

Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, December 2024

Instructions are located at

<https://www.cde.ca.gov/re/lc/documents/budgetoverviewins2025.docx>

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Guajome Learning Centers
CDS code:	37684520124917
LEA contact information:	Kevin Humphrey
Coming School Year:	2026-27
Current School Year:	2025-26

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2026-27 School Year		Amount
Total LCFF funds	\$	636,537
LCFF supplemental & concentration grants	\$	50,289
All other state funds	\$	18,964
All local funds	\$	30,000
All federal funds	\$	-
Total Projected Revenue	\$	685,501
Total Budgeted Expenditures for the 2026-27 School Year		Amount
Total Budgeted General Fund Expenditures	\$	681,964
Total Budgeted Expenditures in the LCAP	\$	184,696
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	133,889
Expenditures not in the LCAP	\$	497,268
Expenditures for High Needs Students in the 2025-26 School Year		Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	179,157
Actual Expenditures for High Needs Students in LCAP	\$	186,528

LCFF Budget Overview for Parents Narrative Responses Sheet

A prompt may display based on information provided in the Data Input tab. If a prompt displays the local educational agency must respond to the prompt.

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	We have a number of staffing positions and educational programs and curriculum that use general funds but are not accounted for in the LCAP
No response required.	
No response required.	

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Guajome Learning Centers

CDS Code: 37684520124917

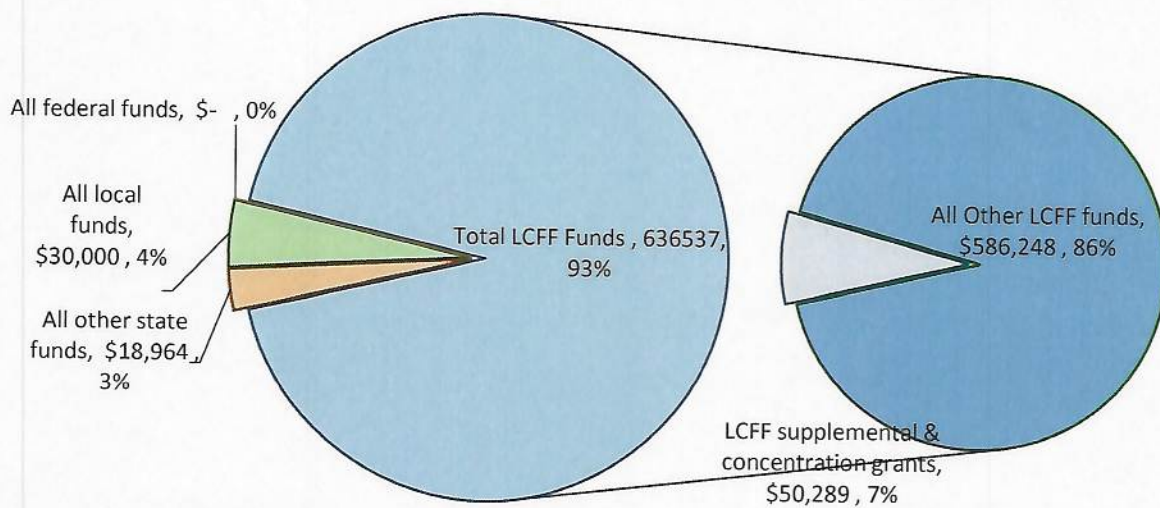
School Year: 2026-27

LEA contact information: Kevin Humphrey

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 2026-27 School Year

Projected Revenue by Fund Source

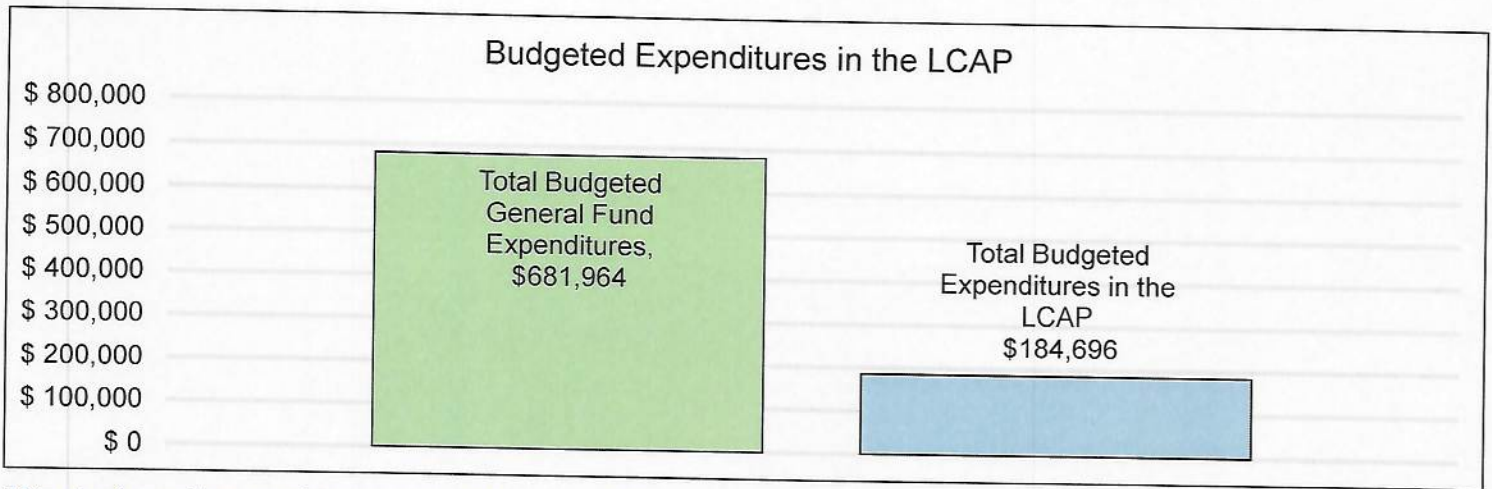


This chart shows the total general purpose revenue Guajome Learning Centers expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Guajome Learning Centers is \$685,501.00, of which \$636,537.00 is Local Control Funding Formula (LCFF), \$18,964.00 is other state funds, \$30,000.00 is local funds, and \$0.00 is federal funds. Of the \$636,537.00 in LCFF Funds, \$50,289.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Guajome Learning Centers plans to spend for 2026-27. 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: Guajome Learning Centers plans to spend \$681,964.00 for the 2026-27 school year. Of that amount, \$184,695.76 is tied to actions/services in the LCAP and \$497,268.24 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

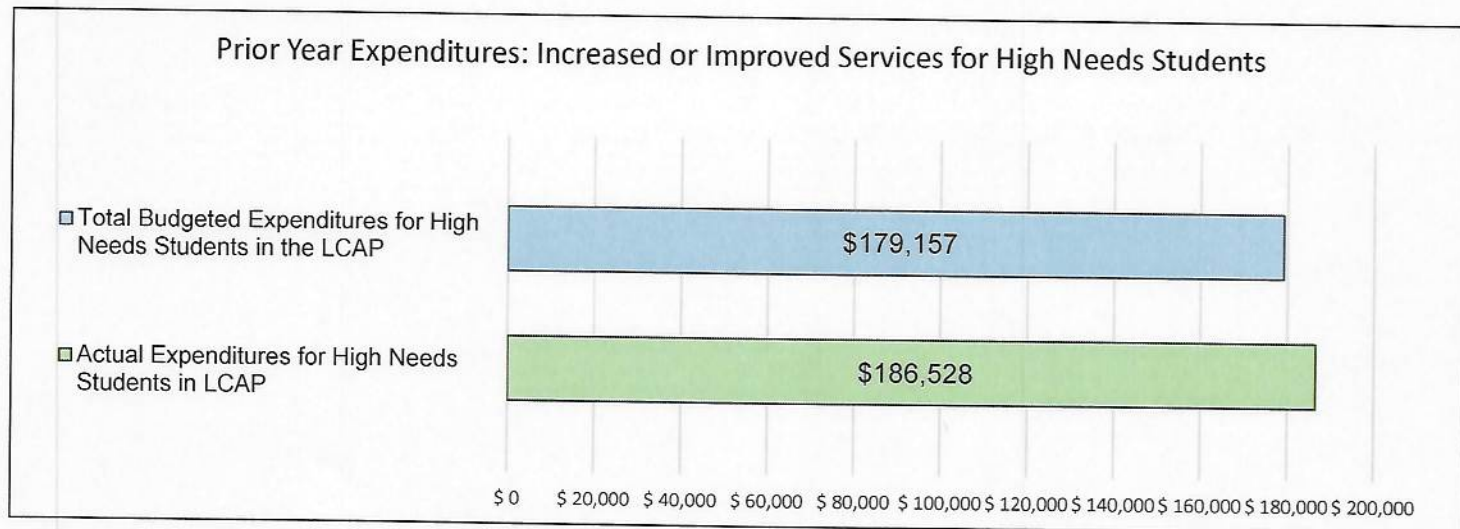
We have a number of staffing positions and educational programs and curriculum that use general funds but are not accounted for in the LCAP

