



LAGUNITAS SCHOOL DISTRICT

One Lagunitas School Road

San Geronimo, CA

REGULAR MEETING OF THE GOVERNING BOARD

THURSDAY, JUNE 22, 2023

Closed Session: 6:15 pm* - (Middle School Room 12)

Open Session: 6:30 pm - (Middle School Room 12)

Richard Sloan, President

Aaron Michelson, Clerk

Denise Bohman

Steve Rebscher

James Sanders

Laura Shain, Superintendent/Principal

1. CALL MEETING TO ORDER:

James Sanders, Chair

2. APPROVAL OF CLOSED SESSION AGENDA:

Board Members will approve the Closed Session Agenda.

3. PUBLIC COMMENTS ON CLOSED SESSION AGENDA:

Members of the public may address the Board regarding items on the Agenda as such items are taken up or, for closed session items, prior to board adjournment to Closed Session.

4. RECESS TO CLOSED SESSION:

Board Members will recess to Closed Session.

Closed Session Agenda*:

4.1 Pursuant to Gov. Code 54956.9(d)(2) - Anticipated Litigation

4.2 Reconvene to Open Session

5. **PUBLIC COMMENTS:**

This is an opportunity for the public to address the Trustees on matters related to school business that are not on the agenda. No comment, discussion, deliberation, or action can be taken by the Trustees unless the matter is placed on the agenda.

6. **APPROVAL OF OPEN SESSION AGENDA:**

Board Members will review and approve the Open Session Agenda.

7. **ITEMS FOR DISCUSSION ONLY**

7.1 2022-2023 Marin County Civil Grand Jury Report: Build More ADU's - An Rx for Increasing Marin's Housing Supply.
Response is due by September 15, 2023.

7.2 Lagunitas School District's California Dashboard Local Indicator Progression

7.3 First Reading of Administrative Regulation 5142.2 - Safe Routes to School Program

The Administration would like to add the Safe Routes to School Regulation (AR 5142.2) to our Board Policy Manual. The Regulation has recently been updated to reflect NEW LAW (AB 1946, 2022) which requires the Department of the California Highway Patrol to develop, by September 1, 2023, statewide safety and training programs based on evidence-based practices for the use of electric bicycles, including general riding safety, emergency maneuver skills, rules of the road, and laws pertaining to electric bicycles.

7.4 First Reading of Administrative Regulation 5141.27: Food Allergies/Special Dietary Needs

The Administration would like to add the Food Allergies/Special Dietary Needs Regulation (AR 5141.27) to our Board Policy Manual.

8. **CONSENT AGENDA**

Consent Agenda: All items are approved by a single action. Any member of the Board may remove an item from the consent agenda for separate discussion.

Consent Action

8.1 Interdistrict Transfer Request #5, 2023-2024

8.2 Board Policy, Administrative Regulation, Board Bylaw

Updates – Guide sheet included in board packet to explain updates to the following existing policies and regulations: BP/AR 0430; BP/AR 0450; AR 3250; BP/AR 3260; BP/AR 3460; BP 3555; BP 4030; AR 4218; AR 5113; AR 5141.3; AR 51441.1; AR 6115; AR 6164.4; BP/AR 6173; BP/AR 6173.1; BB 9220; BB 9223; BB 9270; BB 9320; BB 9323.

9. DISCUSSION / ACTION ITEMS:

9.1 Local Control Accountability Plan (LCAP) for 2023-2024

The recommendation is for the Board to adopt the Local Control Accountability Plan for the 2023-2024 school year. The LCAP was previously presented in a Public Hearing at the June 15, 2023 Regular Board meeting by Superintendent/Principal Laura Shain.

9.2 Lagunitas School District Budget for 2023-2024

The recommendation is for the Board to adopt the Budget for the 2023-2024 school year. The Budget was previously presented in a Public Hearing at the June 15, 2023 Regular Board meeting by Marin County Office of Education (MCOE) Business Manager, Keith Ricci .

9.3 Resolution #2024-01 Regarding the Education Protection Account

The recommendation is for Board Members to approve this resolution which defines specific use of District's Proposition 30 funds for the 2023-24 school year. (Roll Call Vote)

9.4 Resolution #2024-02 Regarding 2023-24 Tax Anticipation Note (TAN)

The recommendation is for Board Members to approve the establishment of a TAN with the County of Marin for the 2023-24 fiscal year. (Roll Call Vote)

9.5 Resolution # 2024-03 Authorization to Sign on Behalf of the Governing Board

Board Members will consider Resolution #2024-03 which authorizes Superintendent/Principal Laura Shain to sign on behalf of the Governing Board from July 1, 2023 to June 30, 2024. (Roll Call Vote)

9.6 Resolution # 2024-04 Authorization to Sign on Behalf of the Governing Board

Board Members will consider Resolution #2024-04 which authorizes Chief Business Officer Christina Ortega to sign on behalf of the Governing Board from July 1, 2023 to June 30, 2024. (Roll Call Vote)

- 9.7 Aeries Software, Inc. Contract for Transition and Configuration of Aeries Cloud Services
- 9.8 Approval of Declaration of Need for Fully Qualified Educators
Board Members are asked to approve this annual declaration that is submitted to the Commission on Teacher Credentialing to certify that a diligent search will be conducted to recruit a fully prepared teacher for any vacancy and if fully prepared teacher is not available, the district will make a reasonable effort to recruit.
- 9.9 Approval of Tentative Agreement between Lagunitas School District and Lagunitas Teacher Association to modify Article VIII - Hours of Employment and Appendix K: Extra-Duty Pre-Approval Form

10. HUMAN RESOURCES / ACTION ITEM:

- 10.1 Approval of Updated Certificated Salary Schedules for 2022-2023 and 2023-2024
- 10.2 Approval of Updated Classified Salary Schedules for 2022-2023 and 2023-2024
- 10.3 Approval of Updated Unrepresented Management and Specialist Salary Schedules for 2022-2023 and 2023-2024

11. AGENDA PLANNING

12. ADJOURN

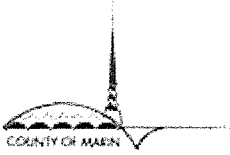
The next regular meeting of the Board of Trustees of the Lagunitas School District is scheduled for Thursday, August 17, 2023 at 6:30 p.m.

A Board Retreat is scheduled for Saturday, July 1, 2023 at 9:00 a.m.

Accessibility Accommodations: The Lagunitas School District adheres to the Americans with Disabilities Act. Should you require special accommodations, or more information about accessibility, please contact Liz Wickersham at 415-488-4118 x 201. All efforts will be made for reasonable accommodations in accordance with applicable law.

Public Records: In accordance with Government Code section 54957.5 and the Public Records Act, public records that are distributed to a majority of the Board of Trustees concerning the open session agenda will be made available upon request. Such records distributed less than 72 hours prior to regular meeting are available for inspection at the Lagunitas School District Office located at One Lagunitas School Road, San Geronimo.

COPIES OF BOARD AGENDAS AND REPORTS PRESENTED AT THIS MEETING CAN BE FOUND UNDER THE MENU TAB LABELED "SCHOOL BOARD" ON THE LAGUNITAS SCHOOL DISTRICT WEBSITE: **www.lagunitas.org**



Marin County Civil Grand Jury
3501 Civic Center Drive, Room 275
San Rafael, CA 94903
Tel. 415-473-6132

June 15, 2023

Board of Trustees President Richard Sloan
Lagunitas School District
PO Box 308
San Geronimo, CA 94963

2022–2023 Marin County Civil Grand Jury Report:

Build More ADUs - An Rx for Increasing Marin's Housing Supply

<https://www.marincounty.org/-/media/files/departments/gj/reports-responses/2022-23/build-more-adus--an-rx-for-increasing-marins-housing-supply.pdf?la=en>

Dear Board of Trustees President Sloan,

The above **final report** (accessible at the link above) is being released to the public today and your agency is listed as a required respondent to one or more recommendations.

Please have your agency respond in writing to the findings and recommendations sections of the report pursuant to Penal Code Sections 933 and 933.05. The Code requirements for responses may be found here: <https://rebrand.ly/MarinGrandJuryPenalCodeSummaryPDF>.

The Penal Code specifies the deadline and the format for responses; the Grand Jury does not have the authority to waive those requirements. Responses that do not comply with the requirements will be returned for revision. Please complete and include a copy of this form with your response: <https://rebrand.ly/2022MarinGrandJuryResponseFormPDF>.

The response is due within 90 days (September 15, 2023). Submit your response as *both* a hard copy and a PDF file to these two recipients:

The Honorable Judge James Chou
Marin County Superior Court
P.O. Box 4988
San Rafael, CA 94913-4988
Send PDF file

to: departmentb@marin.courts.ca.gov

AND

Pat Shepherd, Foreperson

Marin County Civil Grand Jury
3501 Civic Center Drive, Room #275
San Rafael, CA 94903
Send PDF file to: grandjury@marincounty.org

Comments and responses from any governing body are subject to the notice, agenda, and open meeting requirements of the Brown Act, which requires that any action of a public entity governing board occur only at a noticed meeting for which an agenda has been provided. Responses to Grand Jury reports are public records. All responses, once filed and approved, can be accessed at the Marin County website: <https://www.marincounty.org/depts/gj/reports-and-responses>

Should you have any questions or technical difficulties, please contact me at foreperson@marincivilgrandjury.org. Telephone inquiries can be made to Heather Callan (Aide to the Grand Jury) at (415) 473-6132.

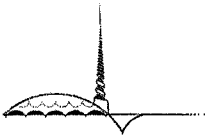
Sincerely,

Pat Shepherd

Pat Shepherd, Foreperson
2022–2023 Marin County Civil Grand Jury

cc: Laura Shain

Email Disclaimer: <https://www.marincounty.org/main/disclaimers>



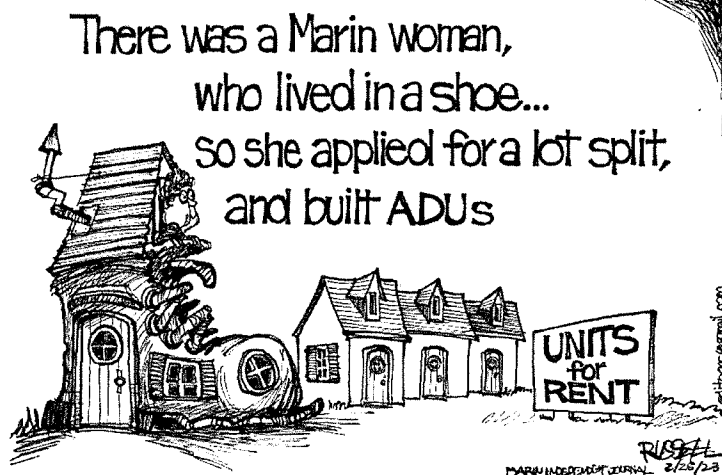
Build More ADUs - An Rx to Increase Marin's Housing Supply

June 15, 2023

SUMMARY

As a result of California's new state mandated Housing Element, Marin County and all its municipalities are obligated to build 14,210 new housing units by 2031.¹ Accessory Dwelling Units (ADUs) can help fill that need.

Marin County's housing production is not keeping pace with demand. The lack of housing supply to meet people's needs impacts affordability and causes average housing costs, particularly for renters in Marin, to rise significantly. As affordable housing becomes less accessible, people drive longer distances between homes they can afford and their workplace, or pack themselves into smaller shared spaces, both of which reduce quality of life and produce negative environmental impacts.



By permission of George Russell/Marin Independent Journal

* Note: The law does not require a lot split to build an ADU

One approach that could help achieve these housing goals is based upon a recognition that many property owners and residents reside on land on which they could build additional or secondary housing units. These second units, variously called granny flats, in-law units, garage houses, and under state law "Accessory Dwelling Units" (ADUs) and "Junior Accessory Dwelling Units" (JADUs) have become an increasingly popular form of housing. Unfortunately, they have not always been treated as "legal" under local law. Now, California law has effectively legalized

¹ 4,171 (very low income <50 percent AMI (Area Median Income), 2,400 (low income <80 percent AMI), 2,182 5,652 Total: 14,405. https://abag.ca.gov/sites/default/files/documents/2022-04/Final_RHNA_Methodology_Report_2023-2031_March2022_Update.pdf (accessed March 6, 2023): www.hcd.ca.gov/policy-and-research/accessory-dwelling-units/ Several Marin jurisdictions' Housing Elements make similar arguments; Ross, Appendix C-15.

their construction and occupancy.² Because building these units (a) does not require purchasing additional land, (b) can be added to existing structures and (c) can have fewer construction requirements than traditional single family houses on a square foot basis, they may be built less expensively. California's new law recognizes that ADUs can help fulfill the state's housing mandate, and can do so affordably and with a lesser impact on land use and the environment.³ Contrary to the sentiment expressed in the introductory cartoon, neither the "Marin woman who lived in a shoe" nor anyone else has to "apply for a lot split" before building an ADU.

Allowing ADUs in single-family and multifamily residential zones provides additional rental housing stock which are an essential component of the housing supply in California.⁴ Every Marin jurisdiction has increased ADU production, but there are a number of improvements that can be made to accelerate this process. This report highlights best practices in Marin and other Bay Area communities and suggests ways to facilitate development of ADUs and Junior Accessory Dwelling Units (collectively herein "ADUs").

ADU development has grown throughout the county since 2019.⁵ Marin County's local governments' recently enacted Housing Elements assume that 9.5 percent of their required housing units could be fulfilled with ADUs.⁶ One planning model shows a potential of 9,500 units, which is 66 percent of the requirement.⁷ For example, in Vancouver, Canada, 35 percent of single family houses have ADUs.⁸

² <https://www.hcd.ca.gov/policy-and-research/accessory-dwelling-units> (accessed March 6, 2023)

³ Calif. Gov. Code 65852.2 (m). A local agency may count an accessory dwelling unit for purposes of identifying adequate sites for housing, as specified in subdivision (a) of Section 65583.1, subject to authorization by the department and compliance with this division.

⁴ SB 1069 (2016). M. Nolan Gray, "The Housing Revolution is Coming," *The Atlantic*, October 5, 2022

⁵ Cities and County Housing Element Submissions 2022. Marin County, 2023-2031 Regional Housing Needs Assessment Appeal Request, July 9, 2021 notes the County's goal of increasing the supply of Accessory Dwelling Units along the City Centered Corridor.

⁶ Marin County's share of the region's housing allocation is 3.265 percent while Sonoma County's share is 3.3 percent. <https://abag.ca.gov/our-work/housing/rhna-regional-housing-needs-allocation> (Accessed March 6, 2023).

⁷ <https://turnercenter.berkeley.edu/wp-content/uploads/2021/07/SB-9-Brief-July-2021-Final.pdf> (accessed March 6, 2023). This approach uses an algorithm based on mapping the community.

⁸ <https://www.sightline.org/2016/02/17/why-vancouver-trounces-the-rest-of-cascadia-in-building-adus/> (Accessed March 6, 2023).

Table 1
Marin County and Cities
Housing Regional Housing Needs Allocation (RHNA) Requirements and
Projected ADUs by 2031

Communities		ADU History					ADU Goal	% of RHNA
	RHNA	2018	2019	2020	2021	2022	'23-'31	
Belvedere	160		4				0	0.00
Corte Madera	725	7	4	20	21		100	13.79
Fairfax	490	14	16	11	12		86	17.55
Larkspur	979		6	6	6		48	4.90
Mill Valley	865	0	16	16	29	1	160	18.50
Novato	2,090	6	10	16	27		118	5.65
Ross	111	0	0	1	3	10	80	72.07
San Anselmo	833	6	9	22	24		160	19.21
San Rafael	3,220	78					200	6.21
Sausalito	724		10	10	12	15	64	8.84
Tiburon	639	4	5	5	11		72	11.27
Unincorporated Marin	3,569		37	32	35		280	7.85
Total Units	14,405						1,368	9.50

Source: 2022 Housing Elements submitted by County and municipalities;
Sausalito: Housing Element HBR-120, Table 56 HBR-95 calculations. Accessed December 2022.

Many community planning professionals have argued these additional second units could benefit property owners as an additional source of income, assistance for older residents who could “retire in place” or a place for caregivers, as well as a home for family members. Community rewards might include housing for the local workforce, integrating energy-efficient housing, and reduced overcrowding.⁹

BACKGROUND

What is an ADU?

An ADU is an accessory dwelling of a primary residence and has complete independent living facilities for one or more persons. There are different types of ADUs:

- Detached: The unit is separated from the primary structure.
- Attached: The unit is attached to the primary structure.
- Converted Existing Space: A space (e.g., primary bedroom, attached garage, storage area or similar use, or an accessory structure) on the lot of the primary residence that is converted into an independent living unit.

⁹ <https://www.hcd.ca.gov/policy-and-research/accessory-dwelling-units> (Accessed March 9, 2023). Several Marin jurisdictions' Housing Elements make similar arguments; Ross, Appendix C-15.

- Junior Accessory Dwelling Unit (JADU): A specific type of conversion of existing space that is contained entirely within an existing or proposed single-family residence.¹⁰

ADUs are not new. In previous eras they were given a variety of names, e.g., in-law units, backyard cottages, or granny units. They are quite common throughout the United States and California. In California, which has passed a series of laws enabling the use of ADUs, permits rose to nearly 20,000 in 2021 from about 1,200 in 2016.¹¹

The addition of ADUs to neighborhoods may promote what Jane Jacobs, in her book *The Death and Life of Great American Cities*, called "social capital," "mixed primary uses," and "eyes on the street."¹² This "gentle density" permits a range of casual public interactions which promote safety, contact, and the assimilation of children.

