Community Engagement. Previous Goal 3, Intervention, will become part of Goal 1 in the 2023-2024 year.

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

Goals and Actions

Goal

Goal #	Description
4	Support affective (social-emotional) growth for all students. 2023-2024 - Ensure facilities are effectively maintained, functional, safe, and support student well-being and learning.

An explanation of why the LEA has developed this goal.

Since the school re-opening during the COVID 19 Pandemic, it is unclear what the impact has been on students' emotional health. Many of the LEA's robust programs and practices intended to facilitate mental health affective growth were put on hold or altered so that their efficacy is uncertain. Social-emotional health was a primary theme that emerged through all stakeholder input channels and various action steps were suggested under this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student access to counseling services. (Local)	10% of students participate in on-site counseling	22% of students participated in on-site counseling. (all had access)	100% of students had access to counseling services. ?% participated.		100% of students will report that they have access to counseling if needed.
Participation in garden/ sustainability program in grades K-5.	In 2020-2021 it was not clear how many students were able to acces the garden at any point in the year.	100% of students k-5 participate in the garden program	100% of students k-5 participate in the garden program		100% of students will participate in the garden/ sustainability program.
Number of Middle School students accessing a "wellness center" or other space provided for	The "wellness center" was not used during the pandemic and the program was put on hold.	20% of students grade 6-8 access the wellness centers	40% of students in grade 6-8 accessed the wellness center or other space for mindfulness/relaxation .		All students in grades 6-8 will report that they had access to a safe space for mindfulness / relaxation on campus.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
mindfulness/ relaxation					
Number of students who interact with an outdoor/ experiential specialist	New program- no participation in 2020-2021.	100% of K0-5 students work with the outdoor experiential specialist	100% of K0-5 students work with the outdoor experiential specialist.		Classes in grades K-5 will work with the outdoor/ experiential specialist as a component of the Physical Education program.
Participation in the free and reduced lunch program.	Approximately 30% of students participated in the school lunch program when it was free to all students.	Approximately 30% of students participated in the school lunch program when it was free to all students.	All students have access to a free breakfast and lunch. ?% participated on average.		100% of students who qualify for the free and reduced lunch program will participate.
Students will participate in a broad course of study of the course offered at each campus	No baseline	100% of students at both campuses engage and participate in all course of study that are offered and unique to their site.	100% of students at both campuses engage and participate in all course of study that are offered and unique to their site.		100% of students have access to all courses offered.
Attendance rates	No baseline	Need an update on each schools attendance rate	?%		You will need to know what the rate is in order to project the outcome.
Chronic Absenteeism rates	no baseline	Need an update on your CA rates	?%		You will need to know what the rate is in order to project the outcome.
Middle School Dropout Rate		0% Middle school dropouts	0% Middle school dropouts		maintain 0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension/Expulsion rates		Suspensions: Expulsions: 0%	Suspension: Expulsions: 0%		maintain 0
Maintain, Increase, sustain Parent/Family Engagement for all students including students with disabilities	no baseline	All families had access to parent groups, District administered CHKS survey. Data available in fall 2022	All families had access to parent groups, conferences, district committees and board meetings, and IEP meetings. 90% of families participated in parent meetings in the elementary program.		Increase the amount of participation by all families
Parent engagement survey			Survey not given this year.		100% of parents/families will participate in surveys and provide their input to the educational programs.
Student survey for school connectedness and safety	CHKS	Results of CHKS - forthcoming	Too few students participated in the California Healthy Kids Survey for us to have reportable data.		100% of students will have a voice in their educational program.
Evidence of how students are accessing all courses	100% of programs use student schedules to reflect courses	100% of programs use student schedules to reflect courses	100% of programs use student schedules to reflect courses		narritive/report card/method of measuring that all students are able to participate in all courses

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Garden/ Sustainability Program (Moved to Goal 2)	2022-2023 - Continue - and modify The LEA will maintain our garden coordinator who will collaborate with teachers in providing a garden program that will give all students authentic experiences in the school garden in order to facilitate understanding of the connection between the individual student's overall health and sustainable practices. The garden program will work with the community center to provide fresh vegetables		No
4.2	Counseling Services (Moved to Goal 2)	2022-2023 - continue Social emotional programs and support to offer students counseling with MFT interns or professionals on an as-needed basis.		Yes
4.3	Outdoor/ physical education/ experiential learning (Moved to Goal 2)	The LEA will employ a specialist who will work with the certificated Physical Education teacher to offer outdoor education and mindfulness opportunities on campus and in the surrounding open space areas as part of a physical education program.		No
4.4	Wellness Center (Moved to Goal 2)	The LEA will partner with the San Geronimo Valley Community Center to provide space where middle schools students can have some respite during breaks in the school day.		No
4.5	Nutritional well-being (Moved to Goal 2)	2022 - 2023 - continue with modification The district will actively work to improve its nutrition program for students to include more responsive, nutritious, and appealing as		No

