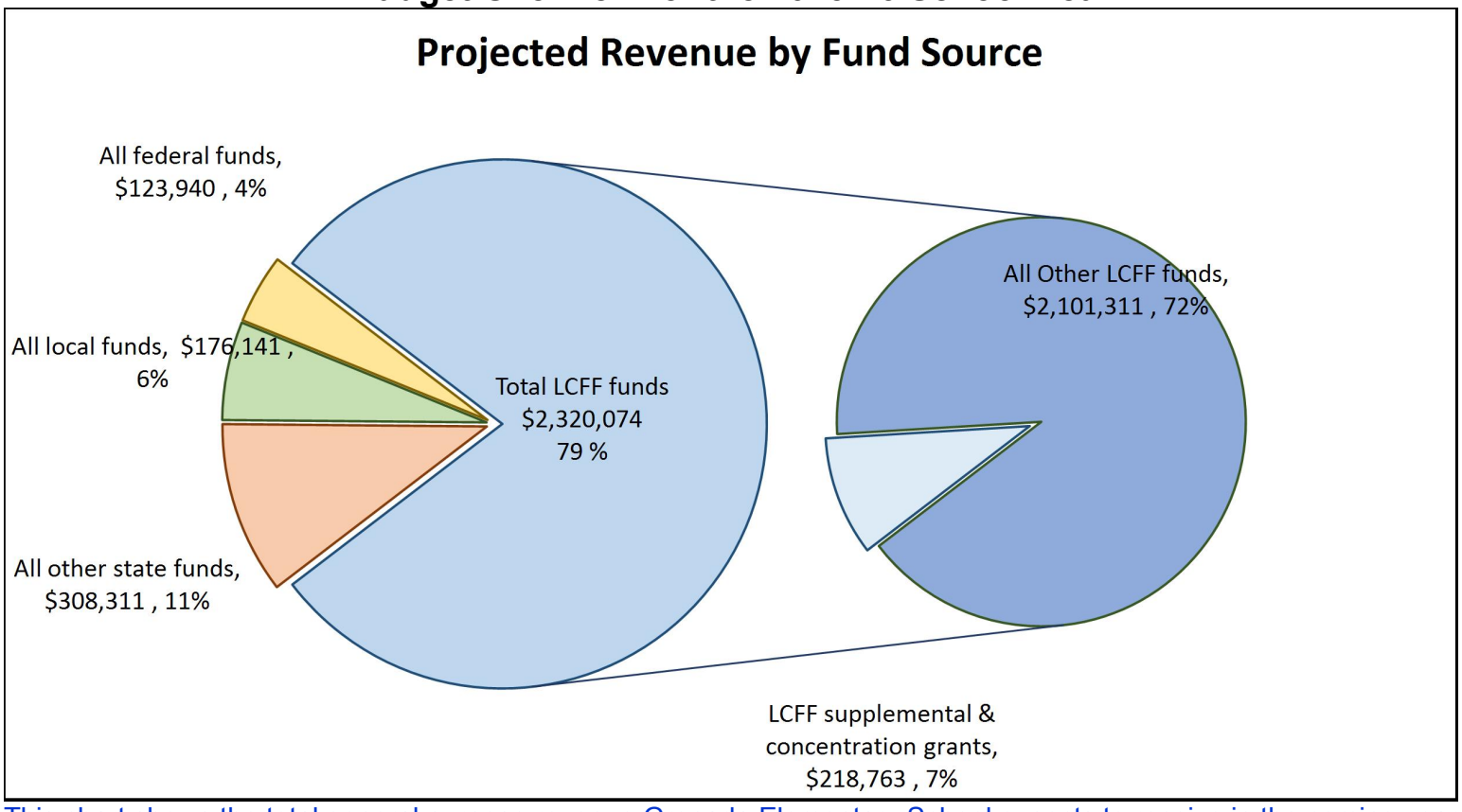
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Grenada Elementary School
CDS Code: 47-70326-0000000
School Year: 2025-26
LEA contact information:
Jonathon Burt
Principal/Superintendent
gesd.superintendent@grenada.k12.ca.us
(530) 436-2233