Planning, financing, and building an ADU is straightforward. It requires suitable land, a means to finance the project, and the ability to find a qualified building contractor. Fortunately, there are a number of public and private organizations that can help. For example, the CASITA Coalition provides individual homeowners guides and directions for how to work with public agencies, identify financing options, and even provides examples of building plans.¹³

ADUs Can Be Affordable to Build

Because of their small footprint, ADUs are significantly less expensive to build than new detached single-family homes. They also offer benefits that address common development barriers, such as land use and environmental sustainability. Because ADUs must be built on lots with existing or proposed housing, they do not require paying for new land or other costly infrastructure often required to build a new single-family home. It's a way to add capacity within the existing footprint, a strategy planners sometimes call "gentle density."¹⁴ ADUs do not require much government investment in infrastructure, and they reduce energy consumption and costs.

JADUs are contained inside existing or proposed single-family homes, and thus require relatively modest renovations and can be more affordable to complete. ADUs are often built with cost-effective one- or two-story wood frames, which are also less expensive than other construction types. Additionally, prefabricated ADUs (e.g., manufactured housing and factory-built housing) can be directly purchased and can further reduce construction time and cost. ADUs can provide as much living space as apartments and condominiums, and work well for couples, small families, friends, young people, and seniors.

ADUs Can Be Affordable for Renters

A regional survey of ADU affordability was conducted by the Association of Bay Area Governments (ABAG) to support the 6th Cycle Housing Elements.¹⁵ This survey examined rental costs by region, including Marin, Napa, and Sonoma Counties in the North Bay Region. The survey concluded that when accounting for ADUs rented at market rates, and ADUs rented at discounted rates to families and friends, 29 percent are affordable to very low income

¹⁰ <https://adumarin.org/thinking> (Accessed March 6, 2023).

¹¹ <https://www.nytimes.com/2023/01/29/health/elderly-housing-adu.html> (Accessed Mar. 6, 2023). See Appendix B.

¹² Jane Jacobs, *The Death and Life of Great American Cities* (Random House 1961).

¹³ <https://www.casitacoalition.org/adu-blog-info-for-homeowners/> (Accessed March 6, 2023).

¹⁴ <https://www.nytimes.com/2023/01/29/health/elderly-housing-adu.html> (Accessed March 6, 2023).

¹⁵ <https://abag.ca.gov/our-work/housing/rhna-regional-housing-needs-allocation> (Accessed March 6, 2023).

households, 44 percent to low income households, 26 percent to moderate income households, and 7 percent to above moderate income households. Sausalito undertook a similar survey.¹⁶

Based on the responses from the two surveys, it appears that: 16.2 percent of ADUs are projected to be affordable to very low income households, 32.4 percent to low income households, 32.4 percent to moderate income households, and 18.9 percent to above moderate income households.

Appearance

ADUs come in a variety of flavors. Here is a small sample from Marin.¹⁷



Construction costs

As with any construction, the cost varies considerably based on, among other things, the terrain and the finishes. Construction costs per square foot for ADUs are generally in line with the cost of building any single family dwelling.¹⁸ The four ADUs built in Marin shown above ranged from \$60 to \$521 per square foot (2019 costs). However, because of their size, ADUs may be

¹⁶ <https://housingelements Marin.org/city-of-sausalito> (Accessed March 5, 2023).

¹⁷ Upper left photo, <https://adumarin.org/spotlights/neighbor-spotlight-brenda-and-donal-in-corte-madera> ; Upper Right photo, <https://adumarin.org/spotlights/neighbor-spotlight-cheryl-and-kathy-in-marin>; Lower Left photo, <https://adumarin.org/spotlights/neighbor-spotlight-jane-and-doug-in-mill-valley>, Lower Right photo, <https://adumarin.org/spotlights/neighbor-spotlight-julie-and-tim-in-san-anselmo>, (all Accessed March 31, 2023)

¹⁸ The median cost to build an ADU in California is about \$150,000 according to a 2021 (using 2019 data) survey according to calculations by Turner Center staff, page 3. See more: <https://www.aducalifornia.org/wp-content/uploads/2021/04/Implementing-the-Backyard-Revolution.pdf> (Accessed March 6, 2023).

more amenable to prefabricated construction and thus less expensive. You can even buy kits from such retailers as Home Depot, Amazon or others.¹⁹

Constructing an ADU will increase the value of the property. Generally, the subsequent improvement will be incorporated in the property's tax bill.²⁰ The property as a whole is not reassessed, but the county will issue a supplemental tax bill reflecting the increased value of the property from construction of the ADU.²¹

Some jurisdictions outside of California waive property tax increases under certain conditions. For example, in Oregon a special state act granted homeowners in Salem the option of exempting the value of an accessory dwelling unit (ADU) on their property from their property taxes so long as they are renting the ADU, including utilities, for a monthly amount affordable for those at or below 70 percent of the area median income.²²

Financing

Generally, property owners finance the construction of ADUs using conventional means, e.g., from their savings, equity loans, or by refinancing existing mortgages. Recently, some private lenders have introduced products to meet the growing ADU building demand.

To build upon the early success of ADU legislation, more financial tools are needed to facilitate greater ADU development amongst low to moderate income homeowners who do not have access to cash savings and cannot leverage home equity.²³

ADU financing may present some challenges for those without conventional means. Lending institutions may offer financing options. One institution that the Grand Jury is aware of is Redwood Credit Union (RCU). Among other things, RCU can take into account the future rental value of the ADU in order to determine the borrower's qualifications. RCU can also take over the fund management of the project, if requested.²⁴

In other communities local governments have initiated low-interest loan and grant programs, often with specific conditions designed to keep rents affordable.²⁵ Marin County has \$5 million available county-wide for various affordable housing projects.²⁶ However, claimants for these funds are non-profit developers and other government agencies. Unlike many other communities in California, Marin County and its municipalities have not created financing programs to assist individuals in building affordable housing. However, Marin County does have a program

¹⁹ <https://www.homedepot.com/p/The-Wave-Comfort-ADU-1-Bedroom-410-87-sq-ft-Tiny-Home-Steel-Frame-Building-Kit-Cabin-Guest-House-TWVP1B410/321417498> (Accessed March 6, 2023).

²⁰ <https://www.boe.ca.gov/proptaxes/newconstructionproperty.htm> (Accessed March 6, 2023).

²¹ <https://www.sccoplanning.com/ADU/FAQ.aspx> (Accessed March 6, 2023).

²² <https://www.salemma.gov/adu> (Accessed March 6, 2023).

²³ <https://turnercenter.berkeley.edu/> (Accessed March 6, 2023).

²⁴ <https://www.redwoodcu.org/loans/home/mortgage/construction-loans/> (Accessed March 6, 2023).

²⁵ See <https://www.sccoplanning.com/Portals/2/County/adu/ADU%20Loan%20Program%20Summary%202021.pdf> (Accessed March 6, 2023).

²⁶ The available funding includes roughly \$2.3 million in County Affordable Housing Funds (including a one-for-one match from the State Permanent Housing Allocation), \$2.4 million in new HOME-ARP funds through the U.S. Department of Housing and Urban Development (HUD), and \$600,000 in Community Development Block Grant funds specific to housing projects, also allocated by HUD.

restricted to residences in unincorporated areas so as to lower or mitigate permitting fees for private property owners desiring to build an ADU.²⁷

The California Housing Finance Agency (HFA) has an ADU Grant program for homeowners with low or moderate income.²⁸ It provides up to \$40,000 towards pre-development and non-recurring closing costs associated with the construction of an ADU. Predevelopment costs include site preparation, architectural designs, permits, soil tests, impact fees, property survey, and energy reports. Few, if any, of Marin County's or cities' websites prominently refer to this program.

The California Department of Housing and Community Development had these comments for Marin County by letter dated October 17, 2022:

- Develop a plan that incentivizes and promotes the creation of accessory dwelling units that can be offered at affordable rent... (Gov. Code, § 65583, subd. (c)(7).)
- Review the production of ADUs once in the planning period. A review of production should also: (1) assess affordability, (2) conduct a review more than once in the plan period (e.g., 3-4 times), and (3) commit to a menu of alternative actions that includes rezoning, if necessary, by a specific date (e.g., within six months of review).

APPROACH

The Grand Jury reviewed a broad range of relevant public information related to the planning, permitting, financing and building of ADUs. It did not obtain fee information from every municipality and special district. Additionally, appropriate information from County staff, and several knowledgeable people in the field of community planning and development of ADUs in other Bay Area counties was secured. The Grand Jury received documentation that was relevant in informing these decision makers and guiding their actions.

Many reports, written materials, and internet resources were studied, including but not limited to:

- Recently submitted housing elements by Marin County, Cities, and Towns
- California State ADU and relevant housing laws
- ADU Affordability Best Practices Guidelines
- California HFA ADU Grant Program.
- California Department of Housing and Community Development
- Marin County Community Development
- Understanding the Market: ADUs in Napa and Sonoma County report
- ADU Marin website
- Napa-Sonoma ADU website.

²⁷ <https://www.helloadu.org/marin-adu-services> (Accessed March 6, 2023).

²⁸ <https://www.calhfa.ca.gov/adu/> (Accessed March 6, 2023).

DISCUSSION

ADUs will allow for increased housing utilizing existing space from single family homes, which is the bulk of Marin's housing stock. According to the latest US Census, 62% of all Marin residences are considered detached residences, i.e., an equivalency to single family homes. Many of these detached residences could accommodate a second unit. As Table 2 shows, there are many lots that could *theoretically* have capacity for an ADU or JADU.

Table 2:

Estimating How Many Residences in Marin Are Detached

	Total Residences	Estimated Number of Detached Residences	Calculated Percentage
Belvedere	1,054	931	88.3%
Corte Madera	4,104	2,782	67.8%
Fairfax	3,676	2,447	66.6%
Larkspur	6,652	2,418	36.4%
Mill Valley	6,375	4,550	71.3%
Novato	21,490	12,413	58.2%
Ross	947	900	95.0%
San Anselmo	5,265	3,978	75.6%
San Rafael	24,678	11,496	46.6%
Sausalito	4,332	1,813	41.9%
Tiburon	3,853	2,535	65.8%
Unincorporated	23,188	18,253	78.7%
Total for County	111,570	69,866	62.6%

Source: United States Census, 2020.

ADUs come in all shapes. However, sizes are limited by local regulation. In general, the minimum size is 150 square feet, and the maximum is 1,200 square feet. There are certain financial incentives for ADUs of less than 750 square feet.²⁹ By way of comparison, in 1950 the average American single family home size was 983 square feet.³⁰

Marin jurisdictions, as shown in Table 1 above, have identified the potential of building at least 1,385 ADUs. The table illustrates the jurisdictions' projections (based upon historical trends and their own plans) vary considerably due to multiple factors: typography, willingness to encourage these developments, and the simple matter of available space. Marin communities could increase the actual number of ADUs which can be built.³¹

Marin County has made some efforts to encourage ADUs. It recently created a new ADU Technical Assistance program for homeowners to help make the process less overwhelming. The program provides free feasibility and project management support for qualified homeowners

²⁹ Calif. Gov. Code 65852.2 (f) (3)

³⁰ <https://www.investopedia.com/articles/pf/07/mcmansion.asp> (Accessed March 6, 2023).

³¹ Several California governments have adopted various incentive programs which have already increased the number of ADUs beyond projections. For example, the city of San Diego more than doubled the number of ADUs since 2021. <https://ternercenter.berkeley.edu/research-and-policy/san-diego-adu-bonus-program/> (Accessed March 6, 2023).

who live in the unincorporated areas of the County provided by HelloADU and paid for by the County.³² Marin County's "Make Room for Marin" website provides property owners with a step-by-step overview of the processes associated with ADU development.³³ However, the County and its towns and cities could do a more to encourage and facilitate the building of ADUs. There are often unnecessary delays in issuing building permits. San Jose, for example, offers same day permits in some instances.³⁴

As part of a state grant program, a partnership was established between ten cities and towns and the County called "ADUMarin." This partnership aims to promote the development of ADUs. It includes a variety of information sources on the County website, <https://adumarin.org>, providing interactive workbooks and webinars to assist interested property owners through all aspects of the ADU process.

Napa Sonoma ADU, in comparison, has at least one full time employee and is supported by grants from the Napa Valley Community Foundation and Sonoma County Community Foundation. It provides significantly more comprehensive services and support. Among other things, it offers an ADU calculator, local ADU rules, an address lookup tool, an ADU workbook, stories and floor plans, webinars, vendor registry, a newsletter, and social media.³⁵ Additionally, for a fee, it has an ADU feasibility consult, and permit-ready ADU plans.

On May 25, 2021, the Marin County Board of Supervisors approved an extension to the Accessory Dwelling Unit Fee Waiver Program, which offers property owners in the unincorporated areas of the county (which is approximately 27 percent of the population) fee waivers for the development of ADUs.³⁶ Under the program, in exchange for a property owner's agreement to rent their unit at affordable rates, county permit fees for ADUs may be waived up to the following:

- \$10,000 for ADUs that are rented at rates at or below 80 percent the Area Median Income
- \$5,000 for ADUs that are rented at rates between 81-120 percent of the Area Median income
- \$2,500 for ADUs that are rented at market-rate

The fees waived may include Community Development Agency fees such as planning, building and safety, environmental health services, and Department of Public Works fees such as traffic mitigation.

Impact Fees – Exceptionally Confusing in Spite of State Law

A significant number of Marin homeowners interested in building ADUs on their property are dissuaded from doing so due to prohibitively high impact and mitigation (a.k.a. connection or capacity) fees. One ADU professional characterized these fees as "piracy."

³² <https://www.helloadu.org/free-marin-county-services> (Accessed March 6, 2023).

³³ <https://www.marincounty.org/depts/cd/divisions/housing/make-room-for-marin> (Accessed March 9, 2023).

³⁴ <https://www.sanjoseca.gov/business/development-services-permit-center/accessory-dwelling-units-adus/preapproved-adus> (Accessed April 28, 2023).

³⁵ <https://napasonomaadu.org/> (Accessed March 6, 2023).

³⁶ <https://www.marincounty.org/-/media/files/departments/cd/housing/affordable-housing/adu-affordability/adupacketvfinal> (Accessed March 6, 2023).

SB 13 created a tiered fee structure that charges ADUs based on their size. This fee structure takes into consideration the impact of an ADU on a neighborhood's infrastructure and services, which is different from the impact created by single-family homes or multifamily buildings.³⁷ For example, an ADU of less than 750 square feet is likely to have only one bedroom and unlikely to have school age children living there. This would minimize the impact on schools, water, and sewers, among other services.

Local governments and Special Districts (listed in Appendix A) can charge a variety of fees for a development. These fees, commonly known as impact or mitigation fees, go toward infrastructure development (such as adding lanes or roads or supporting additional traffic) or other public benefits (such as new parks, schools, or affordable housing). In the wake of the passage of Proposition 13 in 1978 and the loss of significant property tax revenue, local governments and school districts have also turned to development fees as a means to generate revenue. Given that California cities have tightly restricted funding sources, fees are one of the few ways cities can pay for the indirect costs of growth.³⁸

State law governs the imposition of impact fees on ADUs.³⁹ Nonetheless, the agencies that might charge impact or mitigation fees have interpreted that state law differently. For example, the new construction of a detached 700 square foot ADU would incur no connection fee from Marin Water (formerly MMWD) but would cost \$8,675 in NMWD.⁴⁰ This discrepancy may be a result of different interpretations of how North Marin Water District interprets the applicable code to exempt ADUs from connection charges. North Marin Water District reads the code as exempting only ADUs created within an existing structure. In some instances, school impact fees provide another example. State law states that such fees are waived for ADUs smaller than 750 square feet, but many cities waive fees only for ADUs smaller than 500 square feet.⁴¹

Different agencies and municipalities throughout the county charge different fees. For example, Tiburon requires new and separate utility connections directly between the ADU and the utility. Consistent with Government Code section 66013, the service may be subject to a connection fee or capacity charge that is proportionate to the burden of the proposed ADU.⁴² In Napa and Sonoma counties, capacity charges for ADUs are waived if the unit is under 499 square feet, and then based upon a square footage charge for larger units.⁴³ In contrast, those fees in Marin have reportedly been as much as \$41,000.⁴⁴

These wide variations aside, it is uniformly challenging for a proponent of an ADU in Marin to get an accurate estimate for impact and connection fees simply by inspecting a town, city, or special district's website or even talking directly with staff of the planning and building

³⁷ <https://openstates.org/ca/bills/20192020/SB13/> (Accessed March 6, 2023).

³⁸ (Chapter 653, Statutes of 2019); <https://openstates.org/ca/bills/20192020/SB13/> (Accessed March 6, 2023).

³⁹ Calif. Gov. Code 65852.2 (f). See Appendix B for the complete text,

⁴⁰ Northern Marin Water District website.

⁴¹ See e.g. <https://www.tamdistrict.org/cms/lib/CA01000875/Centricity/Domain/1547/Nicasio%20-%20Residential.pdf>; <https://www.cityofbelvedere.org/DocumentCenter/View/79/School-Facilities-Fee?bidId=> (Accessed April 28, 2023).

⁴² <http://www.townoftiburon.org/DocumentCenter/View/3266/594ADU-21622?bidId=> (Accessed March 6, 2023).

⁴³ <https://www.napasan.com/151/Capacity-Charges> (Accessed March 6, 2023).

⁴⁴ Grand Jury interview.

departments. In Belvedere, fees for a 700 square foot attached ADU total \$19,530.⁴⁵ Illustrating the consequence and complexity in understanding permit and fee requirements imposed by *almost every* government agency in Marin, we examined the rules imposed by the City of Novato and connected agencies. We assumed permitting and building two comparable ADUs costing \$350/sq. ft.: one at 700 sq. ft. and the other at 800 sq. ft. Applying the information set forth in Novato's Housing Element Update, reviewing the city and special districts' fee schedules and direct conversation with staff members, it is clear individuals face a daunting task in determining the process and the potential of substantial fees. Here, an ADU larger than 750 sq. feet costs well over \$34,000 in fees. Even when a smaller 700 sq. ft. ADU is proposed, fees exceed \$18,000. If Marin County and municipalities genuinely believe, as they have stated in multiple forums, that their housing needs can be met by encouraging the building of ADUs, they should re-examine the various impact fees that they have imposed.