Action #	Title	Description	Total Funds	Contributing
		measured by consumption, student survey and meets the standard for nutritional content. Explore options - consult other district menus		
4.6	Maintain Facilities (New Action)	new actions for facilities start here-	$230,663.00	No

Goal Analysis [2022-23]

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.

No substantive changes.

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.

N/A

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

All our actions together facilitated improved social-emotional health for all students.

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

2023 - 2024 - Goal 4 will become Facilities Improvement. Previous Goal 4, social-emotional growth, will be Goal 2 for the 2023-2024 year.

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

Goals and Actions

Goal

Goal #	Description
5	2022-2023 - Improve services and outcomes for English Language Learners. 2023-2024 - incorporating into Goal 1.

An explanation of why the LEA has developed this goal.

Over time the number of English Language Learners (ELL) enrolled in the LEA has fluctuated making it difficult to determine trends in outcomes. However, the minimal data the LEA has gotten in various years indicates that academic achievement may connected to ELL status. It is incumbent upon the LEA to examine this issue in more depth and ensure that its English language learners are achieving at the same level as their non- EL peers.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC test results	ELPAC results were not available at the time of LCAP approval.	ELPAC results were not available at the time of LCAP approval.	ELPAC scores		Increase in numbers of students showing growth in ELPAC results.
Number of EL students receiving intervention (Tier 2)	Program to begin in 2021-2022	5 out of a total of 8 EL students participated in Tier 2 intervention. Correlation not possible to determine in year 1.	%		No correlation between ELL status and referral for intervention.
Access to EL outreach coordinator.	Baseline to be established in 2021-2022	100% of EL students had access to outreach coordinator			All ELL students will have worked with the outreach coordinator
Reclassification Rate	Need baseline from Dashboard	Data not available			

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Ensure all teachers and support staff are aware of students' EL status (Moved to Goal 1)	2022-2023 - modify At the beginning of the year, all teachers and paraeducators will confirm receipt of current information about the status of English language learners to develop appropriate strategies for instruction. 2023-2024 - Move to Goal 1.		Yes
5.2	Contract with an ELL Coordinator (Moved to Goal 1)	The LEA will continue to partner with the San Geronimo Valley Community Center to secure the services of an ELL outreach coordinator who will conduct ELPAC testing, update staff and serve as a liaison/ advocate for families of ELL students.		Yes
5.3	Contract with a Technology Integration Specialist (Moved to Goal 1)	The LEA plans to contract with a specialist who can assist teachers in using new tools to meet the need of students with Individualized Education Plans (IEPs), second language mastery and who face challenges in home access to instructional technology. Modified - Changed to Not Contributing - Moved to Goal 1		No
5.4	Contract with Library Consultant to increase access to materials and information for students and staff. (Moved to Goal 1)	The LEA perceives a need to update its school libraries to increase the number of books and other media that are easily available to English language learners. Modified - Changed to Not Contributing - Moved to Goal 1		No

Goal Analysis [2022-23]

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.

We were unable to contract with a Technology Integration Specialist. Instead we consulted with the county Technology Resource Center for guidance in using technology tools for students with IEPs, second language learners, and students who do not have adequate access to instructional technology.

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.

We were unable to contract with a Technology Integration Specialist.

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

Actions 5.1, 5.2, and 5.4 were implemented to support this goal.

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.

Previous Goal 5, English Language Learners, will be combined in Goal 1 for the 2023-2024 year.

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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
62,318	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.22%	1.08%	$26,087.00	4.31%

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.