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

Budget Overview for the 2025-26 School Year

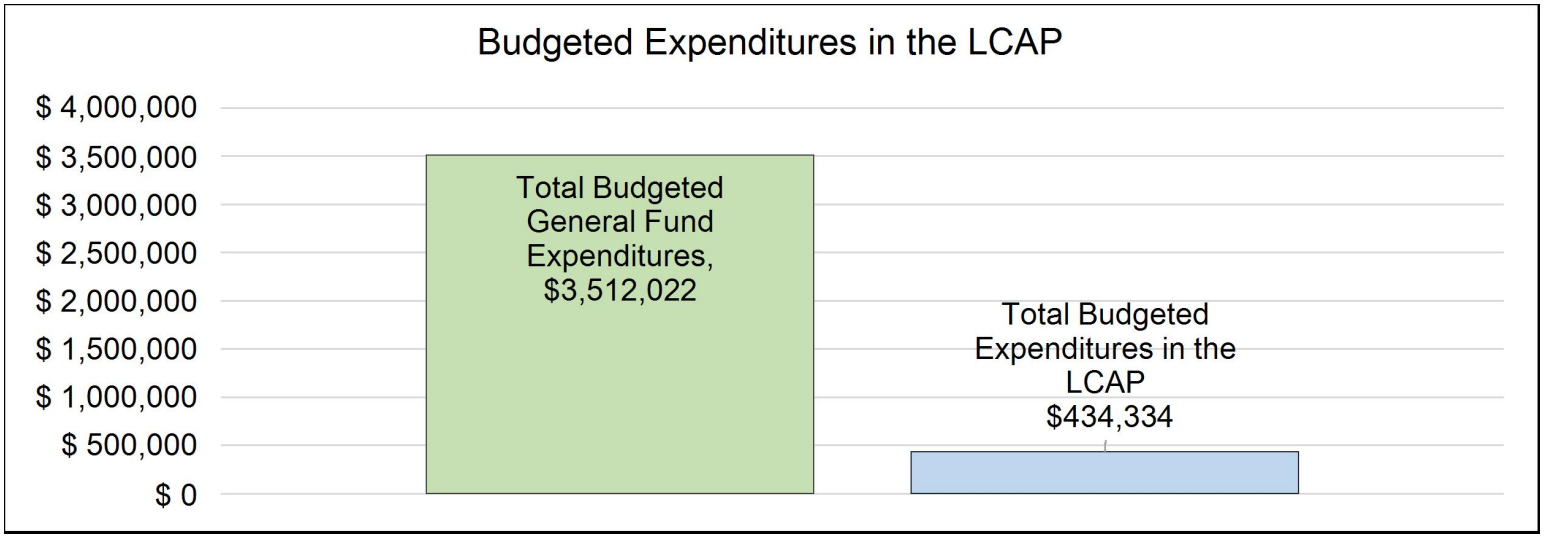


This chart shows the total general purpose revenue Grenada Elementary School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Grenada Elementary School is $2,928,466, of which $2,320,074 is Local Control Funding Formula (LCFF), $308,311 is other state funds, $176,141 is local funds, and $123,940 is federal funds. Of the $2,320,074 in LCFF Funds, $218,763 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 Grenada Elementary School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Grenada Elementary School plans to spend $3,512,022 for the 2025-26 school year. Of that amount, $434,334 is tied to actions/services in the LCAP and $3,077,688 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

For the 2024/25 school year, Grenada Elementary School District has General Fund expenditures that are not detailed in the Local Control and Accountability Plan (LCAP). These expenditures support the overall operations of the district and are essential to maintaining day-to-day school functions, though they are not directly tied to the specific goals and actions outlined in the LCAP.

These operational costs include district office expenses such as salaries and benefits for administrative staff (e.g., secretaries, business manager, and administrator), materials and supplies, contracts, equipment, substitute coverage, and employee health and welfare benefits. Additional expenses include transportation services, utilities, maintenance, property and liability insurance, and general facility operations.

The district also budgets transfers to Fund 14 (Cafeteria) and Fund 40 (Special Reserve for Capital Outlay), along with salaries and benefits for staff whose positions are not directly associated with LCAP actions. While these expenditures are essential for supporting the infrastructure that serves all students, they are not considered part of the targeted services designed to meet LCAP goals for increased or improved services to specific student groups.

In total, approximately 84% of the district's expenditures are allocated to salaries and benefits, which fund a wide range of student support services including transportation, nutrition, custodial services, health and safety operations, and facilities maintenance. These activities are critical to running the school but are not specifically itemized within the LCAP since they do not directly align with its defined goals and metrics.