⁴⁵ https://www.cityofbelvedere.org/DocumentCenter/View/8495/6th-Cycle-Housing-Element-Update_Public-Draft-Reduced-compressed (Accessed May 9, 2023).

Table 3
Estimated Novato ADU Permit and Development Fees

	Fee	700 sq. ft. Estimated \$	800 sq. ft. Estimated \$
City of Novato			
ADU Planning Permit	\$820.00	exempt	\$820.00
Building Permit	sliding scale	\$2,156.60	\$2,558.40
subtotal		\$2,156.60	\$3,378.40
Novato City Public Facilities Fees			
Recreational,Cultural Facilities	\$4,725.23	exempt	\$4,725.23
Civic Facilities	\$847.29	exempt	\$847.29
General Government Systems	\$367.54	exempt	\$367.54
Open Space	\$1,022.02	exempt	\$1,022.02
Drainage	\$580.68	exempt	\$580.68
subtotal		\$0.00	\$7542.76
Novato City Traffic Impact Fees			
Streets & Intersections	\$2,601	exempt	\$2,601.00
Transit Facilities	\$89.84	exempt	\$89.84
Corporation Yard	\$56.07	exempt	\$56.07
subtotal		\$0.00	\$2,746.91
Outside Agency Impact Fees			
Novato Unified School District	\$4.08 /sq. ft.	exempt	\$3,264.00
Novato Sanitary District*	\$12,000/dwelling unit	\$7,617.50	\$8,700.00
Novato Fire District	\$.0622/sq. ft.	exempt	exempt
North Marin Water District*	\$7,640/ADU plus	\$8,675.00	\$8,675.00
subtotal		\$16,292.50	\$20,639.00
Subtotal Fees (estimated)			
City		\$2,156.60	\$13,668.07
Outside Agencies		\$16,292.50	\$20,639.00
TOTAL FEES (estimated)			
		\$18,449.10	\$34,307.07

Source: City of Novato Housing Element Update, November 2022, C34-C36, Novato Sanitary District: Pro-rata of 1,200 sq. ft, North Marin Water District, Facility Reserve Charge Study, Final Report, November 15, 2022, Grand Jury interviews. The estimated amounts were calculated March 17, 2023.

Legalizing Marin's Existing Non-Conforming Second Units

According to a 2016 report by McKinsey and Company entitled “A Tool Kit to Close California’s Housing Gap: 3.5 Million Homes by 2025,”⁴⁶ one way to encourage homeowners to add ADUs is to create an amnesty path for ADUs that are not properly permitted.⁴⁷ Some jurisdictions have been at the forefront of encouraging ADUs. Part of their success has been the legalization of existing non-conforming units through amnesty programs. It is estimated that 40 percent to 70 percent of all construction throughout Marin is done without permits.⁴⁸ This number includes all forms of construction, from adding a new water heater to building an in-law unit.

For example, Fairfax has an amnesty program in which all penalties are waived and all ADUs (legalizing illegal existing ones or permitting new ones) housing the elderly get 50 percent off the permit fees normally charged.⁴⁹ San Mateo County had a limited-term ADU Amnesty program (beginning in October/November 2018), which allowed property owners to bring an unpermitted unit into compliance. It featured a low-cost initial inspection as well as detailed guidance on any required improvements necessary to meet the current building code. All fines for unpermitted construction were waived, and planning and building permit fees were either waived or significantly reduced during the initial pilot phase. Code enforcement actions were also suspended, allowing potential applicants the opportunity to explore the program without risk of penalty.⁵⁰

ADUs can help address housing needs of Marin's aging population

Marin County’s Age Forward Plan (2020) suggests that ADUs could help older adults.⁵¹ The share of older adults in Marin will continue to increase and is projected to reach 35 percent of the county’s population by 2025 and 38 percent by 2030.⁵² The Age Forward plan offered three action items in this regard:

- **Community:** Explore opportunities to build ADUs on properties; advocate for measures to expand ADU programs throughout the county.
- **County Leadership:** Foster increase of ADUs, encourage greater awareness of and research for ADU programs and opportunities for residents, explore permit fee waivers and fee reductions, including fee adjustments to incentivize affordable rental units

⁴⁶ See

<https://www.mckinsey.com/~media/mckinsey/featured%20insights/urbanization/closing%20californias%20housing%20gap/closing-californias-housing-gap-full-report.pdf>, (Accessed March 6, 2023).

⁴⁷ <https://ternercenter.berkeley.edu/blog/san-diego-adu-bonus-program/> (Accessed March 6, 2023).

⁴⁸ Marin Builders Exchange survey. <https://www.marinbuilders.com/permit-simplicity-and-customer-satisfaction> (accessed March 6, 2023).

⁴⁹ <https://www.townoffairfax.org/opportunities-for-adu-jadu-permitting-and-construction/> (Accessed March 6, 2023).

⁵⁰ <https://www.smcgov.org/planning/accessory-dwelling-unit-amnesty-health-safety-certification-program> (Accessed March 6, 2023).

⁵¹ “Age Forward, a framework for an Age-Friendly County of Marin,” January 2020 https://www.marinhhs.org/sites/default/files/files/servicepages/2022_06/cc_af_com_plan_final_ada.pdf (Accessed March 15, 2023)

⁵² California Department of Finance. (2019). Population projections for California. Retrieved from <https://dof.ca.gov/Forecasting/Demographics/Projections/> (Accessed March 6, 2023).

- County Departments: Promote ADU programs and facilitate advocacy for greater flexibility, work together to advocate for solutions (Aging & Adult Services, Community Development Agency).⁵³

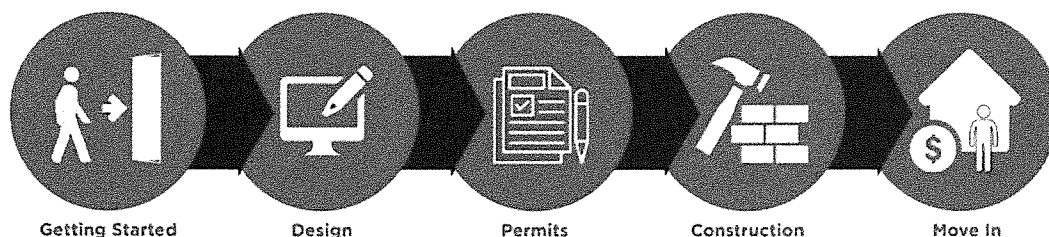
Confusion Reigns

Much of the public is confused about what the requirements are for an ADU.⁵⁴ The Grand Jury's research has found that some jurisdictions in Marin have not updated their planning and building policies to conform with current California ADU laws. Some people do not know whether an ADU requires a lot split, must be rented, what size refrigerator or sink is required, or what the sewer fees would be. Potential ADU owners (not just those with limited incomes) would benefit from a central "one stop shop" for this information. The County and local municipalities would be better served if this "one stop shop" is identified by each municipality to be the authoritative source for all local information. Ideally it would become linked with Napa Sonoma ADU. At the very least, the ADU Marin effort should become more closely aligned with the Napa Sonoma ADU programs. In addition, each municipality should clearly point to such a source of assistance on its website. For example, Fairfax has a model amnesty program, but there is no obvious link to it from the building department website. In addition to the Napa and Sonoma counties efforts, we reviewed the successful San Mateo "Second Unit Resource Center," which has demonstrated that a one stop shop open to all has value:



Getting Started

Are you interested in building a second unit? Here's information on how to get it one.



Source: <https://secondunitcentersmc.org/how/>

⁵³ "Age Forward, a framework for an Age-Friendly County of Marin," January 2020
https://www.marinhhs.org/sites/default/files/files/servicepages/2022_06/cc_af_com_plan_final_ada.pdf (Accessed March 15, 2023)

⁵⁴ See e.g. https://nextdoor.com/p/y-BghLzP7XWt?view=detail&init_source=search&query=adu (Accessed March 6, 2023).

If Marin is serious about helping individuals build ADUs, our review of current and planned efforts initiated by Marin's cities and municipalities leads us to three obvious conclusions:

- Currently, required information is not easily obtained either from officials or contained on agencies' websites.
- Fee information from Marin's water, fire, sanitary, and school districts is not easy to understand and follow.
- Marin's mandated housing goals can be met when every public agency in the county aligns its policies toward these objectives. Cooperation should be the mantra. It benefits everyone.

FINDINGS

- F1. More housing in Marin is needed and ADUs are one solution.
- F2. Many homeowners lack information and knowledge about ADU development, and Marin's jurisdictions are not always helpful to homeowners seeking information about ADU development.
- F3. It is often difficult, if not impossible, for a Marin homeowner to determine the planning, building, connection, capacity and impact fees associated with developing an ADU in a particular jurisdiction.
- F4. Many Bay Area cities and counties, for example Napa and Sonoma, have implemented comprehensive websites and related support to help homeowners create ADUs.
- F5. ADUs may be rented affordably and provide additional benefits for older adults and their caregivers.
- F6. Most Marin jurisdictions could provide better resources offering or identifying financing incentives for ADU development.
- F7. Impact, connection, and capacity fees vary considerably throughout the County and such fees can be a disincentive to homeowners considering ADU development.
- F8. Not every jurisdiction in Marin has updated its planning and building policies to conform with current California ADU laws.
- F9. Granting amnesty, following safety inspection, to existing non-conforming second units could help Marin meet its housing obligations.
- F10. ADU Marin and HelloADU are a good start. However, compared to several other Bay Area cities and counties, for example Napa and Sonoma, they could be substantially enhanced and expanded.

RECOMMENDATIONS

- R1. On or before December 31, 2023, the Marin County Board of Supervisors should direct the Community Development Agency's Development Priority Setting Committee to:
- 1) Identify available funding/financing information for residents who need help with the cost of building an ADU,
 - 2) Transmit the collected information to all the jurisdictions represented on the Committee.
 - 3) Start a continuous monitoring program to update the information sources as they become available.
- R2. By December 1, 2023, begin investigation to consider an amnesty program to legalize existing unpermitted second units. Add a marketing communications plan so that citizens can be made aware of it.
- R3. By December 1, 2023, begin the process of merging and/or collaborating with Napa/Sonoma ADU, and hiring a full-time Marin ADU Program Coordinator. The program coordinator should work with all jurisdictions on the development of ADUs and identify impact and connection fees within each jurisdiction.
- R4. By December 1, 2023, begin a feasibility assessment of waiving or significantly lowering impact and connection fees for units smaller than 750 square feet.
- R5. By December 1, 2023, begin creating plans to accelerate the permit approval process for ADU applications to within 30 days, or less, of submission. Implement such plans no later than July 1, 2024.
- R6. By December 1, 2023, begin feasibility assessments of new incentives for ADU development, such as pre-approved plans, technical assistance, property tax relief, development fee waivers, and forgivable loans; implement at least one such incentive no later than July 1, 2024.

REQUIRED RESPONSES

Pursuant to Penal Code section 933.05, the Grand Jury requires responses from the following governing bodies:

- School Districts
 - Bolinas-Stinson School District Board of Trustees (F7, R4)
 - Kentfield School District Board of Trustees (F7, R4)
 - Laguna Joint School District Board of Directors (F7, R4)
 - Lagunitas School District Board of Trustees (F7, R4)
 - Larkspur-Corte Madera School District Board of Trustees (F7, R4)
 - Marin County Office of Education (F7, R4)
 - Mill Valley School District Board of Trustees (F7, R4)
 - Miller Creek Elementary School District Board of Trustees (F7, R4)
 - Nicasio School District Board of Trustee (F7, R4)
 - Novato Unified School District Board of Trustees (F7, R4)
 - Reed Union School District Board of Trustees (F7, R4)
 - Ross School District Board of Trustees (F7, R4)
 - Ross Valley School District Board of Trustees (F7, R4)
 - San Rafael City Schools Board of Education (F7, R4)
 - Sausalito/Marin City School District Board of Trustees (F7, R4)
 - Shoreline Unified School District Board of Trustees (F7, R4)
 - Tamalpais Union High School District Board of Trustees (F7, R4)
- Municipalities
 - City of Belvedere (F1-F13, R1-R6)
 - City of Larkspur (F1-F13, R1-R6)
 - City of Mill Valley (F1-F13, R1-R6)
 - City of Novato (F1-F13, R1-R6)
 - City of San Rafael (F1-F13, R1-R6)
 - City of Sausalito (F1-F13, R1-R6)
 - Marin County Board of Supervisors (F1-F13, R1-R6)
 - Town of Corte Madera (F1-F13, R1-R6)
 - Town of Fairfax (F1-F13, R1-R6)
 - Town of Ross (F1-F13, R1-R6)
 - Town of San Anselmo (F1-F13, R1-R6)
 - Town of Tiburon (F1-F13, R1-R6)
- Water Districts
 - Bolinas Community Public Utility District (F7, R4)
 - Marin Municipal Water District (F7, R4)
 - North Marin Water District (F7, R4)
 - Stinson Beach County Water District (F7, R4)

- Fire Protection Districts

- Bolinas Fire Protection District (F7, R4)
- Central Marin Fire Department (F7, R4)
- Inverness Public Utility District (F7, R4)
- Kentfield Fire Protection District (F7, R4)
- Marin County Fire Department (F7, R4)
- Marinwood Community Services District (F7, R4)
- Novato Fire Protection District (F7, R4)
- Ross Valley Fire Department (F7, R4)
- Southern Marin Fire Protection District (F7, R4)
- Stinson Beach Fire Protection District (F7, R4)
- Tiburon Fire Protection District (F7, R4)

- Sanitary Districts

- Almonte Sanitary District (F7, R4)
- Alto Sanitary District (F7, R4)
- Central Marin Sanitation Agency (F7, R4)
- Corte Madera Sanitary District No. 2 (F7, R4)
- Homestead Valley Sanitary District (F7, R4)
- Las Gallinas Valley Sanitary District (F7, R4)
- Novato Sanitary District (F7, R4)
- Richardson Bay Sanitary District (F7, R4)
- Ross Valley Sanitary District (F7, R4)
- San Rafael Sanitation District (F7, R4)
- Sausalito Marin City Sanitary District (F7, R4)
- Sewerage Agency of Southern Marin (F7, R4)
- Tiburon Sanitary District 5 (F7, R4)

The governing bodies indicated above should be aware that the comment or response of the governing body must be conducted in accordance with Penal Code section 933 (c) and subject to the notice, agenda and open meeting requirements of the Brown Act.

Note: At the time this report was prepared information was available at the websites listed.

Reports issued by the Civil Grand Jury do not identify individuals interviewed. Penal Code Section 929 requires that reports of the Grand Jury not contain the name of any person or facts leading to the identity of any person who provides information to the Civil Grand Jury. The California State Legislature has stated that it intends the provisions of Penal Code Section 929 prohibiting disclosure of witness identities to encourage full candor in testimony in Grand Jury investigations by protecting the privacy and confidentiality of those who participate in any Civil Grand Jury investigation.

APPENDIX A

Impact, connection, and capacity fees vary considerably within these districts throughout Marin County.

<u>School Districts</u>	<u>Water Districts</u>	<u>Fire Protection Districts</u>	<u>Sanitary Districts</u>
Bolinas-Stinson	Bolinas Community Public Utility	Bolinas	Almonte
Kentfield	Marin Municipal	Central Marin	Alto
Laguna	North Marin	Inverness Public Utility	Central Marin
Lagunitas	Stinson Beach County	Kentfield	Corte Madera
Larkspur-Corte Madera		Marin County	Homestead Valley
Marin County Office of Education		Marinwood Community Services	Las Gallinas
Mill Valley		Novato	Novato
Miller Creek		Ross Valley	Richardson Bay
Nicasio		Southern Marin	Ross Valley
Novato Unified		Stinson Beach	San Rafael
Reed Union		Tiburon	Sausalito/Marin City
Ross			Southern Marin
Ross Valley			Tiburon
San Rafael City			
Sausalito/Marin City			
Shoreline Unified			
Tamalpais Union			

APPENDIX B

For reference only: These are the primary laws affecting ADU development:

- AB 68/AB 881 - Requires local agencies to approve or deny an ADU project more quickly and prohibits local agencies from adopting ADU ordinances that impose minimum lot size requirements, set certain maximum dimensions, or require replacement off-street parking in certain situations. Also allows for an ADU as well as a “junior” ADUs where certain access, setback and other criteria are met.
- SB 13 - Provides, until January 1, 2025, that cities may not condition approval of ADU building permit applications on the applicant being the “owner-applicant” of either the primary dwelling or the ADU, and prohibits impact fees on ADUs under 750 square feet.
- AB 587 - Provides that local agencies may now allow ADUs to be sold or conveyed separately from a primary residence if certain conditions are met. This law is expected to increase the ability of affordable housing organizations to sell deed-restricted ADUs to eligible low-income homeowners.
- AB 670 - Prevents homeowners' associations from barring ADUs. AB 670 makes unlawful any HOA condition that "prohibits or unreasonably restricts" the construction of ADUs on single-family residential lots.
- AB 671 - Requires local governments to include in their General Plan housing elements plans to incentivize and promote the creation of affordable ADUs. The law also requires HCD (Housing and Community Development) to develop, by December 31, 2020, a list of state grants and financial incentives for ADU development.
- New California legislation went into effect on January 1st, 2023, that allows 2-story ADUs in some instances, provides more flexibility in where ADUs can be located on a property, and makes obtaining an ADU permit a more transparent and streamlined process.