The needs of foster youth, English learners and low income students were considered first in the development of goals and action steps and prior to the consideration of all other stakeholder input. The primary author of the LCAP met with other members of the school administration and discussed the inclusion and emphasis of goals related to those subgroups as outlined below:

Goal 2/ Action 5: LEA-Wide. Based on our review of our unduplicated population it has been determined that these students generally engage less with counseling and social emotional supports at school whereas others may have greater access outside of school. Although this action is available to all students, we anticipate that there will be greater/increased access to our unduplicated students – increasing their services. Unduplicated student academic performance, participation rates and social emotional wellbeing can be expected to improve due to this expenditure as measured in our metrics and actions. The LEA believes through our experience that social-emotional health concerns addressed by counselors for unduplicated students is the best use of these funds and the impact of this will be seen in all areas of student achievement for this student group. We anticipate increases in performance and agency for learning. As we address social emotional needs we will increase student ability and capacity.

Goal 1/ Action 10: This action is limited to English Learners. Regular, frequent updates about students English learner status is essential to ensure that staff charged with supporting students in that student group have the knowledge necessary to meet their needs.

Goal 1/ Action 11: This action is limited to English Learners. Contracting an EL coordinator did not come up during stakeholder input but was included because it is important in addressing the needs of students in subgroups.

Goal 1/ Action 14: This action is limited to English Learners, and low income students. Provide extra help for students in a systematic intervention program that does not remove students from Tier 1 (regular classroom) instruction. The service for unduplicated students has been identified in this action based on a ratio of unduplicated students, systematic intervention action for all other students is shown in action #1.8.

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

To meet the needs of our unduplicated population the districts has expanded the counseling services by 10 hours. This equates to a overall increase of services of 183%.

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.

N/A

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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$252,740.00	$122,867.00	$245,663.00	$37,454.00	$658,724.00	$420,392.00	$238,332.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Verify staff readiness for reading assessment	All	$4,818.00				$4,818.00
1	1.2	Ensure Both elementary programs are using a research based reading program.	All	$2,400.00				$2,400.00
1	1.3	Train support staff	All		$4,600.00			$4,600.00
1	1.4	Research and adopt a math curriculum/ program and assessment system for each school.	All Students with Disabilities	$8,926.00				$8,926.00
1	1.5	Adopt a math assessment system for grades K-5	All Students with Disabilities	$8,926.00				$8,926.00
1	1.6	Train certificated staff and paraeducators in instruction and assessment in math.	All	$6,250.00				$6,250.00
1	1.7	Use local assessment data to determine eligibility for Tier 2 intervention (prior 3.1)	All Students with Disabilities		$4,000.00			$4,000.00
1	1.8	Employ Intervention Aides (prior 3.2)	All		$88,054.00		$37,454.00	$125,508.00
1	1.9	Provide training for Intervention Aides (prior 3.3)	All		$5,400.00			$5,400.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.10	Ensure all teachers and support staff are aware of students' EL status. (prior 5.1)						
1	1.11	Contract with an ELL Coordinator (prior 5.2)	English Learners	$3,500.00				$3,500.00
1	1.12	Contract with a Technology Integration Specialist (prior 5.3)	All	$20,000.00				$20,000.00
1	1.13	Contract with Library Consultant to increase access to materials and information for students and staff. (prior 5.4)	All	$14,000.00				$14,000.00
1	1.14	Employ Intervention Aides and Teacher - Time Dedicated to EL, FY, SED (New Action)	English Learners Foster Youth Low Income	$52,474.00				$52,474.00
2	2.1	Research and adopt a math curriculum/ program and assessment system for each school.	All					
2	2.2	Adopt a math assessment system for grades K-5.	All					
2	2.3	Train certificated staff and paraeducators in instruction and assessment in math.	All					
2	2.4	Garden/Sustainability Program (prior 4.1)	All			$15,000.00		$15,000.00
2	2.5	Counseling Services (prior 4.2)	English Learners Foster Youth Low Income	$49,000.00				$49,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.6	Outdoor/physical education/experiential learning (prior 4.3)	All		$20,813.00			$20,813.00
2	2.7	Wellness Center (prior 4.4)	6-8 All Students with Disabilities					
2	2.8	Nutritional well-being (prior 4.5)	All	$77,705.00				$77,705.00
3	3.1	Use local assessment data (Goals 1&2) to determine eligibility for Tier 2 intervention. (Moved to Goal 1)	All Students with Disabilities					
3	3.2	Employ Intervention Aides. (Moved to Goal 1)	All					
3	3.3	Provide training for Intervention Aides (Moved to Goal 1)	All					
3	3.4	Transition Team (New Action)	All	$4,741.00				$4,741.00
4	4.1	Garden/ Sustainability Program (Moved to Goal 2)	All					
4	4.2	Counseling Services (Moved to Goal 2)	English Learners Foster Youth Low Income					
4	4.3	Outdoor/ physical education/ experiential learning (Moved to Goal 2)	All					
4	4.4	Wellness Center (Moved to Goal 2)	6-8 All Students with Disabilities					
4	4.5	Nutritional well-being (Moved to Goal 2)	All					
4	4.6	Maintain Facilities (New Action)	All			$230,663.00		$230,663.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	5.1	Ensure all teachers and support staff are aware of students' EL status (Moved to Goal 1)	English Learners					
5	5.2	Contract with an ELL Coordinator (Moved to Goal 1)	English Learners					
5	5.3	Contract with a Technology Integration Specialist (Moved to Goal 1)	All					
5	5.4	Contract with Library Consultant to increase access to materials and information for students and staff. (Moved to Goal 1)	All					