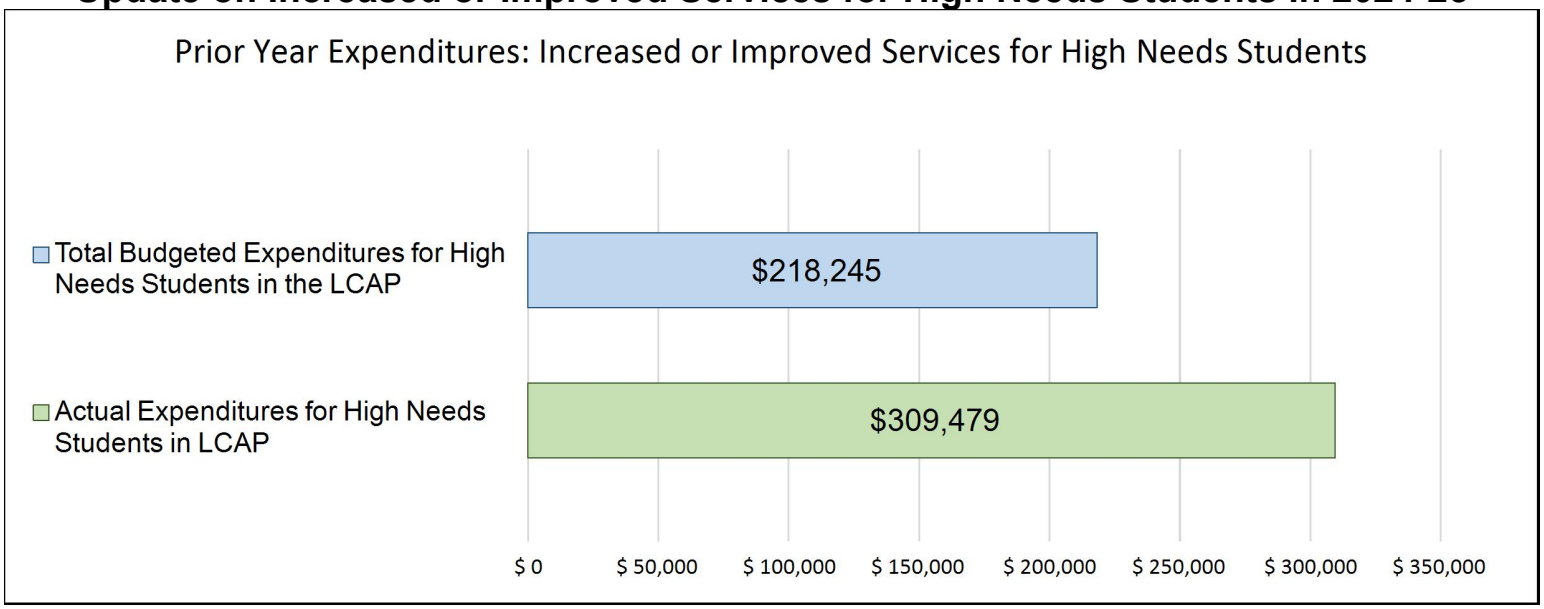
For 2024–25, Grenada Elementary School is projected to receive $211,737 in Supplemental and Concentration funds to support services for students who are low-income, English learners, or foster youth. The district describes how it will meet the requirement to increase or improve services for these student groups in the LCAP and anticipates spending $xxxxx toward that goal.

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

In 2025-26, Grenada Elementary School is projecting it will receive $218,763 based on the enrollment of foster youth, English learner, and low-income students. Grenada Elementary School must describe how it intends to increase or improve services for high needs students in the LCAP. Grenada Elementary School plans to spend $228,172 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Grenada Elementary School's LCAP budgeted $218,245 for planned actions to increase or improve services for high needs students. Grenada Elementary School actually spent $309,479 for actions to increase or improve services for high needs students in 2024-25.

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
Grenada Elementary School	Jonathon Burt Principal/Superintendent	gesd.superintendent@grenada.k12.ca.us (530) 436-2233

Plan Summary [2025-26]

General Information

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

General Information – Grenada Elementary School District (GESD) - Grenada Elementary does not receive Equity Multiplying Funds

1. District Overview
Grenada Elementary School District is a single-school district located in the rural town of Grenada, California, approximately 28 miles south of the Oregon border along Interstate 5 in Siskiyou County. The school serves students in Transitional Kindergarten through 8th grade and functions as a central hub for the community of 362 residents. Surrounded by farms and ranches, Grenada Elementary plays a vital role in supporting educational, social, and recreational opportunities for the area.

2. Vision and Mission

* Vision: All GESD students graduate as college- and career-ready, productive, responsible, and engaged global citizens.
* Mission: Our learning community is dedicated to developing globally-minded, compassionate, resilient, and courageous students empowered to learn and lead change in their world.

3. Academic Excellence and Instructional Model
GESD fosters balanced learners through a comprehensive approach to academic and social-emotional development. Teachers deliver high-quality, standards-based instruction and integrate innovative teaching strategies and technology tools. Curriculum flexibility enables

educators to tailor learning experiences to meet student needs. Teachers have access to professional development and collaborate in learning communities to continuously refine instructional practices.