ARTICLE 2. Adoption of Regulations [65850 - 65863.13] (*Article 2 added by Stats. 1965, Ch. 1880.*)

65852.2. https://california.public.law/codes/ca_gov%27t_code_section_65852.2
(*Amended (as amended by Stats. 2021, Ch. 343, Sec. 1) by Stats. 2022, Ch. 664, Sec. 2.5. (SB 897) Effective January 1, 2023.*)

Regulation 5142.2: Safe Routes To School Program

Status: DRAFT

Original Adopted Date: Pending | **Last Reviewed Date:** 06/22/2023

District strategies to improve student safety along routes to school and to promote walking, bicycling, and other forms of active transport to school by students may include:

1. Education activities that promote safety and awareness, such as:
 - a. Instructing students about pedestrian and personal safety related to the use of electric or motorized and nonmotorized bicycles or scooters, including by local law enforcement, organizations specified in Education Code 38134, and public agencies that provide safety instructions on such bicycles and scooters.
 - b. Instructing students about the health, academic, and environmental benefits of walking, bicycling, and other forms of active transport to school
 - c. Offering driver safety information to high school students, parents/guardians, and the community to promote safety around school campuses and routes
2. Encouragement strategies designed to generate interest in active transport to school, such as:
 - a. Organizing or facilitating "walking school buses" and/or "bicycle trains" whereby students walk or bike to school in groups escorted by parents/guardians or other volunteers as needed
 - b. Organizing special events and activities, such as Walk or Bike to School Day, International Walk to School Month, or year-round competitions
 - c. Publicizing the district's efforts in order to build support of parents/guardians and the community, including providing information about the district's safe routes to school program in parent/guardian communications and in any notifications about transportation options
3. Enforcement strategies to deter unsafe behaviors of drivers, pedestrians, and bicyclists, such as:
 - a. Initiating or expanding crossing guard, student safety patrol, and/or parent/guardian safety patrol programs
 - b. Partnering with local law enforcement to help ensure that traffic laws are obeyed in the vicinity of schools and to implement appropriate measures such as placement of speed feedback monitors, ticketing, and/or driver safety campaigns
 - c. Monitoring to ensure that students who bicycle to school or who use skateboards, skates, or nonmotorized scooters wear helmets in accordance with Vehicle Code 21212
4. Engineering strategies that address the design, implementation, operation, and maintenance of traffic control devices or physical measures, such as:
 - a. Working with local government agencies, parents/guardians, school staff, and others as appropriate to gather data about environmental conditions and hazards along routes to school
 - b. Working with local government agencies to make operational and physical improvements that reduce or eliminate hazards, such as reducing motor vehicle traffic speeds in the area and establishing safer and fully accessible crosswalks, walkways, trails, and bikeways
 - c. Assessing the adequacy, accessibility, and safety of bicycle parking at schools and making modifications as needed, such as increasing the number of or relocating bicycle racks and/or equipment storage areas
 - d. Considering safe routes to school when making decisions about siting and designing of new schools
5. Evaluation to assess progress toward program goals, including:

- a. Gathering and interpreting data based on indicators established by the Superintendent and the Governing Board
 - b. Presenting data to the Board, program partners, and the public
 - c. Recommending program modifications as needed
 - 6. Emerging technologies that aid in the prevention and mitigation of accidents
 - 7. Emergency response in managing injuries after an accident occurs, including, but not limited to, training staff, crossing guards, student and/or parent/guardian safety patrols, and other volunteers who assist with drop-off and pick-up in emergency procedures
 - 8. Equity, such that resources are distributed in a manner that provides safe access and participation in an equitable manner across the community
-

Regulation 5141.27: Food Allergies/Special Dietary Needs

Status: DRAFT

Original Adopted Date: Pending | **Last Reviewed Date:** 06/22/2023

Definitions

Special dietary needs include food intolerances, allergies, and other medical needs that may require avoidance of specific foods.

Food allergies are abnormal responses of the body's immune system to certain foods or ingredients.

Anaphylaxis is a potentially life-threatening hypersensitivity to a substance and may be caused by a food allergy. Symptoms may include shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing, hives, itching, swelling, shock, or asthma. (Education Code 49414)

Epinephrine auto-injector is a disposable drug delivery system with a spring-activated needle that is designed for emergency administration of epinephrine to provide rapid, convenient first aid for persons suffering a potentially fatal reaction to anaphylaxis. (Education Code 49414)

Notification by Parent/Guardian

The parents/guardians of any student who has a known food allergy or other special dietary need shall notify the Superintendent or designee, in writing, and provide written medical documentation, signed by the student's health care provider, that describes the nature of the student's condition, instructions, and necessary medications. If the student's condition requires food substitutions or modifications in school meals, the written statement shall also describe the specific foods to be restricted and the foods that should be substituted.

Health Plan

Upon receiving notice of a student's food allergy or other special dietary need, the Superintendent or designee shall ensure that a written health plan is developed, in consultation with the student's parents/guardians and health provider, to manage the student's needs while at school or at a school-sponsored activity. The plan shall seek to minimize the student's risk of exposure to the allergen and address actions to be taken if exposure occurs.

As appropriate, the plan may include specific food prohibitions and substitutions, an identification of common school rooms where the student may be exposed, staff responsibilities, information and training to be provided to staff, accommodations and services to facilitate the student's participation in the educational program, and medical/emergency protocols.

When a student with a food allergy or other special dietary need has been identified as disabled pursuant to Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act, necessary accommodations and services shall be identified as part of the student's Section 504 services plan or individualized education program, as appropriate.

Prevention Strategies

To minimize students' exposure to foods to which they are allergic, the Superintendent or designee shall, at a minimum, implement the following preventive measures:

1. Notification to District Staff

When notified by the parent/guardian that a student has a food allergy, the Superintendent or designee shall inform the student's principal, teacher(s), bus driver, school nurse, coach, and/or any other personnel responsible for supervising the student.

The principal or designee shall notify substitute staff of the identity of any students with known food allergies and the school's response plan.

2. Food Services

The district's food services program shall make food substitutions in breakfasts, lunches, and after-school snacks when students are considered to have a disability under Section 504 that restricts their diet and when a health care provider has signed a statement of need that includes recommended alternate foods. (7 CFR 210.10, 220.8)

Substitutions may be made on a case-by-case basis for students who do not have a disability under Section 504 but who cannot consume the regular breakfast, lunch, or after-school snack because of medical or other special dietary needs, when supported by a statement of need signed by a health care provider. (7 CFR 210.10, 220.8, 225.16)

The district's food services staff shall check food labels or specifications to ensure that foods do not contain traces of substances to which the student is allergic.

Under no circumstances shall food services staff prescribe nutritional requirements or revise a diet order prescribed by a health care provider.

Food substitutions shall not result in any additional cost to the student.

3. Class Parties/School Activities

Without identifying the student, the principal or teacher may notify parents/guardians of other students in the class that a student is allergic to a specific food and may request that certain foods not be provided at class parties or other school events.

Whenever the ingredients in any food served at class parties or other school activities are unknown, the student shall be encouraged to avoid the food.

4. Sanitation and Cleaning

To avoid spreading allergens, cafeteria tables and classroom surfaces shall be cleaned with fresh cloth or disposable paper towels utilizing cleaning products known to effectively remove food proteins, excluding waterless cleaners or instant hand sanitizers that do not involve a wet-wash step. Cross-contact from a sponge or cloth used to clean allergen-containing tabletops shall be avoided.

Staff shall use and promote hand-washing using soap and water before and after food handling.

Students shall be notified that exchanging meals or utensils is prohibited.

5. Professional Development

Schoolwide professional development shall be provided to appropriate staff on the identification and management of food allergies, including avoidance measures, typical symptoms, the proper use of epinephrine auto-injectors, documentation and storage of medication, and emergency drills.

6. Supervision of Students

When available, staff who are trained and knowledgeable about symptoms of anaphylaxis and actions to take in an emergency shall provide supervision in the classroom and cafeteria, on the playground, and on field trips or other school activities whenever students known to have a food allergy are present.

7. Health Education

The district's health education curriculum may include instruction on food allergies in order to assist food-allergic students in taking responsibility for monitoring their diet and to teach other students about the dangers of sharing foods or utensils with others.

Emergency Response

Epinephrine auto-injectors or other medicine provided for use in the event of an anaphylactic shock reaction shall be stored and used in accordance with law and BP/AR 5141.21 - Administering Medication and Monitoring Health Conditions.

In addition, staff shall call 911 and seek immediate medical attention for a student experiencing an anaphylactic shock reaction.

As soon as possible, school staff shall contact the student's parents/guardians or other person identified as an emergency contact.

When a student with a known allergy will be off school grounds, such as on a field trip, he/she shall be accompanied by a kit containing at least two doses of epinephrine, other medications as noted by the student's health care provider, and, as appropriate, the student's individualized food allergy plan.

LAGUNITAS SCHOOL DISTRICT
San Geronimo, California

INTERDISTRICT TRANSFER LIST #5 2023-2024
June 22, 2023

INCOMING

Vea Swearingen (3 rd)	Ross Valley School District	New/Conditional
Micah Ager (6 th)	Nicasio School District	New/Conditional
Eli Ager (4 th)	Nicasio School District	New/Conditional
Mikey Durkee (8 th)	Shoreline Union School District	Renewal
James Musser (3 rd)	San Rafael School District	New/Conditional

FROM

STATUS

OUTGOING

Aria Uzri (1 st)	Nicasio School District	New
Lya Uzri (5 th)	Nicasio School District	New

TO

STATUS

BOARD POLICY UPDATES GUIDE SHEET

Updates to CSBA (California School Board Association) Board Policies, Administrative Regulations and Board Bylaws:

1) Board Policy 0430 - Comprehensive Local Plan for Special Education

Policy updated to reflect **NEW LAW (AB 181, 2022)** requiring the State Superintendent of Public Instruction to make publicly available the special education funding each local educational agency (LEA) generates for their Special Education Local Plan Area (SELPA), and for the SELPA, to report to member LEA's the amount of funding each LEA generates for the SELPA.

2) Administrative Regulation 0430 - Comprehensive Local Plan for Special Education

Regulation updated to reflect **NEW LAW (AB 181, 2022)** which extends the timeline for developing an annual assurances support plan to July 1, 2027. A template for the annual assurances support plan will be developed by CDE by July 1, 2026. Additional minor revisions as necessary for clarity.

3) Board Policy 0450 - Comprehensive Safety Plan

Policy updated to clarify language related to approval of the tactical response plan and add material regarding the district's requirement to provide data to the California Department of Education pertaining to lockdown or multi-option response drills conducted at district schools.

4) Administrative Regulation 0450 - Comprehensive Safety Plan

Regulation updated to reflect **NEW LAW (SB 906, 2022)** which requires, starting with the 2023-24 school year, districts to include in the annual notification to parents/guardians information related to the safe storage of firearms, and for certificated and classified employees of the district, and other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement. Regulation also updated to reflect **NEW LAW (AB 1352, 2021)** which authorizes districts to request the Military Department, in consultation with the California Cybersecurity Integration Center (Cal-CSIC), to perform an independent security assessment of the district or an individual district school and **NEW LAW (AB 2355, 2022)** which requires districts that experience a cyberattack, which impacts more than 500 students or personnel, to report the cyberattack to Cal-CSIC. Additionally, regulation updated to include in the optional list of comprehensive safety plan components (1) strategies aimed at preventing potential incidents involving crime and violence on school campuses, (2) provision of safety materials and emergency communications in language(s) understandable to parents/guardians, (3) procedures for the early identification and threat assessment of, and appropriate response to, suspicious and/or threatening digital media content, (4) district policy and/or plan related to pandemics, (5) communication with parents/guardians regarding unification plans and necessity of cooperating with first responders, and (6) continuity of operations procedures to ensure that the district's essential functions are not disrupted during an emergency, to the extent possible.

5) Administrative Regulation 3250 - Transportation Fees

Regulation updated to add that bus passes shall be sold electronically, if available, and removed language related to income eligibility that is no longer relevant. Moved provision regarding privacy to the Board Policy and deleted it from Administrative Regulation.

6) Board Policy 3260 - Fees and Charges

Policy updated to include reference to CDE Fiscal Management Advisory 22-01, Summer School, Third Parties, Tuition Fees, and updates reference to CDE FMA 20-01, Pupil Fees, Deposits, and Other Charges.

7) Administrative Regulation 3260 - Fees and Charges

Regulation updated to reflect **NEW LAW (AB 181, 2022)** which prohibits charging the parent of an unduplicated student a fee for transportation, removed policy related to the sale or lease of personal computers or internet appliances because of the increased use of technology in the modern classroom, changed terminology from "homemaking" to "family and consumer sciences," and reflect **NEW LAW (AB 130, 2021)** which requires a district to provide a free breakfast and lunch daily to any student who requests a meal.

8) Board Policy 3460 - Financial Reports and Accountability

Policy updated to reflect the predictors of fiscal distress as identified by FCMAT in its 2019 "Indicators of Risk or Potential Insolvency." Updated policy also revised to reflect the law more clearly with respect to studies, reports, evaluations, and audits, that the County Superintendent of Schools is required or authorized to consider when reviewing a district's budget.

9) Administrative Regulation 3460 - Financial Reports and Accountability

Regulation updated to add a new section - "Lease Accounting," to reflect GASB Statement 87 which, starting June 15, 2021, changed the rules for the financial reporting of governmental entities' leases, including the rules for the recognition, measurement, and disclosure of such leases in financial statements.

10) Board Policy 3555 - Nutrition Program Compliance

Policy updated to clarify that prohibited discrimination includes alleged discrimination on the basis of race, color, national origin, age, sex, sexual orientation, gender identity, or disability. Policy also updated to reflect United States Department of Agriculture CRD memorandum 01-2022, "Application of Bostock v. Clayton County to Program Discrimination Complaint Processing," which clarifies that prohibited sex discrimination includes discrimination on the basis of gender identity and sexual orientation. Policy also updated to include that complaints against a program operator that is not an educational agency shall be filed with or referred to the California Department of Education.

11) Board Policy 4030 - Nondiscrimination in Employment

Policy updated to reflect **NEW LAW (SB 523, 2022)** which adds reproductive health decision making as a form of prohibited discrimination, and prohibits an employer from requiring an applicant or employee to disclose information relating to an employee's reproductive health decision making.

12) Administrative Regulation 4218 - Dismissal/Suspension/Disciplinary Action

Regulation updated to clarify that a classified employee against whom a recommendation for disciplinary action has been issued may remain on active duty or may be placed on paid leave pending a hearing on the charges. Regulation also updated to reflect **NEW LAW (AB 2413, 2022)** which prohibits a district from suspending without pay, suspending or demoting with a reduction in pay, or dismissing a permanent classified employee who timely requests a hearing unless it is found by a preponderance of the evidence at the time discipline was imposed that the employee (1) engaged in criminal misconduct, (2) engaged in misconduct that presents a risk of harm to students, staff, or property, or (3) committed habitual violations of the district's policies or regulations. Additionally, regulation updated to provide that a district may cease paying an employee if a decision has not been rendered within 30 days of the date the hearing was requested.

13) Administrative Regulation 5113 - Absences and Excuses

Regulation updated to reflect **NEW LAW (SB 955, 2022)** which includes, as another type of required excused absence, the absence of a middle school or high school student for the purpose of participating in a civic or political event, as defined, provided that the student notifies the school ahead of the absence, and **NEW LAW (AB 181, 2022)** which no longer requires the State Board of Education to update its illness verification regulations as necessary to account for including, as a personal illness excused absence, a student's absence for the benefit of the student's mental or behavioral health. Regulation also updated to clarify that absences for participation in religious exercise or to receive moral and religious instruction are excused, but that in order for districts to receive average daily attendance funding for such absences, the Governing Board is required to first adopt a resolution permitting an excused absence for such purposes.

14) Administrative Regulation 5141.3 - Health Examinations

Regulation updated to reflect **NEW LAW (AB 2329)** which authorizes districts to enter into a memorandum of understanding with a nonprofit eye examination provider to provide eye examinations and eyeglasses to students at a school site.

Regulation also updated to reflect **NEW LAW (SB 97)** which requires that beginning on or after January 1, 2023, districts make Type 1 diabetes materials developed by CDE available to parents/guardians when student is first enrolled in elementary school or as part of certain notifications. The first note was changed to a Cautionary Note and updated to clarify that the obligation to perform specified mandated activities is relieved any year that the Budget Act does not provide reimbursement.

15) Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process

Regulation updated to provide that "suspension" does not include removal from class, as specified, so long as removal from a particular class does not occur more than once every five school days, add definitions related to electronic acts as a mode of bullying, include that a teacher may, in addition to suspending a student from class, refer a student for specified acts to the Principal or designee for consideration of a suspension from school, and clarify that immediate suspension is required for any student found at school or a school activity away from school who committed any of the enumerated acts for which a recommendation of expulsion is required. Regulation also updated to reflect **NEW LAW (AB 740, 2022)** which provides for additional due process procedures for suspension of foster youth and Indian children.

16) Administrative Regulation 6115 - Ceremonies and Observances

Regulation updated to reflect **NEW LAW (AB 1655, 2022)** which adds June 19, "Juneteenth National Independence Day," to the list of holidays on which public schools must be closed and **NEW LAW (AB 1801, 2022)** that adds Genocide Remembrance Day to the list of days districts are authorized to close. Regulation also updated to clarify language regarding days on which schools are required to be closed based on appointment by the Governor or President, and to encourage districts to observe a moment of silence on September 11th Remembrance Day, as authorized by law.

17) Board Policy 6173 - Education for Homeless Children

Policy updated to reflect **NEW LAW (AB 408, 2022)** which (1) mandates that districts establish homeless education program policies and update those policies at least once every three years, and (2) requires the liaison for homeless students to offer annual training to district employees providing services to students experiencing homelessness and to inform such employees of the availability of training and the services provided by the liaison. Policy also updated to reflect **NEW LAW (AB 2375, 2022)** which requires districts, regardless of whether they received American Rescue Plan Act of 2021 funds, to annually administer a housing questionnaire for the purpose of identifying students experiencing homelessness, including unaccompanied minors, and annually report that number of students to the California Department of Education (CDE). Additionally, policy updated to reflect **NEW LAW (SB 532, 2022)** which requires districts to annually report to CDE the number of students experiencing homelessness who graduated with an exemption from district-established graduation requirements that are in addition to statewide coursework requirements. Policy updated throughout to change language from "homeless student" to "student experiencing homelessness."