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,932,557	62,318	3.22%	1.08%	4.31%	$104,974.00	0.00%	5.43 %	**Total:**	$104,974.00
								LEA-wide Total:	$49,000.00
								Limited Total:	$55,974.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.11**	Contract with an ELL Coordinator (prior 5.2)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$3,500.00	
1	**1.14**	Employ Intervention Aides and Teacher - Time Dedicated to EL, FY, SED (New Action)	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$52,474.00	
2	**2.5**	Counseling Services (prior 4.2)	Yes	LEA-wide	English Learners Foster Youth Low Income		$49,000.00	
4	**4.2**	Counseling Services (Moved to Goal 2)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
5	**5.1**	Ensure all teachers and support staff are aware of students' EL status (Moved to Goal 1)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
5	**5.2**	Contract with an ELL Coordinator (Moved to Goal 1)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$352,924.00	$570,496.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Verify staff readiness for reading assessment	No	$4,818.00	$3,940
1	1.2	Ensure Both elementary programs are using a research based reading program.	No	$2,400.00	$1,963
1	1.3	Train support staff	No	$4,600.00	$3,762
1	1.4	Research and adopt a math curriculum/ program and assessment system for each school.	No	$8,926.00	0
1	1.5	Adopt a math assessment system for grades K-5	No	$8,926.00	0
1	1.6	Train certificated staff and paraeducators in instruction and assessment in math.	No	$6,250.00	0
2	2.1	Research and adopt a math curriculum/ program and assessment system for each school.	No		
2	2.2	Adopt a math assessment system for grades K-5	No		
2	2.3	Train certificated staff and paraeducators in instruction and assessment in math.	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Use local assessment data (Goals 1&2) to determine eligibility for Tier 2 intervention.	No	$4,000.00	$4,000
3	3.2	Employ Intervention Aides	No	$96,523.00	$98,232
3	3.3	Provide training for Intervention Aides	No	$5,400.00	$3,859
3	3.4	Transition Team (New Action)	No	0	$5,265
3	3.5	Employ Intervention Aides and Teacher - Time Dedicated to EL, FY, SED (New Action)	Yes	0	$45,875
4	4.1	Garden/ Sustainablity Program	No	$15,000.00	$15,000
4	4.2	Counseling Services	Yes	$54,001.00	$49,000
4	4.3	Outdoor/ physical education/ experiential learning	No	$20,813.00	$28,516
4	4.4	Wellness Center	No		
4	4.5	Nutritional well-being	No	$83,767.00	$83,080
4	4.6	Maintain Facilities (New Action)	No		$209,996
5	5.1	Ensure all teachers and support staff are aware of students' EL status	Yes		
5	5.2	Contract with an ELL Coordinator	Yes	$3,500.00	$3,250

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	**5.3**	Contract with a Technology Integration Specialist	No	$20,000.00	0
5	**5.4**	Contract with Library Consultant to increase access to materials and information for students and staff.	No	$14,000.00	$14,758

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$75,212	$57,501.00	$49,125.00	$8,376.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.5	Employ Intervention Aides and Teacher - Time Dedicated to EL, FY, SED (New Action)	Yes		$45,875		
4	4.2	Counseling Services	Yes	$54,001.00	0		
5	5.1	Ensure all teachers and support staff are aware of students' EL status	Yes				
5	5.2	Contract with an ELL Coordinator	Yes	$3,500.00	$3,250		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2,405,951	$75,212	0	3.13%	$49,125.00	0.00%	2.04%	$26,087.00	1.08%