4. Technology Integration
GESD emphasizes digital literacy and 21st-century skills. All students have access to 1:1 devices and utilize applications for research, presentations, and safe online work. A uniform device ratio across classrooms ensures equity. Teachers use a variety of apps and programs to enhance student engagement and learning outcomes.

5. Professional Development
Educators benefit from a robust, differentiated professional development plan that includes outside training and peer collaboration. Professional learning focuses on data analysis, SEL integration, and equity-driven practices. To support staff effectiveness and instructional quality during a year of significant personnel transitions, Grenada Elementary School District will hire an Educational Coach for the 2025–26 school year. This role is specifically designed to assist new staff and those transitioning into new positions, ensuring continuity in instructional practices and support across the campus.

In addition, GESD will partner with EduSolutions, LLC to provide targeted, ongoing professional development and coaching. The agreement includes up to 22 full days of on-site support, beginning with pre-service sessions and continuing with biweekly full-day campus visits, subject to adjustment based on staff needs.

EduSolutions will offer professional development and coaching in the following areas:
*Instructional coaching for new and experienced teachers
*Administrative leadership coaching
*Classroom management and behavior strategies
*Curriculum development, design, and mapping
*Trauma-informed practices
*Parent and family engagement
*Integration of Social-Emotional Learning (SEL)
*Universal Design for Learning (UDL) strategies
*Model lessons and co-teaching opportunities

This partnership is intended to strengthen instructional practice, support staff growth, and build capacity districtwide—particularly during a time of staff turnover and evolving instructional needs.

6. Staffing and Curriculum Transitions
Over the past two years, 9 of 12 teaching positions have experienced changes, including two new hires working under waivers. Grade-level shifts and new adoptions in Language Arts and Math have impacted student outcomes. Paraprofessional FTEs decreased from 16.75 (2021–22) to 6.9 (2023–24). The 2025–26 school year will bring significant staffing transitions to Grenada Elementary School District, including the appointment of a new Superintendent/Principal and the hiring of an entirely new office team—comprising the Chief Operating Officer (COO), Administrative Assistant, and Attendance Secretary. Additionally, one new middle school teacher will begin the year on a credential waiver

while completing her certification, and a highly qualified paraprofessional who recently earned her teaching credential will not be returning to GES.

These staffing changes are expected to impact the school in several ways. While the transition provides an opportunity to bring fresh perspectives and renewed energy to leadership and operations, it may also temporarily affect continuity, institutional knowledge, and overall efficiency as new staff acclimate to their roles. Focused onboarding, mentoring, and communication will be essential to ensure a smooth transition and maintain stability across instructional and support services.

7. Strategic Goals for 2025–26
GESD's three LCAP goals focus on the following areas:

1. **Balanced Learners**: All students will reach academic benchmarks, and the district will provide equitable access to close the achievement gap.
2. **Communications & Parent/Family Engagement**: Improve school climate and increase student and family involvement.
3. **Sound Finance & Infrastructure**: Maintain budget reserves, achieve positive budget certification, and implement the Maintenance Facilities Plan.

8. Points of Pride

* Holistic education with a balance of academics, arts, physical education, and SEL.
* High student engagement and achievement across multiple measures.
* Strong professional growth opportunities and a supportive, high-quality staff.
* Dedicated community and Parent-Teacher Organization (PTO) support.
* Safe, well-maintained facilities and fiscally responsible planning.

9. Support Services and MTSS Framework
All district employees are viewed as educators. GESD collaborates with the Siskiyou County Office of Education (SCOE) for services such as nursing, speech therapy, and school psychology. The district implements a comprehensive MTSS and PBIS model to support students' academic, behavioral, and social-emotional needs. Targeted interventions address truancy, behavior, and mental health through counseling, incentives, and personalized supports.

10. Commitment to Equity and Engagement
GESD values student diversity and works to ensure all students thrive academically, socially, and emotionally. The district aligns its mission, curriculum, and assessments to foster a collaborative, inclusive, and success-driven environment for students and families alike.

Enrollment and ADA Trend (2019–20 through 2024–25):
Grenada Elementary School District has shown a steady trend in enrollment and average daily attendance (ADA) over the past six years:

2019–20: Enrollment – 217 | ADA – 204.77

2020–21: Enrollment – 199 | ADA – 194.88

2021–22: Enrollment – 176 | ADA – 165.91

2022–23: Enrollment – 196 | ADA – 179.20

2023–24: Enrollment – 201 | ADA – 188.33

2024–25: Enrollment – 210 | ADA – 196.06

This upward trend in both enrollment and attendance supports the district's efforts in student engagement and family outreach.