18) Administrative Regulation 6173 - Education for Homeless Children

Regulation updated to reflect **NEW LAW (AB 408, 2022)** which (1) mandates that districts establish homeless education program policies and update those policies at least once every three years, and (2) requires the liaison for homeless students to offer annual training to district employees providing services to students experiencing homelessness and to inform such employees of the availability of training and the services provided by the liaison. Regulation also updated to clarify what factors to consider when determining the "best interest" of the student in enrollment decisions. Additionally, regulation updated to reflect **NEW LAW (AB 181, 2022)** which exempts a student classified as unduplicated from paying a fee for transportation and **NEW LAW (SB 532, 2022)** which provides, when a student experiencing homelessness transfers into a district school, for additional requirements regarding the transfer of coursework and credits, exemptions from district-established graduation requirements, and for the option to remain in school to complete district established or statewide course requirements. Regulation updated throughout to change language from "homeless student" to "student experiencing homelessness."

19) Board Policy 6173.1 - Education for Foster Youth

Policy updated to move material regarding a safe learning environment toward the beginning of the policy as it is philosophical in nature and has general implications, and reflect **NEW LAW (SB 532, 2022)** which requires districts to annually report to the California Department of Education regarding the number of foster youth who, for the prior school year, graduated with an exemption from district-established graduation requirements that are in addition to statewide coursework requirements.

20) Administrative Regulation 6173.1 - Education for Foster Youth

Regulation updated to reflect **NEW LAW (AB 181, 2022)** which (1) amends the definition of foster youth, and (2) requires districts that provide home-to-school transportation and other transportation expressly provided by in law to waive transportation fees for foster youth. Regulation also updated to align the definition of "school of origin" with code language, reflect **NEW LAW (AB 740, 2022)** which provides that a foster youth's educational rights holder, attorney, and county social worker have the same rights as a parent/guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information and **NEW LAW (SB 532, 2022)** which provides, when a foster youth transfers into a district school, for additional requirements regarding the transfer of coursework and credits, exemptions from district-established graduation requirements, and for the option to remain in school to complete district-established or statewide course requirements.

21) Board Bylaw 9220 – Governing Board Elections

Bylaw updated to reflect **NEW LAW (AB 2584, 2022)**, by adding a new section - "Recalling a Board Member." Updated Bylaw also revised "Election Process and Procedure" section to reflect **NEW LAW (SB 1061, 2022)** regarding the requirement that any petition for a special election to fill a Board vacancy include the county election official's estimate of the cost of conducting the special election.

22) Board Bylaw 9223 - Filling Vacancies

Bylaw updated to reflect **NEW LAW (SB 1061, 2022)**, by adding a new note and body paragraph at the end of the "Provisional Appointments" section. Updated Bylaw also reflects New Attorney-General Opinion on how a vacancy is to be filled when a district's trustee areas have been revised or election method has changed from "at-large" to "by-trustee area," since the Board member whose term is to be completed was last elected. The Bylaw also updated to rearrange the Items in "Timelines for Filling a Vacancy" and to revise as necessary for clarity.

23) Board Bylaw 9270 - Conflict of Interest

Bylaw updated to reflect **NEW LAW (SB 1439, 2022)** which makes applicable to elected district officers the prohibition against accepting, soliciting, or directing a contribution of more than \$250 from any party or participant to a proceeding involving a license, permit, or other entitlement for use, including a contract, or from that person's agent, while the proceeding is pending before the Board and for 12 months following the date a final decision is rendered in the proceeding, and from participating in making, or in any way attempting to use the official position to influence the Board's decision when a district officer received a contribution of more than \$250 from a party or participant in the preceding 12 months, as specified. Bylaw also updated to clarify, for a Board member who manages public investments, that when an item on the consent calendar is one in which the Board member has a financial interest, the Board member is required to either make a motion to remove the item from the consent calendar or abstain from voting on the consent calendar.

24) Board Bylaw 9320 – Meetings and Notices

Bylaw updated to reflect **NEW LAW (AB 2449, 2022)** which (1) requires Boards to maintain and implement a procedure for receiving and resolving requests for reasonable accommodation for individuals with disabilities, to resolve any doubt in favor of accessibility, and to give notice of the procedure for receiving and resolving requests for accommodation in each instance in which notice of the time of a meeting is otherwise given or the agenda is otherwise posted, and (2) adds procedures for "Teleconferencing During a Personal Emergency" and "Teleconferencing for 'Just Cause'". Bylaw also updated to reflect **NEW LAW (AB 2647, 2022)** which provides a procedure for complying with the Brown Act when distributing materials to the Board less than 72 hours before a regular meeting and outside of regular business hours. Additionally, bylaw updated to reference the expiration of the California COVID-19 State of Emergency on February 28, 2023 and to clarify that a Board may utilize "Teleconferencing During a Proclaimed State of Emergency," if all terms are met pursuant to Government Code 54953, until January 1, 2024.

25) Board Bylaw 9323 - Meeting Conduct

Bylaw updated to reflect **NEW LAW (SB 1100, 2022)** which authorizes the Board President to remove an individual for disrupting a Board meeting, establishes a procedure for warning the individual prior to their removal, and defines "disrupting" and "true threat of force."



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

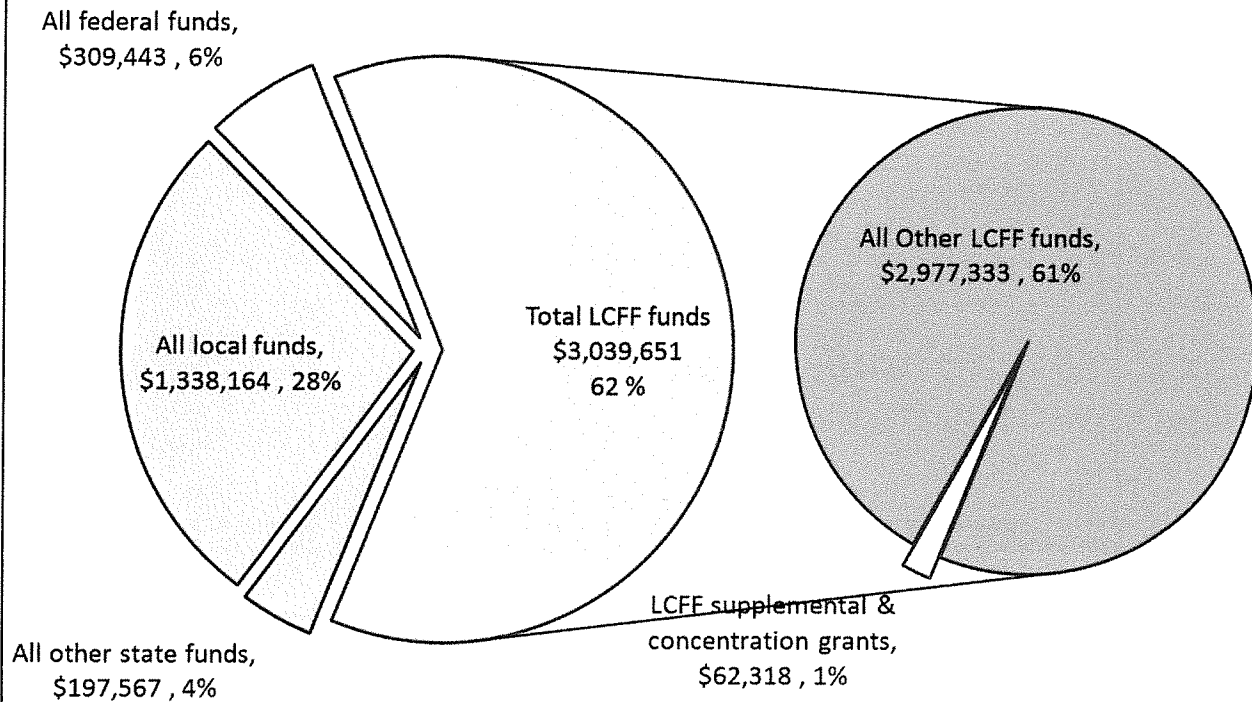
Ishain@lagunitas.org

(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

Projected Revenue by Fund Source

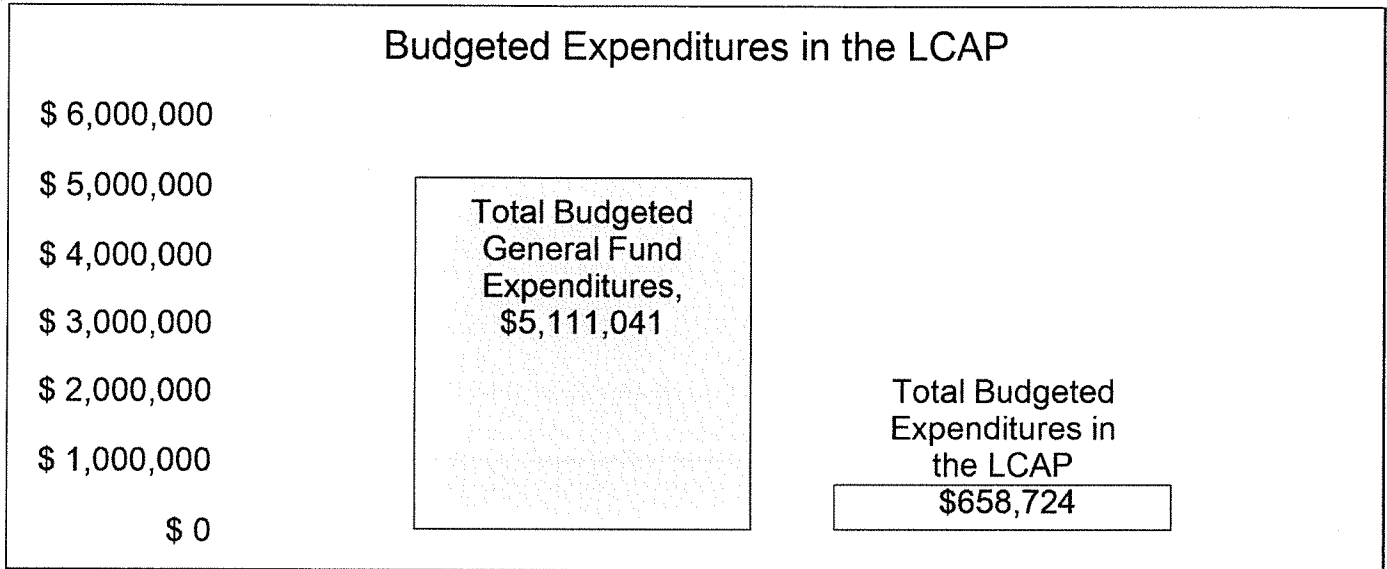


This chart shows the total general purpose revenue Lagunitas Elementary School District expects to receive in the coming year from all sources.

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:

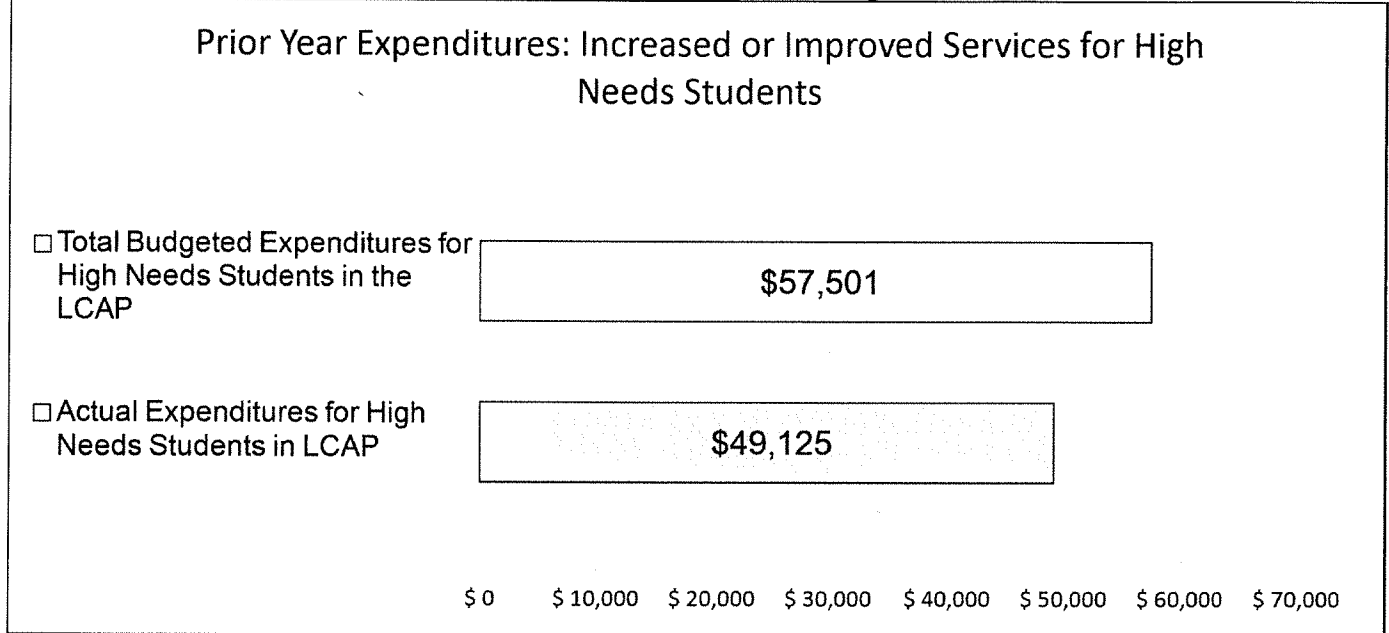
General Fund budget expenditures not shown in the LCAP are general operating costs such as contracts with service providers. Salaries and benefits for administrators, managers, non-academic support staff, and substitutes are also not a part of the plan. Finally, contributions to other funds and state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

Memo

To: Board of Trustees

From: Keith Ricci, Business Manager, Marin County Office of Education

Date: June 15, 2023

Re: 2023-24 Budget Adoption

Background:

The 2023-24 Budget Adoption and multi-year projection have been prepared using the latest information from the 2023-24 state budget. On May 12, 2023, Governor Gavin Newsom released the May Revision to the proposed state budget for 2023-24. The proposal increases the funded cost-of-living adjustment (COLA) to the Local Control Funding Formula (LCFF), special education, and several other categorical programs outside the LCFF from 8.13% to 8.22%.

The Administration also makes the following notable changes with the May Revision:

- Approximately \$2.5 billion reduction in 2022-23 to the Learning Recovery Emergency Block Grant which provides funding for initiatives that support academic learning recovery and staff and pupil social and emotional well-being. This would reduce funding for this program from the \$7.9 billion included in the Budget Act of 2022 to \$5.4 billion.
- Approximately \$607 million reduction in 2022-23 to the Arts, Music and Instructional Materials Discretionary Block Grant which provides funding for specified uses, including standards-aligned professional development, instructional materials, improved school culture, and development of diverse and culturally relevant book collections. This is in addition to the \$1.2 billion reduction in the Governor's January Budget proposal and would reduce funding for this program from the \$3.6 billion included in the Budget Act of 2022 to a total of \$1.8 billion.
- Approximately \$119.6 million (one-time) increase to implement the Stronger Connections Program which provides grants to high needs schools to support

school climate and safety.

- Approximately \$20 million (one-time) increase for the Bilingual Teacher Professional Development Program which provides competitive grants to LEAs to increase the number of teachers with a bilingual authorization.
- \$7 million (one-time) increase to provide competitive grants for LEAs to implement the restorative justice best practices that will be developed and posted on the CDE's website by June 1, 2024.

The Governor's January Budget proposed a \$3.5 million (ongoing) increase to be allocated to LEAs for all middle and high schools to maintain at least two doses of naloxone hydrochloride, or another medication to reverse an opioid overdose, on campus for emergency aid. The May Revision modifies this proposal to allocate these funds to COEs to purchase the medication and distribute it to LEAs.

Voters approved Proposition 28 in November 2022, which requires the state to annually allocate 1% of the TK-12 portion of Proposition 98 funding for arts and music instruction in schools. The May Revision estimates total funding for Proposition 28 to be approximately \$933 million in 2023-24 and proposes trailer bill language to specify that the funding amount for a given fiscal year is final as of the subsequent year's May Revision. LEAs should exercise caution in planning for the expenditure of these funds as the level of funding is not yet known and some of the Proposition's key provisions lack clarity, including the restriction on supplanting and the requirement to use 80% of the funding for employees. We note that LEAs have three years to spend each year's allocation of funds.

The district's budget adoption is self-certified as positive, meaning the district will be able to meet all obligations for the current and two subsequent years. Although the budget is self-certified as positive, it should be noted that the final year of the multi-year projecting is projecting the district will not be able to maintain the unrestricted assigned balance or additional 3% board reserve without budget cuts. A placeholder has been added to the final year of the MYP that indicates the cuts needed maintain the assigned balance and 3% board reserve.

Changes Since 2022-23 Estimated Actuals

2023-24 Revenues

- LCFF: Adjusted to current property tax estimates from the Marin County Department of Finance. The estimate is projecting a 5.65% increase to secured property tax.
- Federal: Updated to current allocations and removed one-time funds from previous year. Added funds for Comprehensive Support and Improvement.
- State: Updated to current allocations, removed one-time funds from previous year, and Extended learning Opportunities funds.
- Local: Updated to current allocations/estimates and increase parcel tax for approved annual inflation.

2023-24 Expenditures

- **Certificated salaries:** Adjusted to match current contracts. Adjusted salaries to match anticipated salary increases.
- **Classified salaries:** Adjusted to match current contracts. Adjusted salaries to match anticipated salary increases.
- **Benefits:** Adjusted to match the 2023-24 rates for payroll taxes, pension, and health & welfare costs.
- **Materials:** Adjusted to match current allocations and updated based on district historic spending trends.
- **Services:** Adjusted to match current allocations, updated based on district historic spending trends, removed costs associated with superintendent and business service contracts, added expenditures for Comprehensive Support and Improvement, removed costs associated with Extended Learning Opportunities.
- **Transfers:** Adjusted transfer based on current estimates.