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Guajome Learning Centers is projecting it will receive \$50,289.00 based on the enrollment of foster youth, English learner, and low-income students. Guajome Learning Centers must describe how it intends to increase or improve services for high needs students in the LCAP. Guajome Learning Centers plans to spend \$133,888.75 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 2025-26



This chart compares what Guajome Learning Centers budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Guajome Learning Centers 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 2025-26, Guajome Learning Centers's LCAP budgeted \$179,156.62 for planned actions to increase or improve services for high needs students. Guajome Learning Centers actually spent \$186,527.69 for actions to increase or improve services for high needs students in 2025-26.

Accessibility Information

This workbook contains 3 dynamic charts located in the 'Template' tab. The chart in cell A7 with the title "Projected Revenue by Fund Source", the full text description is located in cell A9. The chart in cell A11 with the title "Budgeted Expenditures in the LCAP", the full text description is located in cell A13. The chart in cell A16 with the title "Prior Year Expenditures: Increased or Improved Services for High Needs Students", the full text description is located in cell A18.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Guajome Learning Centers

CDS Code: 37-68452-0124917

School Year: 2026-27

LEA contact information:

Kevin Humphrey

Superintendent

7606318500

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 2026-27 School Year

Projected Revenue by Fund Source

Total LCFF funds

\$0

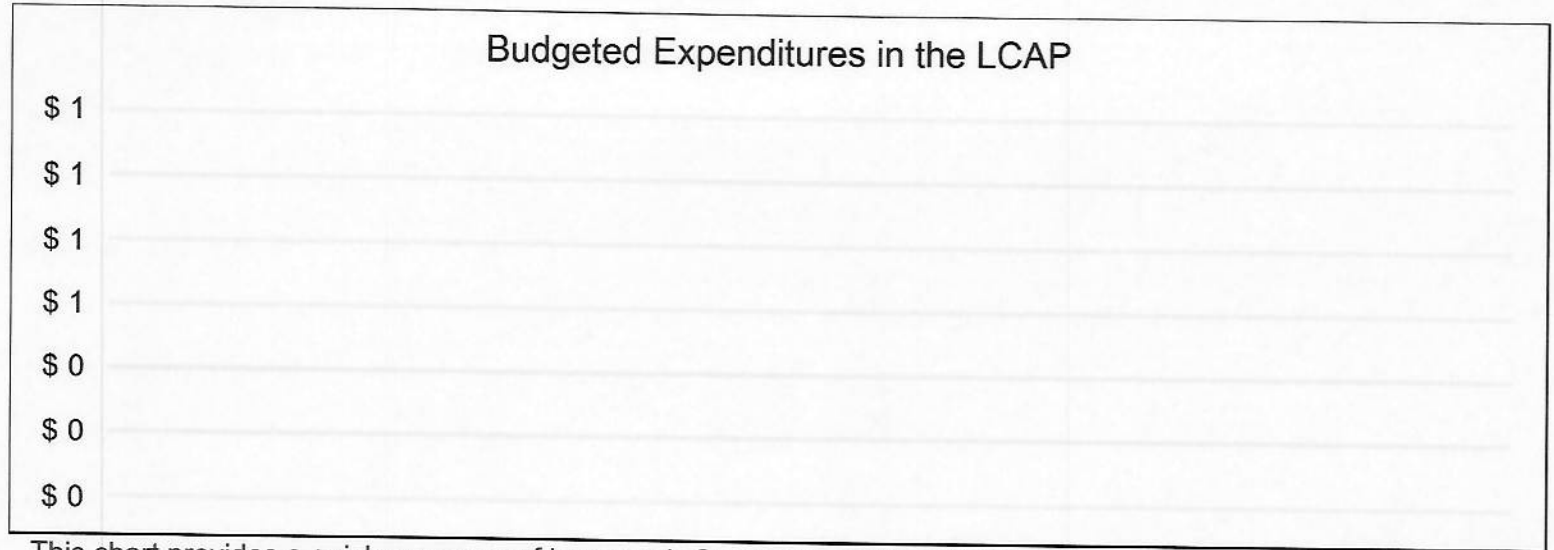
0 %

This chart shows the total general purpose revenue Guajome Learning Centers 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 Guajome Learning Centers is \$, of which \$ is Local Control Funding Formula (LCFF), \$ is other state funds, \$ is local funds, and \$ is federal funds. Of the \$ in LCFF Funds, \$ 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 Guajome Learning Centers plans to spend for 2026-27. 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: Guajome Learning Centers plans to spend \$ for the 2026-27 school year. Of that amount, \$ is tied to actions/services in the LCAP and \$ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Guajome Learning Centers is projecting it will receive \$ based on the enrollment of foster youth, English learner, and low-income students. Guajome Learning Centers must describe how it intends to increase or improve services for high needs students in the LCAP. Guajome Learning Centers plans to spend \$ 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 2025-26

Prior Year Expenditures: Increased or Improved Services for High Needs Students