Demographic Data and Trends:

Race/Ethnicity	Dashboard (2024)	AERIES (2024)
African American	0 (0%)	0 (0%)
American Indian	9 (4.3%)	9 (4.37%)
Asian	2 (1%)	3 (1.46%)
Filipino	0 (0%)	0 (0%)
Hispanic	31 (15%)	33 (16.02%)
2 or More Races	20 (9.7%)	21 (10.19%)
Pacific Islander	0 (0%)	0 (0%)
White	145 (70%)	140 (67.96%)

Year	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	Not Reported
2019–20	1.9%	5.24%	0.48%	0%	10.95%	0%	73.22%	7.62%	0.48%
2020–21	2.0%	4.9%	0.5%	0%	12.6%	0%	71.6%	7.8%	0.5%
2021–22	1.08%	3.24%	0.54%	0%	11.89%	0%	72.97%	9.73%	0.54%
2022–23	0.5%	4.02%	1.01%	0%	12.06%	0%	72.86%	9.55%	0%

| 2023–24 | 0.0% | 3.77% | 0.94% | 0% | 14.62% | 0% | 71.7% | 8.96% | 0% |
| 2024–25 | 0.0% | 4.37% | 1.46% | 0% | 16.02% | 0% | 67.96% | 10.9% | 0% |

Category	Dashboard (Fall 2024)	AERIES (June 2025)
Total Student Population	207	213
English Learners	1 student (0.5%)	1 student (0.5%)
Foster Youth	1 student (0.5%)	1 student (0.5%)
Socioeconomically Disadvantaged	110 students (53.1%)	106 students (52.77%)
Students with Disabilities	13 students (6.3%)	12 students (8.9%)

Year	Foster Youth	Homeless	English Learners	Students with Disabilities
2019–20	3	0	0	13
2020–21	0	0	0	12
2021–22	0	0	1	14
2022–23	1	0	1	14
2023–24	1	1	1	12
2024–25	1	0	1	13

Reflections: Annual Performance

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

Overview
All data referenced below is based on the most recent analysis of the California School Dashboard and local assessment results from the 2023–24 school year. The official 2024–25 Dashboard update will be incorporated into the LCAP as soon as it is published.
Academic Achievement: English Language Arts (ELA). The lowest performing groups in the 2023 Dashboard include the following: Suspensions - All Students. Socioeconomically Disadvantaged, and White student groups.

Learning Recovery Emergency Block Grant (LREBG)
Grenada has not expended all LREBG funds.

As per Goal 1.12, all funds will be expended to support summer school and SAFE academic programs.
*Rationale: SAFE After school and Expanded Summer School Program (available tk-8)
This action is aligned with EC Section 32526(c)(2)(A), as it increases instructional time through an evidence-based summer school program. It is designed to mitigate learning loss resulting from COVID-19 disruptions.
*According to our 2023–24 needs assessment, over 45% of students in grades 4–8 performed below grade level in ELA and math on district benchmarks, with the most significant gaps among English learners and students with disabilities. This summer program will provide four additional weeks of small-group instruction focused on standards-aligned literacy and numeracy skills to address these documented needs.
*Alignment with EC 32526(c)(2) - Allowable Use of Funds -This action-offering targeted afterschool tutoring in math-is aligned with EC Section 32526(c)(2)(B), which allows for the use of LREBG funds to accelerate progress to close learning gaps through evidence-based practices.
Connection to the Needs Assessment per EC 32526(d) - The most recent local needs assessment indicated that 52% of 7th-grade students scored below grade level in mathematics, with English learners and socioeconomically disadvantaged students disproportionately affected. This action is designed to directly address this need by providing additional math instruction after school targeted toward these groups.
testing _

Academic Achievement: ELA
The 2023–24 CAASPP ELA results highlight a need for targeted academic support:
Overall Achievement: 31.46% of students met or exceeded standards-a decline of 2.12% from the prior year.
White Students: 34.69% met/exceeded; performance declined 3.8 points to 33.8 points below standard.
Socioeconomically Disadvantaged (SED) Students: 23.62% met/exceeded; scores declined by 1.5 points to 155.2 points below standard.

Academic Achievement: Mathematics
CAASPP Math scores showed a more significant decline:
Overall Achievement: 16.79% of students met or exceeded standards-a 6.57% drop from the prior year.
White Students: 16.79% met/exceeded; 56 points below standard (13.4-point decline).
SED Students: 9.72% met/exceeded; 73.7 points below standard (13.5-point decline).