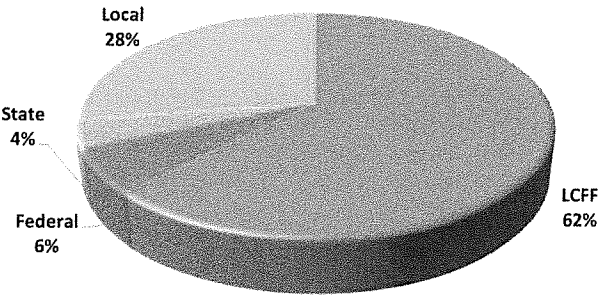
As a result of the changes to revenues and expenditures, the district is estimated to have a \$99,664 decrease to the ending unrestricted general fund balance for 2023-24 and an increasing deficit in the two subsequent years.

Based on the assumptions included in the 2023-24 budget adoption, the Lagunitas School District will be able to meet its financial obligations for the current fiscal year, and two subsequent projection years. As noted above, the final year of the multi-year projecting is projecting the district will not be able to maintain the unrestricted assigned balance or additional 3% board reserve without budget cuts. The proposed 2023-24 Lagunitas School District Budget will be presented for approval on June 15, 2023.

LAGUNITAS ELEMENTARY
2023-24 Budget Adoption - Current Year Snapshot

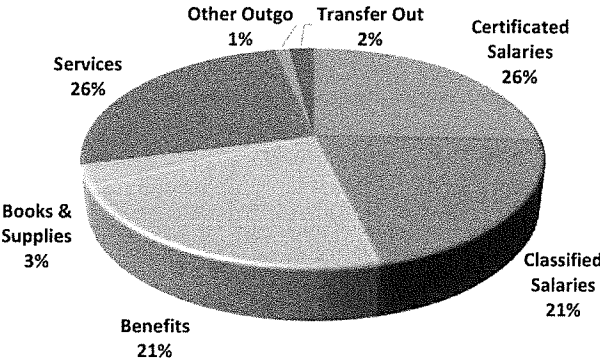
REVENUES

Source	Unrestricted	Restricted	Amount
LCFF	3,039,651	-	3,039,651
Federal	-	309,443	309,443
State	32,521	165,046	197,567
Local	67,317	1,270,847	1,338,164
Contribution	(718,426)	718,426	-
<i>Total Revenue:</i>	<i>2,421,063</i>	<i>2,463,762</i>	<i>4,884,825</i>



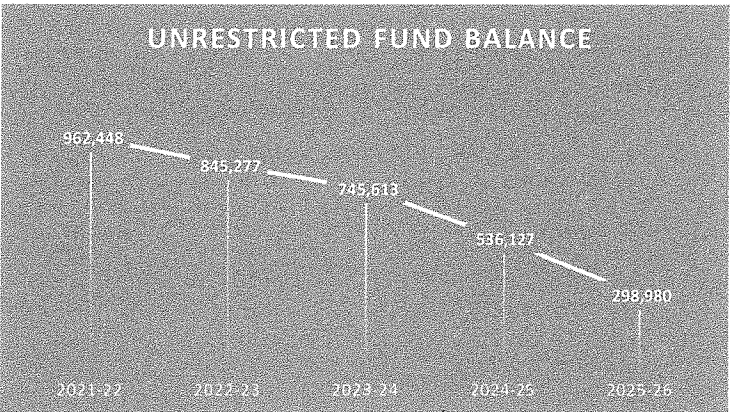
EXPENDITURES

Source	Unrestricted	Restricted	Amount
Certificated Salaries	777,636	524,268	1,301,903
Classified Salaries	803,681	248,790	1,052,472
Benefits	625,333	466,020	1,091,354
Books & Supplies	76,116	92,287	168,403
Services	121,804	1,197,103	1,318,907
Other Outgo	12,270	48,402	60,672
Transfer Out	103,886	-	103,886
<i>Total Expenditures:</i>	<i>2,520,727</i>	<i>2,576,869</i>	<i>5,097,596</i>
Net Increase (Decrease)	(99,664)	(113,107)	(212,771)



TOTAL UNRESTRICTED GENERAL FUND BALANCE

Year	Balance
2018-19	528,145
2019-20	564,710
2020-21	599,826
2021-22	962,448
2022-23	845,277
2023-24	745,613
2024-25	536,127
2025-26	298,980



LAGUNITAS ELEMENTARY
2023-24 Budget Adoption - Estimated Actuals Changes

Description	2022-23 Second Interim			2022-23 Estimated Actuals			Changes			Note
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	
A. REVENUES AND OTHER FINANCING SOURCES										
1. LCFF/Revenue Limit Sources	2,881,926	-	2,881,926	2,881,926	-	2,881,926	-	-	-	
2. Federal Revenues	-	222,291	222,291	-	222,291	222,291	-	-	-	
3. Other State Revenues	32,521	457,082	489,603	32,521	457,082	489,603	-	-	-	
4. Other Local Revenues	90,357	1,249,969	1,340,326	90,357	1,249,969	1,340,326	-	-	-	
5. Other Financing Sources	-	-	-	-	-	-	-	-	-	
a. Transfers In	-	-	-	-	-	-	-	-	-	
b. Other Sources	-	-	-	-	-	-	-	-	-	
c. Contributions	(692,618)	692,618	-	(712,610)	712,610	-	(19,992)	19,992	-	
6. Total (Sum lines A1 thru A5c)	2,312,186	2,621,961	4,934,147	2,292,194	2,641,953	4,934,147	(19,992)	19,992	-	
B. EXPENDITURES AND OTHER FINANCING USES										
1. Certificated Salaries										
a. Base Salaries	629,602	644,696	1,274,298	676,562	695,256	1,371,818	46,960	50,560	97,520	Salary Settlement
b. Step & Column Adjustment	-	-	-	-	-	-	-	-	-	
c. Cost-of-Living Adjustment	-	-	-	-	-	-	-	-	-	
d. Other Adjustments	-	-	-	-	-	-	-	-	-	
e. Total Certificated Salaries (Sum lines B1a thru B1d)	629,602	644,696	1,274,298	676,562	695,256	1,371,818	46,960	50,560	97,520	
2. Classified Salaries										
a. Base Salaries	518,280	244,393	762,673	544,870	253,753	798,623	26,591	9,360	35,950	Salary Settlement
b. Step & Column Adjustment	-	-	-	-	-	-	-	-	-	
c. Cost-of-Living Adjustment	-	-	-	-	-	-	-	-	-	
d. Other Adjustments	-	-	-	-	-	-	-	-	-	
e. Total Classified Salaries (Sum lines B2a thru B2d)	518,280	244,393	762,673	544,870	253,753	798,623	26,591	9,360	35,950	
3. Employee Benefits	518,724	513,456	1,032,180	539,155	526,778	1,065,932	20,431	13,322	33,753	Salary Settlement
4. Books and Supplies	82,161	78,302	160,463	82,161	78,302	160,463	-	-	-	
5. Services and Other Operating Expenditures	392,261	998,102	1,390,363	444,197	908,792	1,352,989	51,936	(89,310)	(37,374)	Decrease to Art, Music, IM Grant and Impact of Salary Settlement
6. Capital Outlay	-	-	-	-	-	-	-	-	-	
7. Other Outgo (7100-7299)	12,270	48,402	60,672	12,270	48,402	60,672	-	-	-	
7. Other Outgo (7400-7499)	-	-	-	-	-	-	-	-	-	
7. Total	1,005,416	1,638,262	2,643,677	1,077,782	1,562,274	2,640,056	72,367	(75,988)	(3,622)	
8. Other Outgo - Transfers of Indirect Costs	-	-	-	-	-	-	-	-	-	
9. Other Financing Uses										
a. Transfers Out	103,886	-	103,886	110,150	-	110,150	6,264	-	6,264	Impact of Salary Settlement
b. Other Uses	-	-	-	-	-	-	-	-	-	
10. Other Adjustments (Explain in Section F below)	-	-	-	-	-	-	-	-	-	
11. Total (Sum lines B1 thru B10)	2,257,183	2,527,351	4,784,534	2,409,365	2,511,282	4,920,647	152,182	(16,069)	136,113	
C. NET INCREASE (DECREASE) IN FUND BALANCE (line A6 minus line B11)	55,003	94,610	149,613	(117,171)	130,671	13,500	(172,174)	36,061	(136,113)	
D. FUND BALANCE										
1. Net Beginning Fund Balance (Form O11, line F1e)	962,447	227,706	1,190,154	962,447	227,706	1,190,154	-	-	-	
2. Ending Fund Balance (Sum lines C and D1)	1,017,450	322,316	1,339,767	845,277	358,377	1,203,654	(172,174)	36,061	(136,113)	
3. Components of Ending Fund Balance (Form O11)										
a. Nonspendable	5,000	-	5,000	5,000	-	5,000	-	-	-	
b. Restricted	-	322,316	322,316	-	358,377	358,377	-	36,061	36,061	
c. Committed										
1. Stabilization Arrangements	-	-	-	-	-	-	-	-	-	
2. Other Commitments	-	-	-	-	-	-	-	-	-	
d. Assigned	131,402	-	131,402	131,402	-	131,402	-	-	-	
e. Unassigned/Unappropriated										
1. Reserve for Economic Uncertainties	382,763	-	382,763	393,652	-	393,652	10,889	-	10,889	
2. Unassigned/Unappropriated	498,285	-	498,285	315,223	-	315,223	(183,063)	-	(183,063)	
f. Total Components of Ending Fund Balance	1,017,450	322,316	1,339,767	845,277	358,377	1,203,654	(172,174)	36,061	(136,113)	
(Line D3f must agree with line D2)	-	-	-	-	-	-	-	(0)	(0)	

LAGUNITAS ELEMENTARY
2023-24 Budget Adoption - MYP Assumptions

MULTI YEAR PROJECTION ASSUMPTIONS			
	2023-24	2024-25	2025-26
<u>Revenue</u>			
LCFF	Based on latest Property Tax Estimates - 5.65% Growth	Estimated 3.5% Property Tax Growth	Estimated 3.5% Property Tax Growth
Federal Revenue	>Based on 2023-24 Allocations >Remove 2022-23 One-Time Funds and Update	Flat - Removed 1x Funds	Flat
State Revenue	>Based on 2023-24 Allocations >Remove 2022-23 One-Time Funds and Update	Flat - Removed 1x Funds	Flat
Local			
Leases & Rentals	Based on Current Contract	Flat	Flat
Special Ed	Based on Current Allocation	Flat	Flat
Parcel Tax	Based on Current Estimate	Add Estimated Increase	Add Estimated Increase
Other Local	As Allocated or Received	Flat	Flat
Donations	Recognized When Received	Recognized When Received	Recognized When Received
<u>Expenditures</u>			
Salaries	>Updated for Salary Settlement >All Active or Open Positions Based on Current Approved Contracts. >Substitute, Support, and Extra Duty Based on Historical Average	>Certificated: 2% Step & Column, 1% COLA >Classified: 3% Step & Column, 1% COLA >Substitute, Support, and Extra Duty - Flat	>Certificated: 2% Step & Column, 1% COLA >Classified: 3% Step & Column, 1% COLA >Substitute, Support, and Extra Duty - Flat
Pension	STRS: 19.10% PERS: 25.37%	STRS: 19.10% PERS: 28.10%	STRS: 19.10% PERS: 28.10%
Health & Welfare	Based on Current Rate	+5%	+5%
Materials	Based on History and Current Restricted Fund Allocations. Removed Expenditures Associated With 1x Funds	+3% CPI on Applicable Unrestricted Expenditures. Removed Expenditures Associated with 1x Funds	+3% CPI on Applicable Unrestricted Expenditures
Service	Based on History and Current Restricted Fund Allocations. Removed Expenditures Associated With 1x Funds	+3% CPI on Applicable Unrestricted Expenditures. Removed Expenditures Associated with 1x Funds	+3% CPI on Applicable Unrestricted Expenditures
Special Ed Excess Costs	Based on MCOE Estimate	+5%	+5%

LAGUNITAS ELEMENTARY

2023-24 Budget Adoption - Significant Changes - Unrestricted/Restricted Combined

SIGNIFICANT CHANGES SINCE 2022-23 Estimated Actuals**Revenue****LCFF Revenue**

Increase	\$157,725	Based on 5.65% Property Tax Growth Per Dept of Finance Estimate
----------	-----------	---

LCFF Changes:	\$157,725
---------------	-----------

Federal Revenue

Comprehensive Support and Improvement	\$165,090	Funding to Support Chronic Absenteeism
Removal of One-Time Funds	(\$78,427)	Funds From Previous Year
Mental Health Allocation	\$489	Adjusted for Current Allocation

Federal Changes:	\$87,152
------------------	----------

State Revenue

Removal of One-Time Funds	(\$119,740)	Funds From Previous Year
Universal PreK Funding	(\$52,662)	Funds Included in Beginning Balance and Reduced to Allocation
Art, Music, IM Grant	(67,121)	Funds are Now Included in Beginning Balance
Extended Learning Opportunities	(\$50,000)	Removed Funds Associated With ELOP
STRS on Behalf	(\$15,480)	Reduction on State Entry Offset by Expenditure Decrease
Mental Health Allocation	\$5,677	Adjusted for Current Allocation
Special Ed Early Intervention Allocation	\$7,290	Adjusted for Current Allocation

State Revenue Changes:	(\$292,036)
------------------------	-------------

Local Revenue

Parcel Tax	\$40,325	Based on the latest county estimate
Special Ed Allocation	(\$26,117)	Allocation Increased Based on AB602 Changes
Lease and Rental	(\$23,040)	Removal of MCOE Sped Rental
Donations	\$6,669	LEAP funds received

Local Revenue Changes:	(\$2,163)
------------------------	-----------

Total Revenue Increase/(Decrease):	(\$49,322)
---	-------------------

Expenditures**Payroll Expenditures**

Certificated Salaries	(\$69,914)	Reduction of Two Teachers and Increase For Salary Settlement
Classified Salaries	\$253,848	Increase Based on Removing Prorated Open Positions and Increase For Salary Settlement
Benefits	\$25,422	Based on Revised Salaries and Pension and Health & Welfare Increases

Payroll Expenditure Changes:	\$209,355
------------------------------	-----------

Material Expenditures

Art, Music, IM Grant	\$21,008	Reallocated the Majority of Remaining Funds to Materials
One-Time Funds	(\$7,195)	Removed Expenditures Associated With One- Time Funds
Miscellaneous	(\$5,873)	Reduction To Several Accounts Based on Trends

Material Expenditure Changes:	\$7,940
-------------------------------	---------

Service Expenditures

Comprehensive Support and Improvement	\$165,090	Added Placeholder Allocation For CSI Services
Superintendent and MCOE Contract	(\$138,975)	Reduced Contracts Cost For Superintendent and Business Services
Extended Learning Opportunities	(\$100,000)	Removed Funds Associated With ELOP
Special Ed Safeguard	(\$50,000)	Reduced Allocation For Potential Special Ed Services
One-Time Funds	(\$29,354)	Removed Expenditures Associated With One- Time Funds
Educator Effectiveness Funds	\$21,330	Allocated Expenditures For Educator Effectiveness
REAP/Field Trip Allocation	\$21,145	Increased Based on Current Projected Costs
Universal PerK	\$17,554	Allocated Expenditures For Universal PreK
Utilities	\$15,000	Increased Based on Current Projected Costs
Facilities	\$15,000	Increased Based on Current Projected Costs
Art, Music, IM Funds	\$11,000	Reallocated Remaining Funds
Other Misc. Services	\$6,900	Several Misc. Accounts Increased Based on Trends
Insurance	\$5,814	Increased Based on Current Projected Costs
Special Ed Services	\$3,414	Increased Based on Current Projected Costs
Audit	\$2,000	Increased Based on Current Projected Costs

Service Expenditure Changes:	(\$34,082)
------------------------------	------------

Transfer Out

Excess Cost Transfer to MCOE	\$13,445	Increased Based on Projected Costs
Transfer to Cafeteria Fund	(\$6,264)	Decreased Based on Projected Costs

Transfer Out Expenditure Changes:	\$7,181
-----------------------------------	---------

Total Expenditure Increase/(Decrease):	\$190,394
---	------------------

Total Net Increase/(Decrease):	(\$239,716)
---------------------------------------	--------------------

LAGUNITAS ELEMENTARY

2023-24 Budget Adoption - Salary Settlement Comparison

	Unrestricted General Fund				Restricted General Fund				Total General Fund			
	2022-23	2023-24	2024-25	2025-26	2022-23	2023-24	2024-25	2025-26	2022-23	2023-24	2024-25	2025-26
Budget Prior to Salary Settlement												
Beginning Balance	962,447	1,017,451	1,208,305	1,373,707	227,706	359,691	237,626	125,714	1,190,154	1,377,143	1,445,931	1,499,421
Net Increase/(Decrease)	55,003	190,854	165,402	163,688	131,984	(122,066)	(111,911)	(4,140)	186,987	68,788	53,491	159,548
Ending Balance	1,017,450	1,208,305	1,373,707	1,537,395	359,690	237,626	125,715	121,574	1,377,141	1,445,931	1,499,422	1,658,969
Budget After Salary Settlement												
Beginning Balance	962,447	845,277	745,613	536,127	227,706	358,377	231,825	113,450	1,190,154	1,203,654	977,438	649,577
Net Increase/(Decrease)	(117,171)	(99,664)	(209,486)	(237,146) *	130,671	(126,552)	(118,375)	20,139	13,500	(226,216)	(327,860)	(217,007)
Ending Balance	845,277	745,613	536,127	298,981	358,377	231,825	113,451	133,589	1,203,654	977,438	649,577	432,570
Difference	(172,174)	(462,693)	(837,580)	(1,238,414)	(1,313)	(5,800)	(12,264)	12,015	(173,487)	(468,493)	(849,844)	(1,226,399)