■ Total Budgeted Expenditures for High Needs Students in the LCAP

■ Actual Expenditures for High Needs Students in LCAP

\$0

\$0

\$0

\$1

\$1

\$1

\$1

This chart compares what Guajome Learning Centers budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Guajome Learning Centers 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 2025-26, Guajome Learning Centers's LCAP budgeted \$ for planned actions to increase or improve services for high needs students. Guajome Learning Centers actually spent \$ for actions to increase or improve services for high needs students in 2025-26.

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
Guajome Learning Centers	Kevin Humphrey Superintendent	humphreyke@guajome.net 7606318500

Plan Summary [2026-27]

General Information

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

Guajome Learning Centers Overview Guajome Learning Centers (GLC) is a non-classroom-based, independent study program operated by Guajome Schools, serving students in grades 6 through 12. Located in Vista, California, GLC provides a flexible and personalized educational experience designed to meet the needs of a diverse student population. The program supports students who benefit from a more individualized approach, including those with work obligations, health concerns, or unique learning styles. Academic Programs and Support GLC blends independent study with structured support to ensure academic progress and engagement. Students receive one-on-one guidance from credentialed teachers, access to Edmentum-supported online coursework, and regular check-ins to review academic goals and performance. In addition to core academics, GLC students have access to career readiness pathways, social-emotional supports, and enrichment opportunities. The program emphasizes academic integrity, accountability, and the development of self-directed learning skills. Student Demographics GLC serves a population that reflects the broader community's diversity, including English learners, students with disabilities, and those from economically disadvantaged backgrounds. The program is committed to equity and inclusion, ensuring that every student receives the resources and support necessary to thrive in an alternative learning environment. Vision and Strategic Priorities GLC is grounded in the belief that students learn best when they are empowered to take ownership of their education. Its mission is to provide a high-quality, flexible learning experience that prepares students for success in college, career, and life. Strategic goals include improving student achievement and engagement, increasing access to college and career readiness resources, and building strong partnerships with families and the community. GLC continuously evaluates its practices to meet the evolving needs of its students while maintaining high expectations for academic excellence.