Suspension Rates
While suspension rates have declined since 2022–23, they remain above the district target (=3%):
2023–24 Overall: 4.9% (- 2.3%)
SED Students: 5.0% (- 2.3%)
White Students: 5.1% (- 2.9%)

Social-Emotional Learning and School Connectedness
CHKS and Aperture data indicate moderate progress in student wellness:
CHKS: 71% of students "strongly agree" they feel connected to school—a 14% increase from the previous year.
Aperture SEL Screener: Most students scored at or above typical benchmarks, though approximately 10–12% demonstrated need for additional Tier II/III interventions.

Trends and Impact
Staffing Turnover: 9 of 12 teaching positions changed over two years; staffing instability has disrupted instructional consistency.
Paraprofessional Support: Reduced from 16.75 FTE (2021–22) to 6.9 FTE (2023–24).
Curriculum Changes: Recent adoptions in ELA and Math require teacher adaptation and professional development.

Strategic Priorities for 2025–26
Given these results, the 2025–26 LCAP will emphasize:
Closing achievement gaps for SED, Foster Youth, and English Learners through standards-based instruction and intervention supports.
Reducing suspension rates through comprehensive SEL and behavior support.
Stabilizing staffing through coaching, onboarding, and instructional mentoring.
Enhancing professional development to increase teacher effectiveness, especially in newly adopted curricula.

Anticipated Outcomes
By reinforcing instructional support, maintaining professional development, and improving school climate, GESD expects the following outcomes:
Improved student performance in ELA and Math CAASPP results.
Increased school connectedness and SEL resilience.
Decreased suspension rates aligned with state targets.
Stronger instructional capacity and staff retention.

Grenada Elementary is committed to continuous improvement, equity, and academic excellence. With focused implementation and community support, the district is poised to build on strengths and address areas of need in 2025–26.

Reflections: Technical Assistance

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

Not applicable.

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.

Not Applicable. GESD is not an identified LEA.

Support for Identified Schools

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

Not Applicable. GES is not an identified school.

Monitoring and Evaluating Effectiveness

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

Not Applicable. GESD is not an identified LEA.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Monthly Certificated Meetings, Annual spring CHKS Staff
Classified	Classified Meetings, Annual spring CHKS Staff
Other school personnel (Confidential)	Quarterly Staff Meetings, Annual spring CHKS Staff
Parents/Guardians, Community	PAC Meetings/Open Forum 4/29/25 at 3:30 pm , 5/9/25 5:00 pm, 5/28/25 at 3:00 pm, 5/29/25 at 5:00 pm, 6/11/25 at 12:00 noon, Annual Spring Parent Survey,/Annual spring CHKS
Students	Annual Student Council meeting, Annual Spring Student surveys 4 - 8, Annual spring CHKS 6-8
Administrator	As a single school district there is one sole administrator who servers as the Superintendent/Principal. The administrator is involved in the LCAP meetings with other educational partners.
SCOE SELPA	Meeting with SELPA on April 1, 2025
GTA - union	Meeting with GTA 4/25/25 at 3:00 pm
GCEA - union	Meeting with GCEA 4/25/25 at 3:00 pm

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

Engaging Educational Partners – Process
Grenada Elementary School District (GESD) engaged educational partners through a series of structured, inclusive, and transparent activities throughout Spring 2025 to inform the development of the 2025–2026 Local Control and Accountability Plan (LCAP). The engagement process included a broad cross-section of stakeholders:
*Certificated Staff: Teachers and union representatives from GTA participated in monthly staff meetings and a focused meeting on April 25, 2025, to review Dashboard data and provide input on instructional needs, student performance, and staff development priorities.

*Classified and Confidential Staff: Classified staff participated through GCEA meetings and informal sessions, including the April 25, 2025, classified meeting. Confidential staff contributed feedback during quarterly staff forums and through completion of CHKS and local indicator surveys.
*Parents/Guardians and Community Members: GESD held five Parent Advisory Committee (PAC) meetings and community forums between April 28 and June 11, 2025. Sessions focused on reviewing survey data, analyzing goal-specific metrics, and providing input on budget alignment. Formal LCAP forums were scheduled to address each goal individually:
Goal 1: May 21, 2025
Goal 2: May 28, 2025
Goal 3: June 11, 2025 Feedback was also gathered through the annual Parent Survey (17 responses) and the CHKS survey.
*Students: Students in grades 3–8 participated in Spring surveys (CHKS and local LCAP survey), and the Student Council held a dedicated feedback session on LCAP priorities.
*Special Education Partners: GESD met with the SELPA on April 1, 2025, to review services for students with disabilities and ensure alignment with LCAP goals.
*Administration: The Superintendent/Principal attended all stakeholder engagement meetings and reviewed survey and data findings with district staff.