*Net Increase/(Decrease) in unrestricted general fund has a placeholder in the MYP to maintain the current reserve and assigned balance (see line 10 on the MYP)

LAGUNITAS ELEMENTARY
2023-24 Budget Adoption - Multi-Year Projection

Description	UNRESTRICTED			RESTRICTED			COMBINED		
	2023-24	2024-25	2025-26	2023-24	2024-25	2025-26	2023-24	2024-25	2025-26
A. REVENUES AND OTHER FINANCING SOURCES									
1. LCFF/Revenue Limit Sources	3,039,651	3,114,326	3,204,966				3,039,651	3,114,326	3,204,966
2. Federal Revenues	-	-	-	309,443	143,928	143,928	309,443	143,928	143,928
3. Other State Revenues	32,521	32,971	33,181	165,046	152,069	152,069	197,567	185,040	185,250
4. Other Local Revenues	67,317	66,431	66,431	1,270,847	1,210,372	1,313,762	1,338,164	1,276,803	1,380,193
5. Other Financing Sources							-	-	-
a. Transfers In	-	-	-	-	-	-	-	-	-
b. Other Sources	-	-	-	-	-	-	-	-	-
c. Contributions	(718,426)	(741,524)	(750,949)	718,426	741,524	750,949	-	-	-
6. Total (Sum lines A1 thru A5c)	2,421,063	2,472,204	2,553,629	2,463,762	2,247,894	2,360,708	4,884,825	4,720,098	4,914,337
B. EXPENDITURES AND OTHER FINANCING USES									
1. Certificated Salaries									
a. Base Salaries	777,636	777,636	801,331	524,268	524,268	538,252	1,301,903	1,301,903	1,339,584
b. Step & Column Adjustment		14,653	15,092		10,467	10,758		25,120	25,850
c. Cost-of-Living Adjustment		7,326	7,546		5,234	5,379		12,560	12,925
d. Other Adjustments		1,716	1,576		(1,716)	(1,576)		(0)	-
e. Total Certificated Salaries (Sum lines B1a thru B1d)	777,636	801,331	825,546	524,268	538,252	552,813	1,301,903	1,339,584	1,378,359
2. Classified Salaries									
a. Base Salaries	803,681	803,681	834,735	248,790	248,790	241,522	1,052,472	1,052,472	1,076,256
b. Step & Column Adjustment		23,290	24,221		6,549	6,811		29,838	31,032
c. Cost-of-Living Adjustment		7,763	8,074		2,183	2,270		9,946	10,344
d. Other Adjustments		-	-		(16,000)	-		(16,000)	-
e. Total Classified Salaries (Sum lines B2a thru B2d)	803,681	834,735	867,030	248,790	241,522	250,603	1,052,472	1,076,256	1,117,632
3. Employee Benefits	625,333	708,262	736,816	466,020	492,949	507,602	1,091,354	1,201,211	1,244,418
4. Books and Supplies	76,116	90,727	93,838	92,287	79,105	59,563	168,403	169,833	153,401
5. Services and Other Operating Expenditures	121,804	121,201	137,440	1,197,103	952,593	908,142	1,318,907	1,073,794	1,045,582
6. Capital Outlay	-	-	-	-	-	-	-	-	-
7. Other Outgo (excluding Transfers of Indirect Costs)	12,270	12,270	12,270	61,847	61,847	61,847	74,117	74,117	74,117
7. Other Outgo (excluding Transfers of Indirect Costs)	-	-	-	-	-	-	-	-	-
7. Total	12,270	12,270	12,270	61,847	61,847	61,847	74,117	74,117	74,117
8. Other Outgo - Transfers of Indirect Costs	-	-	-	-	-	-	-	-	-
9. Other Financing Uses									
a. Transfers Out	103,886	113,163	117,835	-	-	-	103,886	113,163	117,835
b. Other Uses	-	-	-	-	-	-	-	-	-
10. Other Adjustments (Explain in Section F below)		-	(200,488)		-	-		-	(200,488)
11. Total (Sum lines B1 thru B10)	2,520,727	2,681,690	2,590,286	2,590,314	2,366,268	2,340,569	5,111,041	5,047,958	4,930,855
C. NET INCREASE (DECREASE) IN FUND BALANCE (line A6 minus line B11)	(99,664)	(209,486)	(36,658)	(126,552)	(118,375)	20,139	(226,216)	(327,860)	(16,519)
D. FUND BALANCE									
1. Net Beginning Fund Balance (Form O11, line F1e)	845,277	745,613	536,127	358,377	231,825	113,450	1,203,654	977,438	649,577
2. Ending Fund Balance (Sum lines C and D1)	745,613	536,127	499,469	231,825	113,451	133,589	977,438	649,577	633,058
3. Components of Ending Fund Balance (Form O11)									
a. Nonspendable	5,000	5,000	5,000	-	-	-	5,000	5,000	5,000
b. Restricted				231,825	113,451	133,589	231,825	113,451	133,589
c. Committed									
1. Stabilization Arrangements	-	-	-				-	-	-
2. Other Commitments	-	-	-				-	-	-
d. Assigned	127,252	109,921	100,000				127,252	109,921	100,000
e. Unassigned/Unappropriated									
1. Reserve for Economic Uncertainties	408,883	403,837	394,468				408,883	403,837	394,468
2. Unassigned/Unappropriated	204,477	17,369	-	(0)	(0)	(0)	204,477	17,369	(0)
f. Total Components of Ending Fund Balance	745,613	536,127	499,468	231,825	113,450	133,589	977,437	649,577	633,057
(Line D3f must agree with line D2)	-	-	0	0	0	0	0	0	1

LAGUNITAS SCHOOL DISTRICT

RESOLUTION NO. 2024-01

REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved temporary sales and income tax increases with Proposition 30 on November 6, 2012; and voters approved Proposition 55 on November 8, 2016 which allowed the sales tax increase to expire in 2016 while extending the increased income tax rates through 2030.

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012; and Proposition 55 amended Article XIII, Section 36 of the California Constitution effective November 8, 2016 and commencing on January 1, 2018.

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state general Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increase in taxes impose by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Chief Business Official shall estimate the total amount of additional revenue, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county office of education, charter schools and community college district;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college district, county office of education, school districts and charter school shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school district and charter schools to comply with the additional audit requirements of Article XII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposed oaf Article XIII, Section 36.

NOW, THEREFORE, be it resolved, determined and ordered by the Board of Trustees of the Lagunitas School District as follows:

1. The monies received for the Education Protection Account shall be spend as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Lagunitas School District;
2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Lagunitas School District has determined to spend the monies received from the Education Protection Act for the 2022/23 school year on:
 - Teacher Salaries, Payroll costs: \$34,202.00.

PASSED AND ADOPTED this day, June 22, 2023, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

ATTEST:

Clerk to the Board of Trustees



LAGUNITAS SCHOOL DISTRICT

RESOLUTION NO. 2024-02

TAX ANTICIPATION NOTE (TAN)

WHEREAS, school districts, community college districts and county boards of education are authorized by Sections 53850 to 53858, both inclusive, of the Government Code of the State of California (being Article 7.6, Chapter 4, Part 1, Division 2, Title 5 of the Government Code) to borrow money by the issuance of temporary note; and

WHEREAS, the Governing Board has determined that, in order to satisfy certain obligations and requirements of the school district, a public body corporate and politic located in the County of Marin, it is desirable that a sum not to exceed \$2,010,875.00 be borrowed for such purpose during its fiscal year ending June 30, 2024 by the issuance of its 2023-2024 Tax Anticipation Note, in anticipation of the receipt of taxes, to be received by the District for the general fund; and

WHEREAS, no money has heretofore been borrowed by or on behalf of the District through issuance of tax anticipation notes or temporary notes in anticipation of the receipts of, or payable from or secured by taxes, or other moneys for the fiscal year 2023-2024;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of the Lagunitas School District does hereby resolve the Note to be executed by a duly authorized officer of the district.

PASSED AND ADOPTED this day, June 22, 2023, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

ATTEST:

Clerk to the Board



MARIN COUNTY OFFICE OF EDUCATION

John A. Carroll

Marin County Superintendent of Schools

1111 Las Gallinas Avenue / PO Box 4925

San Rafael, California 94913

LOAN REQUEST - TAX ANTICIPATION

In accordance with Article XVI, Section 6, of the Constitution of the State of California, and Education Code Section 42620, the Lagunitas School District School District requests that the sum of Two million, ten thousand, eight hundred and seventy-five (\$ 2,010,875.00) be transferred from funds in the custody of the Treasurer of the County of Marin to the district for meeting the obligations incurred for maintenance purposes for the fiscal year 2023-24 (July 1 through last Monday in April only OR as specified in the attached Addendum).

PART A - Justification (Source: School District Adopted Budget SACS Form 01, Page 1, Column F)

1. Total Expenditures & Other Outgo (Objects 1000-7000).	\$ 5,111,041.00
2. Less: Capital Outlay (Objects 6000).	0.00
3. Less: Total Other Outgo (Objects 7000).	103,886.00
4. Total Items 2 & 3.	\$ 103,886.00
5. Current Operating Expenditures (Item 1, less Item 4).	\$ 5,007,155.00

PART B - Maximum Amount Which Can Be Borrowed

1. School District Maximum Secured Tax Limitation (Adopted Budget SACS Form 01, Page 4, Column F, Object 8041)..	\$ 2,681,166.00
2. 75% of Item 1 (85% may be requested later provided County unds are available). Must not exceed Item 5, Part A or 85% of Item 1, Part B.	\$ 2,010,875.00
3. Pursuant to the attached Addendum.	\$

DISTRICT Lagunitas School District

Date

Clerk or Authorized Agent

JOHN A. CARROLL

Marin County Superintendent of Schools

Date

Assistant or Deputy

APPROVED:

MINA MARTINOVICH

Director of Finance

Date

Director of Finance

LOAN REQUEST - TAX ANTICIPATION ADDENDUM

This addendum serves to amend the underlying contract for the 2023-24 Tax Anticipation Note from a fiscal year base (July 1 through the last Monday in April) to amounts accrued for the fiscal year through the date the principal apportionment for the fiscal year is paid in cash. This contract is further amended to reflect the maximum amount which can be borrowed to not exceed 85 percent of the amount of money which will accrue to the school district or county school service fund during the fiscal year.

District	<u>Lagunitas School District</u>	<u></u>	<u></u>
		Date	Clerk or Authorized Agent
JOHN A. CARROLL		<u></u>	<u></u>
Marin County Superintendent of Schools		Date	Assistant or Deputy
 APPROVED:			
MINA MARTINOVICH		<u></u>	<u></u>
Director of Finance		Date	Director of Finance

RESOLUTION 2024-03
of the Governing Board of the

LAGUNITAS School/College District
County of Marin, State of California

AUTHORIZATION TO SIGN ON BEHALF OF THE GOVERNING BOARD

San Geronimo, California

June 22, 2023

City

Date

Pursuant to the provisions of Education Code Section 42630 to 42633 (School Districts) and 85230 to 85233 (Community College Districts) and other legal provisions, the members of the governing board of the above-named school/college district hereby authorize the officer or employee whose name and signature appear below to sign orders and other documents on behalf of the governing board of said school/college district during the period July 1, 2023 - June 30, 2024 (not to exceed one fiscal year), subject to further board action limiting or extending this authority and notification to the County Superintendent and the County Auditor of such action.

Laura Shain

IS AUTHORIZED TO SIGN THE FOLLOWING ON BEHALF OF THE BOARD:

Name (Typed)

Superintendent/Principal

Title

Signature

Please Indicate
"Yes" or "No"

Payroll & Retirement

Overpayment / Adjustment	Yes	<input type="checkbox"/>
Retirement Election Forms	Yes	<input type="checkbox"/>
Sick Leave Transfers	Yes	<input type="checkbox"/>
Sick Leave Service Credit Calculations	Yes	<input type="checkbox"/>

Cash Receipt / Disbursement Authorization

Endorsement Checks.....	Yes	<input type="checkbox"/>
Journal Vouchers Requests.....	Yes	<input type="checkbox"/>
Loan Request –Tax Anticipation Note (TAN)	Yes	<input type="checkbox"/>
Payroll Order Certification	Yes	<input type="checkbox"/>
Vendor Payment Certification	Yes	<input type="checkbox"/>
Deposit Transmittal	Yes	<input type="checkbox"/>

Attendance Reporting

Attendance Certifications	Yes	<input type="checkbox"/>
---------------------------------	-----	--------------------------

State and Federal Reporting

Audit Findings-Certification of Corrective Action	Yes	<input type="checkbox"/>
Certification of Federal Funds	Yes	<input type="checkbox"/>
Independent Auditor Selection Form	Yes	<input type="checkbox"/>
Salary and Benefit Schedule (J90).....	Yes	<input type="checkbox"/>

Other (Please Specify).....

Signed by a majority of trustees:

_____	_____	_____
_____	_____	_____
_____	_____	_____

RESOLUTION 2024-04
of the Governing Board of the

LAGUNITAS School/College District
County of Marin, State of California

AUTHORIZATION TO SIGN ON BEHALF OF THE GOVERNING BOARD

San Geronimo, California
City

June 22, 2023
Date

Pursuant to the provisions of Education Code Section 42630 to 42633 (School Districts) and 85230 to 85233 (Community College Districts) and other legal provisions, the members of the governing board of the above-named school/college district hereby authorize the officer or employee whose name and signature appear below to sign orders and other documents on behalf of the governing board of said school/college district during the period July 1, 2023 - June 30, 2024 (not to exceed one fiscal year), subject to further board action limiting or extending this authority and notification to the County Superintendent and the County Auditor of such action.

Christina Ortega

IS AUTHORIZED TO SIGN THE FOLLOWING ON BEHALF OF THE BOARD:

Name (Typed)

Chief Business Officer

Title

Signature

Please Indicate
"Yes" or "No"

Payroll & Retirement

Overpayment / Adjustment	Yes	<input type="checkbox"/>
Retirement Election Forms	Yes	<input type="checkbox"/>
Sick Leave Transfers	Yes	<input type="checkbox"/>
Sick Leave Service Credit Calculations	Yes	<input type="checkbox"/>

Cash Receipt / Disbursement Authorization

Endorsement Checks.....	Yes	<input type="checkbox"/>
Journal Vouchers Requests.....	Yes	<input type="checkbox"/>
Loan Request –Tax Anticipation Note (TAN)	Yes	<input type="checkbox"/>
Payroll Order Certification	Yes	<input type="checkbox"/>
Vendor Payment Certification	Yes	<input type="checkbox"/>
Deposit Transmittal	Yes	<input type="checkbox"/>

Attendance Reporting

Attendance Certifications	Yes	<input type="checkbox"/>
---------------------------------	-----	--------------------------

State and Federal Reporting

Audit Findings-Certification of Corrective Action	Yes	<input type="checkbox"/>
Certification of Federal Funds	Yes	<input type="checkbox"/>
Independent Auditor Selection Form	Yes	<input type="checkbox"/>
Salary and Benefit Schedule (J90).....	Yes	<input type="checkbox"/>

Other (Please Specify).....

Signed by a majority of trustees:

_____	_____	_____
_____	_____	_____
_____	_____	_____

**Aeries Software, Inc.**

A solution where data empowers, never impedes.

PREPARED BY
Brandon Cruz
brandonc@aeries.com

Quote #: Q-01902-1
Date: 5/10/2023
Expires On: 8/8/2023

District: Lagunitas School District

Contact: Nick Mitchell
Email: nmitchell@marinschools.org
Phone: (415) 491-6604
Address: 1111 Las Gallinas Ave.
San Rafael, CA 94913

Pricing provided has been prepared for the following term -

Aeries SIS Software

QTY	PRODUCTS	DESCRIPTION	UNIT PRICE	EXTENDED
15	Additional Years Hosted DB Maintenance	Cost per Database for hosting prior-year Aeries Databases. Includes all updates and required maintenance.	\$250.00	\$3,750.00
1	Aeries Cloud Hosting Services	Cloud-based data hosting and back-up solution. Please see full details below. *Flat rate pricing under 1k enrollment.	\$4,000.00	\$4,000.00
Aeries SIS Software TOTAL:				\$7,750.00

Aeries Configuration Services

QTY	PRODUCTS	DESCRIPTION	UNIT PRICE	EXTENDED
1	Configuration of Aeries Hosting	Configuration of Aeries Cloud Services environment includes migration of existing data. Incompatible legacy data can be migrated at an additional charge if data conversion is required.	\$2,000.00	\$2,000.00
Aeries Configuration Services TOTAL:				\$2,000.00

TOTAL: \$9,750.00

Aeries Cloud Services is an additional hosting product and can be sold separately. All hosting costs will be in addition to any SIS services and ancillary products that have been purchased by the district. By signing this agreement, the district/school understands the additional cost added to the renewal agreement going forward.

Signature: _____

Effective Date: ____/____/____

Name (Print): _____

Title: _____

Please sign and email to Brandon Cruz at brandonc@aeries.com

THANK YOU FOR YOUR BUSINESS!

770 The City Dr. S, Suite 6500, Orange, CA 92868
Phone: 888.487.7555
Email: sales@aeries.com

Description of Aeries Hosted Services

Aeries Student Information System proposes to be the Hosted Service Provider for the District.

Hardware& Systems Components, Security

Aeries Software provides all the required hardware, software, and configuration services needed to procure, setup, and manage the components necessary to house and maintain your Aeries data and make it readily available to all stakeholders.

This includes:

- Microsoft SQL Server hardware and software management
- Software Licensing (operating systems, database, certificates, etc.)
- Upgrades/patches – the hardware is maintained at the highest industry standards. Our technical staff is able to respond immediately to any disruption of services and fail-over redundancy is standard. Maintenance is scheduled to have the least possible impact on the District
- Disaster Recovery – in the event of a natural or other type of disaster, your Aeries database can be recovered from off-site backup
- Transport layer security encryption
- Expert administration, management, and maintenance of all hardware in hosted environment.
- DDoS/Intrusion detection and mitigation services.