Reflections: Annual Performance

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

We have continued to expand our ability to use local data to measure growth because we do not have significant numbers to merit measurement using the school dashboard. We continue to provide more interventions and supports for students while allowing for more in person opportunities as well.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
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A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Surveys: Annual LCAP surveys were distributed to students, parents, and staff to collect feedback on school programs, climate, and areas for improvement. Focus Groups: Student focus groups provided a platform for learners to share their experiences and suggestions directly. School Site Council (SSC): The SSC, comprising parents, teachers, and administrators, reviewed and provided input on the LCAP, ensuring that the plan reflected the community's needs. Additional Data Sources: Insights from the Western Association of Schools and Colleges (WASC) visit, the school's Strategic Plan, the California Health

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve Academic Achievement	Maintenance of Progress Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Our data indicates that while many students are thriving, there is a significant portion who require additional support to meet state standards. By focusing on targeted interventions, professional development for teachers, and access to supplemental resources, we aim to close the achievement gaps and ensure all students have the opportunity to succeed. This goal is essential for preparing our students for future academic and career success, reflecting our commitment to high educational standards and personalized learning approaches.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Compare preand postintervention verified data (e.g., state assessments, benchmark exams) to determine the effectiveness of intervention programs.	We do not currently have a systematic approach to measuring student growth via verified data.	We have developed a systematic approach	We have begun to implement an approach	A systematic approach that utilizes verified data to develop student growth has been developed and implemented.	We have begun to implement an approach
1.2	Evaluate the extent to which teachers are applying new	Evaluation process currently focuses on student engagement.	We have reviewed different evaluation processes	A process has been developed	A new evaluation process has been developed and	A process has been developed

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	instructional strategies in their classrooms, as observed through regular classroom observations and peer reviews.				implemented that focuses on student engagement and the implementation of instructional strategies.	
1.3	Measure the percentage of students demonstrating improvement in their assessment scores over time, indicating the effectiveness of instructional adjustments.	There is no systematic approach to the data tracking.	We have identified a systematic approach	Data was used for our WASC visit	A systematic approach has been developed and implemented that will allow for us to track academic growth via verified data.	Data was used for our WASC visit

Goal Analysis [2025-26]

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

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

No substantive differences

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.

No material differences

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

The actions we took were influential in helping us reaching our goal

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

No changes were made

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Targeted Intervention	Implement targeted intervention programs for students performing below grade level.		Yes
1.2	Professional Development	Provide ongoing professional development for teachers focused on effective instructional strategies.		Yes
1.3	Utilize Verified Data to Measure Student Growth	Regularly monitor student progress through formative assessments and adjust instructional practices accordingly.		Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase College and Career Readiness	Maintenance of Progress Goal

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal is driven by the recognition that our students need more robust support in planning for their futures, whether that involves higher education or entering the workforce. By expanding career and technical education programs, integrating college and career counseling into the curriculum, and providing opportunities for internships and dual enrollment, we aim to equip students with the skills and knowledge necessary for success in their post-secondary endeavors.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Track the percentage of students participating in college and career counseling sessions each semester.	We do not currently track this data	A system has been developed to track this data	We have begun to collect this data	All students, grades K-12, have participated in at least one activity that is connected to career and college readiness.	We have begun to collect this data
2.2	Measure the percentage of students who successfully complete and submit college applications and	We do not currently measure this	We now have a system to measure this	We have begun to collect this data	More than 50% of the senior class submits their financial aid forms.	We have begun to collect this data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	financial aid forms after attending these workshops and sessions.					
2.3	Utilize and implement the california colleges app to help students plan their pathway for college and career readiness.	We do not currently use this app	We have access to this app	We have begun to collect this data	All students in grades 7-12 are utilizing this app to help plan out their post secondary pathway.	We have begun to collect this data

Goal Analysis [2025-26]

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

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

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.

No matterial differences

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

These actions are helping us make progress toward our goal

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

No changes were made

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Internships and Partnerships	Provide students with opportunities to participate in internships, job shadowing, and dual enrollment courses.		Yes
2.2	Stakeholder Workshops	Organize workshops and informational sessions on college applications, financial aid, and career planning.		Yes
2.3	Improved access to career and college readiness support	Remove barriers through the use of programs that make it easier for student to prepare for their post-secondary educational experience.		Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase Stakeholder Engagement	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Stakeholder engagement is crucial for fostering a supportive and inclusive learning environment. By enhancing communication and creating opportunities for meaningful involvement, we aim to ensure that all voices are heard and valued. This goal will help build a stronger school community, promote transparency, and improve educational outcomes. Increasing stakeholder participation by 20% over the next three years will provide valuable insights and support, driving continuous improvement and ensuring that our educational programs meet the diverse needs of our students and their families.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Measure the percentage of stakeholders who receive and open newsletters and emails each month	We do not currently measure this	We can now measure this data	We have grown our distribution	We have a hundred percent distribution rate on our communications that go out to stakeholders	We have grown our distribution