Throughout the process, stakeholders engaged in formal review of performance data, goal progress, and the implications of funding decisions. A key priority was ensuring actionable feedback informed each phase of LCAP development.

How Feedback Influenced the LCAP
Stakeholder engagement was foundational to the development of the 2025–2026 Local Control and Accountability Plan (LCAP) for Grenada Elementary School District. As a single-school district, input was gathered through multiple avenues, including four Parent Advisory Committee (PAC) meetings, certificated and classified staff meetings, informal conversations, surveys with parents, students, and staff, one SELPA meeting, and collaborative planning sessions.
Feedback from educational partners was essential in shaping the final LCAP goals, metrics, and actions. Specific stakeholder insights that directly influenced the plan include:
*Academic Support & Intervention (Goal 1): Teachers, classified staff, and families emphasized the need for differentiated instruction, academic intervention, and improved use of data tools. This led to continued investment in classroom aides, intervention personnel, and integrated training for i-Ready use.
*Physical Education and Enrichment (Goal 1): Parent surveys highlighted strong support for continued PE programming and access to enrichment activities. The district retained a credentialed PE teacher and maintained allocations for arts, athletics, and assemblies. This position will continue although the metric and acitons step was sunset form the LCAP.
*Social-Emotional Learning and Counseling Services (Goal 2): Mental health and behavior support were noted as top priorities by both families and staff. GESD expanded part-time counseling services, maintained collaboration with SCOE and SCBH, and funded PD in SEL and MTSS implementation.
*Parent Engagement and Communication (Goal 2): Based on survey feedback, the district committed to improving access to timely information via multiple channels (e.g., Apptegy app, website, robocalls) and preserving programs like the SAFE after-school initiative.
*Fiscal Sustainability and Facilities Planning (Goal 3): Parents supported responsible reserve levels and advocated for infrastructure upgrades. This influenced continued investments in Fund 40 projects and participation in SCOE fiscal cooperatives.

The revised LCAP reflects these shared priorities and includes stakeholder-endorsed adjustments to improve instructional quality, student well-being, family engagement, and operational efficiency. Regular opportunities for continued engagement are planned through 2025–26 to monitor implementation and impact.

Top Priorities by Group

Parents/Guardians/Community prioritized:
*After-School Program (SAFE)
*Athletics
*Universal Meals
*School Counselor

Students prioritized:
*More school activities, dances, and clubs
*Athletics
*Assemblies, field trips, and events

Staff prioritized:
*A comprehensive Physical Education and Art program
*School Counseling services
*Additional classroom support

Instructional Priorities and Capacity Building
Feedback from staff also emphasized:
*Enhanced use of student data to inform instruction and interventions
*Ongoing, targeted professional development
*Sustained coaching and support through EduSolutions, LLC
*Alignment of professional learning with district goals and equity strategies

To address these needs, the district will continue its partnerships with the Mental Health Student Services Act (MHSSA) through SCOE and EduSolutions. Staff have already participated in MTSS and SEL training modules, and additional coaching will be provided throughout the year.
LCAP Revisions Based on Input
Stakeholder feedback directly influenced LCAP updates, particularly in:
*Goal Areas 2.1, 2.4–2.7, 2.9–2.11 (SEL and mental health supports)
*Goals 1.1, 1.11, 2.1, and 2.3 (use of data to support student learning)
*Goals 1.9, 2.9, and 2.10 (MTSS and SEL professional learning)

The 2025–2026 LCAP reflects current stakeholder priorities, updated data, and new instructional programs. It also incorporates expanded SEL resources, a new K–5 ELA curriculum with integrated data tools, and ongoing efforts to build a positive school climate.

By actively responding to educational partner input, Grenada Elementary School District ensures that its LCAP is rooted in collaboration, focused on equity, and aligned with the needs of students, families, and staff.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	BALANCED LEARNERS: All students will demonstrate improved academic achievement in English Language Arts and Math as measured by CAASPP and local benchmarks, with a focus on closing achievement gaps for unduplicated pupil groups.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal is intentionally structured to include multiple outcome metrics that align with CA Dashboard indicators for both all students and the SED student group, which is the only unduplicated group with reportable data. While we recognize that separating academic and engagement outcomes into distinct goals can support clarity, the LEA has chosen a consolidated format due to staffing and resource limitations of small single school school districts. All metric data, including subgroup breakdowns, are listed below under 'Measuring and Reporting Results.' Future LCAP cycles will consider separating academic and engagement outcomes into distinct goals for improved clarity and alignment.

Implementing the actions below and measuring progress using the identified metrics will support Grenada Elementary School District in achieving the goal of ensuring that all students meet academic benchmarks and have equitable access to close the achievement gap.