Aeries SQL Database Management

- Aeries Updates for all Aeries Software
- Backups – full backup nightly, hourly automated back-ups
- Point-in-time data recovery
- Database maintenance
- Errant data correction assistance
- SQL database account and security management (user accounts/roles/permissions/etc.)
- Aeries systems security consulting
- Manage school-based code set consistency
- Industry standard SLA provided

Aeries Premium Hosting Services

The following services and pricing may vary dependent on the District's custom needs within the Aeries Hosted environment. These services are optional and can be purchased in addition to the standard features above.

- Dedicated SQL server with Elevated SQL permissions
- Permissions to administer SQL jobs
- Custom hosted SQL databases for users to integrate data with Aeries SIS database.
- Additional Aeries environment servers
- District developed Aeries customization support



State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2023-2024

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Lagunitas Elementary School District District CDS Code: 65359

Name of County: Marin County CDS Code: 21

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 06 / 22 / 23 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2024.

Submitted by (Superintendent, Board Secretary, or Designee):

<u>Laura Shain</u>	<u></u>	<u>Superintendent/Principal</u>
<i>Name</i>	<i>Signature</i>	<i>Title</i>

<u>415-488-9167</u>	<u>415-488-4118</u>	<u>06/22/2023</u>
<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>

P.O. Box 308, San Geronimo, CA 94963

Mailing Address

Lshain@Lagunitas.org

EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY, CHARTER SCHOOL OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

_____ Name	_____ Signature	_____ Title
_____ Fax Number	_____ Telephone Number	_____ Date
_____ Mailing Address		
_____ EMail Address		

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	<u>0</u>
Bilingual Authorization (applicant already holds teaching credential)	<u>0</u>
List target language(s) for bilingual authorization: <u>0</u>	
Resource Specialist	<u>0</u>
Teacher Librarian Services	<u>0</u>

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	2
Single Subject	0
Special Education	0
TOTAL	2

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? ☐ Yes ☒ No

If no, explain. We are a small rural school district.

Does your agency participate in a Commission-approved college or university internship program? ☐ Yes ☒ No

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

If no, explain why you do not participate in an internship program.

**Tentative Agreement between
Lagunitas School District
And Lagunitas Teacher Association
May 23, 2023**

ARTICLE VIII – Hours of Employment

The Parties agree to modify Article VIII as follows:

M. Compensation for Additional Certificated Duties

The District recognizes that there are some responsibilities which certificated staff members assume which are clearly over and above their professional duty to provide a successful classroom teaching program within the school day and the school year.

It is the intention of the District that employees called upon to perform extraordinary service after regular school hours shall be compensated for their extra time at the agreed upon Extraordinary Service rate as set annually in chart below. Some Extraordinary Service duties or positions are compensated on a separate scale and are noted in the chart below. District Principal or Superintendent may add additional positions as they arise.

Examples of Extraordinary Service for which monetary compensation may be approved are listed below. Extraordinary service duties and positions that are compensated will be credited toward the CalSTRS Defined Benefit Supplemental Plan.

Compensation for Extraordinary Service needs signed pre-approval by the Principal and/or Superintendent on the Extra-Duty Pre-approval Form and will be for the current year only. Amounts subject to change annually.

POSITION	DESCRIPTION	SELECTION PROCESS	AMOUNT
New Teacher Induction Mentor	One year mentoring through MCOE Teacher Induction Program. A one-to-two year process.	Principal selects from teacher volunteers.	\$2,000. per year in two annual payments.
Teacher Coach/Mentor	Informal coaching of new teachers as needed.	Principal selects from teacher volunteers.	\$35. per hour with maximum hours set by Principal.
Overnight Field Trips	Pay for teachers staying overnight with student group during field trip. Cost may be built into field trip donation requests.	Principal selects from teacher volunteers.	\$150. per overnight.

Committee Work after contractual school day hours	1. Wellness Committee 2. Facilities Committee 3. School Site Council	Principal selects from teacher volunteers. Pre-Approval needed with meeting schedule.	\$35. per hour.
Lunch Supervision Sub	As needed.	Principal or District Secretary arranges as needed.	\$35. per lunch period.
Training and Professional Development	Extra duty pay may be available for some district-sponsored or approved training and professional development.	Principal pre-approves.	\$35. per hour.
IEP meeting, SST meeting, Program planning or staff meeting.	As needed.	Principal pre-approves.	\$35. per hour.

Teacher Induction Mentor

Teachers have weekly on-site contact during and after school hours (averaging not less than one hour per week) with a Mentor who is an exemplary, experienced educator. Mentors provide classroom support during the first two years in the classroom or continued support for those who have been interns, or have taught out of state or out of country. Observe and coach Teachers, offer emotional support, assist with short- and long-term planning, help design classroom management strategies, teach demonstration lessons, provide curriculum resources, and facilitate communication with the site administrator. Mentors work with Teachers to engage in Cycles of Inquiry and reflect upon practice. They help arrange and facilitate veteran Teacher observations. Mentors maintain a confidential, formative development professional relationship with Teachers. Mentors do not share information contributing to evaluation with administrators or department chairs.

The Extra-Duty Pre-Approval Form will be included as APPENDIX K "Extra-Duty Pre-Approval Form" in the revised Collective Bargaining Agreement 2023-2024.


All remaining section of Article VIII shall remain status quo.

For the District:



Supt./Principal

For LTA:



LTA PRESIDENT

6/15/23



Lagunitas School District
Certificated Personnel

APPENDIX K: Extra-Duty Pre-Approval Form

Teacher Name: _____ Date of Request: ____/____/____

Description of Extra-Duty Requested: _____

Requested Dates of Extra-Duty: _____

Amount of Time Expected: _____

(This section to be completed by Principal.)

Approved description and expectations of extra-duty, including duration, responsibilities -
including reporting back, pay and time.

Approved Dates of Extra-Duty: _____

Amount of time Expected: _____

☐ Extra-Duty approved by Principal

Principal's Approval Signature: _____

Date: ____/____/____

Teacher's Agreement Signature: _____

Date: ____/____/____

**Lagunitas School District
Certificated Salary Schedule
2022/2023 FINAL**

	A BA + 30	B BA + 45	C BA + 60	D BA + 75	
1	62,433	64,930	67,528	70,229	1
2	64,681	67,268	69,959	72,757	2
3	67,009	69,690	72,477	75,376	3
4	69,421	72,198	75,086	78,090	4
5	71,921	74,797	77,789	80,901	5
6	74,510	77,490	80,590	83,813	6
7	77,192	80,280	83,491	86,831	7
8	79,971	83,170	86,497	89,957	8
9	82,850	86,164	89,611	93,195	9
10	85,833	89,266	92,837	96,550	10
11		91,007	94,647	98,433	11
12		92,781	96,493	100,352	12
13		94,590	98,374	102,309	13
14		96,435	100,292	104,304	14
15		98,315	102,248	106,338	15
16			104,242	108,412	16
17			106,275	110,526	17
18			108,347	112,681	18
19			110,460	114,878	19
20			112,614	117,118	20
21				119,402	21
22				121,730	22

*Masters Stipend: \$500

*2022/2023

Board Approved 6/15/23: 8.00% increase effective July 1, 2022

*2021/2022

Board Approved 6/17/21: 2.00% increase effective July 1, 2021

**Lagunitas School District
Certificated Salary Schedule
2023/2024 FINAL**

	A BA + 30	B BA + 45	C BA + 60	D BA + 75	
1	65,555	68,177	70,904	73,740	1
2	67,915	70,631	73,457	76,395	2
3	70,360	73,174	76,101	79,145	3
4	72,893	75,808	78,841	81,994	4
5	75,517	78,537	81,679	84,946	5
6	78,235	81,365	84,619	88,004	6
7	81,052	84,294	87,666	91,172	7
8	83,970	87,328	90,822	94,454	8
9	86,993	90,472	94,091	97,855	9
10	90,124	93,729	97,478	101,378	10
11		95,557	99,379	103,354	11
12		97,420	101,317	105,370	12
13		99,320	103,293	107,425	13
14		101,257	105,307	109,519	14
15		103,231	107,361	111,655	15
16			109,454	113,832	16
17			111,588	116,052	17
18			113,764	118,315	18
19			115,983	120,622	19
20			118,244	122,974	20
21				125,372	21
22				127,817	22

*Masters Stipend: \$500

*2023/2024	Board Approved 6/15/23: 5.00% increase effective July 1, 2023
*2022/2023	Board Approved 6/15/23: 8.00% increase effective July 1, 2022
*2021/2022	Board Approved 6/17/21: 2.00% increase effective July 1, 2021

LAGUNITAS SCHOOL DISTRICT
CSEA CLASSIFIED SALARY SCHEDULE
2022-2023 Final

Steps	Column A Assistant Cook	Column C Library Aide Student Supervision Instructional Assistant Intervention Aide	Column D RSP Assistant	Column E Custodian	Column E2 Food Service Coordinator	Column I School Secretary Maintenance Worker	Steps
1	\$18.77	\$21.44	\$21.73	\$21.80	\$22.20	\$23.96	1
2	\$19.42	\$22.19	\$22.49	\$22.56	\$22.98	\$24.80	2
3	\$20.10	\$22.96	\$23.28	\$23.35	\$23.78	\$25.67	3
4	\$20.81	\$23.77	\$24.09	\$24.17	\$24.61	\$26.57	4
5	\$21.53	\$24.60	\$24.93	\$25.01	\$25.48	\$27.50	5
6	\$22.29	\$25.46	\$25.81	\$25.89	\$26.37	\$28.46	6
7	\$23.07	\$26.35	\$26.71	\$26.80	\$27.29	\$29.46	7
8	\$23.88	\$27.27	\$27.65	\$27.73	\$28.24	\$30.49	8
9	\$24.71	\$28.23	\$28.61	\$28.70	\$29.23	\$31.56	9
10	\$25.58	\$29.22	\$29.61	\$29.71	\$30.26	\$32.66	10
11	\$26.74	\$30.54	\$30.96	\$31.06	\$31.63	\$34.14	11
12	\$27.67	\$31.61	\$32.04	\$32.14	\$32.74	\$35.34	12
13	\$28.64	\$32.72	\$33.16	\$33.27	\$33.88	\$36.57	13
14	\$29.64	\$33.86	\$34.32	\$34.43	\$35.07	\$37.85	14
15	\$30.68	\$35.05	\$35.52	\$35.64	\$36.29	\$39.18	15
16	\$31.75	\$36.27	\$36.77	\$36.89	\$37.57	\$40.55	16
17	\$32.87	\$37.54	\$38.05	\$38.18	\$38.88	\$41.97	17
18	\$34.02	\$38.86	\$39.39	\$39.51	\$40.24	\$43.44	18
19	\$35.21	\$40.22	\$40.77	\$40.90	\$41.65	\$44.96	19
20	\$36.44	\$41.63	\$42.19	\$42.33	\$43.11	\$46.53	20
21	\$37.71	\$43.08	\$43.67	\$43.81	\$44.62	\$48.16	21
22	\$39.03	\$44.59	\$45.20	\$45.34	\$46.18	\$49.85	22
23	\$40.40	\$46.15	\$46.78	\$46.93	\$47.79	\$51.59	23
24	\$41.81	\$47.77	\$48.42	\$48.57	\$49.47	\$53.40	24
25	\$43.28	\$49.44	\$50.11	\$50.27	\$51.20	\$55.26	25

2022/2023

*6.5% Increase effective July 1, 2022 - Board Approved 6/15/2023

Removal of Columns B, F, G, and J and positions: AV Clerk, Cook, Nutrition Services Site Supervisor,
Paraprofessional Specialized, Program Assistant Waldorf/Montessori, Science Resource Tech, and Tech Aide.
Positions Instructional Aide and Student Supervision are reclassified from Col. A to Col. C.
Addition of Steps 21-25 at 3.5% between steps.

**LAGUNITAS SCHOOL DISTRICT
CSEA CLASSIFIED SALARY SCHEDULE
2023-2024 Final**

Steps	Column A Assistant Cook	Column C Library Aide Student Supervision Instructional Assistant Intervention Aide	Column D RSP Assistant	Column E Custodian	Column E2 Food Service Coordinator	Column I School Secretary Maintenance Worker	Steps
1	\$19.99	\$22.83	\$23.14	\$23.22	\$23.64	\$25.52	1
2	\$20.69	\$23.63	\$23.95	\$24.03	\$24.47	\$26.41	2
3	\$21.41	\$24.46	\$24.79	\$24.87	\$25.33	\$27.34	3
4	\$22.16	\$25.31	\$25.66	\$25.74	\$26.21	\$28.30	4
5	\$22.93	\$26.20	\$26.56	\$26.64	\$27.13	\$29.29	5
6	\$23.74	\$27.12	\$27.48	\$27.57	\$28.08	\$30.31	6
7	\$24.57	\$28.06	\$28.45	\$28.54	\$29.06	\$31.37	7
8	\$25.43	\$29.05	\$29.44	\$29.54	\$30.08	\$32.47	8
9	\$26.32	\$30.06	\$30.47	\$30.57	\$31.13	\$33.61	9
10	\$27.24	\$31.12	\$31.54	\$31.64	\$32.22	\$34.78	10
11	\$28.47	\$32.53	\$32.97	\$33.08	\$33.68	\$36.36	11
12	\$29.47	\$33.67	\$34.12	\$34.23	\$34.86	\$37.63	12
13	\$30.50	\$34.84	\$35.32	\$35.43	\$36.08	\$38.95	13
14	\$31.57	\$36.06	\$36.55	\$36.67	\$37.35	\$40.31	14
15	\$32.67	\$37.33	\$37.83	\$37.95	\$38.65	\$41.72	15
16	\$33.82	\$38.63	\$39.16	\$39.28	\$40.01	\$43.18	16
17	\$35.00	\$39.98	\$40.53	\$40.66	\$41.41	\$44.70	17
18	\$36.23	\$41.38	\$41.95	\$42.08	\$42.86	\$46.26	18
19	\$37.49	\$42.83	\$43.41	\$43.55	\$44.36	\$47.88	19
20	\$38.81	\$44.33	\$44.93	\$45.08	\$45.91	\$49.56	20
21	\$40.17	\$45.88	\$46.51	\$46.66	\$47.52	\$51.29	21
22	\$41.57	\$47.49	\$48.13	\$48.29	\$49.18	\$53.09	22
23	\$43.03	\$49.15	\$49.82	\$49.98	\$50.90	\$54.94	23
24	\$44.53	\$50.87	\$51.56	\$51.73	\$52.68	\$56.87	24
25	\$46.09	\$52.65	\$53.37	\$53.54	\$54.53	\$58.86	25

2023/2024

*6.5% Increase effective July 1, 2023 - Board Approved 6/15/2023

2022/2023

*6.5% Increase effective July 1, 2022 - Board Approved 6/15/2023

Removal of Columns B, F, G, and J and positions: AV Clerk, Cook, Nutrition Services Site Supervisor, Paraprofessional Specialized, Program Assistant Waldorf/Montessori, Science Resource Tech, and Tech Aide.
Positions Instructional Aide and Student Supervision are reclassified from Col. A to Col. C.
Addition of Steps 21-25 at 3.5% between steps.



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 students 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	<p>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.</p> <p>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)</p> <p>2023-2024 - Implement a tier-2 academic intervention system in reading and math. (prior goal 3)</p> <p>2023-2024 - Improve services and outcomes for English Language Learners. (prior goal 5)</p> <p>2022-2023 - Modified to include updated focus of goal (moving goal and action from Goal 2)</p> <p>Implement a standards-based curriculum and reliable assessment system in reading in grades Kindergarten- Grade 5.</p> <p>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.</p>

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.		<p>approximately 10% of students ensuring grade level achievement in math and language arts each year.</p> <p>Students will be at grade level at the end of each academic year.</p>
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
		<p>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.</p> <p>Modified - Changed student groups from EL,LI,FY to All due to action being fully funded by state resources per LCAP spending regulations.</p>		
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)	<p>2022-2023 - modify</p> <p>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.</p>		
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)	<p>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.</p> <p>Modified - Changed to Not Contributing</p>	\$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	<p>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.</p> <p>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.</p>

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	<p>2022-2023 - Implement a tier-2 academic intervention system in reading and math.</p> <p>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.</p>

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.		<p>The LEA will feature an intervention system that serves approximately 10% of students ensuring grade level achievement in math and language arts each year.</p> <p>Students will be at grade level at the end</p>

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)	<p>2022-23 - continue with modification</p> <p>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.</p> <p>Modified - Changed student groups from EL,LI,FY to All due to action being fully funded by state resources per LCAP spending regulations.</p>		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 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	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		narrative/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)	<p>2022-2023 - Continue - and modify</p> <p>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.</p> <p>The garden program will work with the community center to provide fresh vegetables</p>		No
4.2	Counseling Services (Moved to Goal 2)	<p>2022-2023 - continue</p> <p>Social emotional programs and support to offer students counseling with MFT interns or professionals on an as-needed basis.</p>		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)	<p>2022 - 2023 - continue with modification</p> <p>The district will actively work to improve its nutrition program for students to include more responsive, nutritious, and appealing as</p>		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)	<p>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.</p> <p>2023-2024 - Move to Goal 1.</p>		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)	<p>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.</p> <p>Modified - Changed to Not Contributing - Moved to Goal 1</p>		No
5.4	Contract with Library Consultant to increase access to materials and information for students and staff. (Moved to Goal 1)	<p>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.</p> <p>Modified - Changed to Not Contributing - Moved to Goal 1</p>		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/ Sustainability 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%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

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

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

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

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

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

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

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

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

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

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

Required Descriptions:

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

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

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

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

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

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

LCFF Carryover Table

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

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

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

California Department of Education
January 2022