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Evaluate the number of school policies and programs influenced or revised based on the input and recommendations from the advisory	We do not have an advisory committee outside of the Board of Directors	In the early stages of developing an advisory committee	We have progressed with our development	An advisory board is created and recommendations from that board are being implemented.	We have progressed with our development
3.3	Track the number of stakeholders that attend events outside of their regularly scheduled meetings.	We do not currently track this data	We began to host more workshops and are beginning to track the data.	We hosted workshops again this year	Over 50% of our students attend an outside event or workshop connected to the GLC	We hosted workshops again this year

Goal Analysis [2025-26]

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

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

No substantive differences

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.

No material differences

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

The action steps have brought us closer to full achievement of our goal

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

No changes made

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Increase stakeholder participation	Increase opportunities for stakeholders to volunteer and participate in school events, both virtual and in-person, to build a stronger school community.		Yes
3.2	Improve Communication	Establish regular communication channels such as newsletters, emails, and virtual town hall meetings to keep stakeholders informed and involved.		
3.3	Stakeholder Advisory Group	Create a stakeholder advisory committee that includes students, parents, teachers, and community members to provide input on school policies and programs.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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Goal Analysis [2025-26]

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

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

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.

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
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Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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Goal Analysis [2025-26]

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

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

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.

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

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

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Actions

Action #	Title	Description	Total Funds	Contributing
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
	\$

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
	0.000%	\$0.00	

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: Targeted Intervention Need: Academic Support Scope: LEA-wide	These supports will help with students that have difficulty keeping up academically	Academic Performance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	Action: Professional Development Need: Effective support for learning in a non-classroom setting Scope: LEA-wide	This support will help all students	Academic growth for students
1.3	Action: Utilize Verified Data to Measure Student Growth Need: Data to help measure student growth Scope: LEA-wide	We do not receive enough data from the state to measure student growth	Student improvement on
2.1	Action: Internships and Partnerships Need: Opportunities to apply their knowledge Scope: LEA-wide Schoolwide	Students are introduced to the world of work	Increase in student participation in internships
2.2	Action: Stakeholder Workshops Need:	Process helps to provide students with their options	Students are able to articulate their future plans

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students need to understand their options Scope: LEA-wide		
2.3	Action: Improved access to career and college readiness support Need: Students need access to programs that will help them learn about their options Scope: LEA-wide	Removing these barriers will help all students	All students will be able to articulate their goals
3.1	Action: Increase stakeholder participation Need: Parents who support their students help students' academic growth Scope: LEA-wide Schoolwide	Parent support strategies are good for all students	Increased parent participation
3.2	Action: Improve Communication Need: Students need clearer lines of communication Scope:	Clear lines of communication support all student learning in non-classroom based settings	A weekly newsletter is released

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.3	Action: Stakeholder Advisory Group Need: Feedback from stakeholders will be helpful for supporting our students Scope:	Students need support for academic growth	Implementation of advisory group

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

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

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		
Staff-to-student ratio of certificated staff providing direct services to students		

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Stakeholder Workshops	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Guajome Learning Centers K-12		
2	2.3	Improved access to career and college readiness support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Guajome Learning Centers K-12		
3	3.1	Increase stakeholder participation	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Guajome Learning Centers K-12		
3	3.2	Improve Communication			English Learners Foster Youth Low Income	All Schools Specific Schools: Guajome Learning Centers K-12		
3	3.3	Stakeholder Advisory Group			English Learners Foster Youth Low Income	All Schools Specific Schools: Guajome Learning Centers K-12		

2025-26 Annual Update Table

Totals		Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)			
Totals		\$0.00	\$0.00			
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)	

2025-26 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)
		\$0.00	\$0.00	\$0.00	0.000%	0.000%	0.000%
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — 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)
			0.000%	\$0.00	0.000%	0.000%	\$0.00	0.000%