How the Actions and Metrics Address Goal 1

Goal 1: Balanced Learners – All students will reach achievement benchmarks & provide equitable access to close the achievement gap Aligned with State Priorities 1 (Teachers & Materials), 2 (IEPs), 4 (Student Achievement), 7 (Broad Course of Study), and 8 (Student Outcomes)

This goal is supported through actions that provide targeted academic support, inclusive access to curriculum, and programs designed to close achievement gaps, especially for English Learners, students with disabilities, and early learners. The combination of intervention staffing, extended learning programs, and equitable instructional access ensures that both core instruction and individualized supports are aligned to benchmark expectations.

How the Actions Support the Goal:

1.5 Intervention Staff (SPED) – Effective. Special education staff provide targeted support and progress monitoring for students with IEPs. This ensures students meet IEP timelines and goals, supporting Priority 2 (IEPs) and Priority 4 (Achievement).
1.6 Classroom Learning Support (Aides) – Moderately Effective. Classroom aides assist with small-group and individual support, reinforcing grade-level instruction and helping address unfinished learning, particularly for at-risk and EL students. Supports both Priority 4 (Achievement) and Priority 8 (Student Outcomes).
1.7 Career Technical Education (CTE) – Effective. Offers relevant, real-world curriculum for upper grade students, supporting broader engagement and preparation for college and careers. Aligns with Priority 7 (Broad Course of Study) and Priority 8.
1.10 SCOE SPED Training – Effective. Builds staff capacity to support students with disabilities through legally compliant and effective instructional practices. Directly impacts IEP quality (Priority 2) and improved instructional outcomes.
1.12 Summer & SAFE Academic Program (TK–6) – Effective. Provides extended-year academic instruction and enrichment for general education and at-risk students. Reduces summer slide and reinforces foundational skills, aligned with Priority 8 (Outcomes) and Priority 4.
1.13 Kinderfun TK/K After School Program (ELO-P) – Moderately Effective. Extends learning time for TK/K students, helping build early literacy, numeracy, and readiness skills aligned with Priority 5 (Engagement) and Priority 8.

How the Metrics Support the Goal:
#1.1 iReady & ELPAC Growth – Measures English Learner progress and grade-level readiness. Tracks targeted growth (Priority 8).
#1.2 IEP Program Monitoring – Ensures legal compliance and timely supports for SWDs (Priority 2).
#1.3 Local Assessments – Tracks student benchmark progress throughout the year (Priority 8).
#4 ELPAC – Assesses English proficiency levels and informs reclassification (Priority 4).
#5 CAASPP – State academic achievement metric for meeting/exceeding grade-level standards (Priority 4).
#6 Broad Course of Study (SARC) – Ensures access to a full, enriched curriculum (Priority 7).
#7 Sufficiency of Materials (Williams Report) – Verifies students have appropriate, aligned materials (Priority 1).
#8 Appropriately Assigned Teachers (Sunsetted 24/25) – Monitors certificated staffing qualifications (Priority 1).
#9 Teacher Misassignment – Tracks teacher placement errors and ensures compliance (Priority 1).
#10 EL Reclassification Rate – Measures how effectively ELs are supported to proficiency (Priority 4).

Summary:
The selected actions provide tiered instructional supports, inclusive access to curriculum and materials, and extended learning opportunities—all essential for closing the achievement gap and ensuring academic progress. The metrics provide clear evidence of progress in student outcomes, instructional access, and program effectiveness, aligning tightly to State Priorities 1, 2, 4, 7, and 8 and the overarching goal of developing balanced, successful learners

ADDITIONALLY:
The Balanced Learner Goal within the Grenada Elementary School District aligns seamlessly with our broader District Strategic Plan, as well as our overarching Mission and Vision. Our aim is to establish structures that enable students to flourish personally and academically throughout their educational journey. Through our collaborative effort, the ELA chose to prioritize Goal 1 for the following reasons:

1. 2025 iReady Data: Local assessment data from the End-of-Year (EOY) 2024–2025 iReady diagnostics reflects continued progress in student academic achievement compared to both pandemic-era performance and more recent trends. In Reading (ELA), the percentage of students performing Mid or Above Grade Level increased from 13% at the start of the 2024–2025 school year to 32% by year-end, signaling

a steady recovery and acceleration from prior benchmarks. In Math, performance gains were also notable, with the proportion of students at Mid or Above Grade Level growing from 2% in fall to 11% by spring, and a substantial 30-point reduction in students performing two or more grade levels below expectations.

Compared to 2021 pandemic-era levels, current iReady data shows marked improvement. While 30% of students were proficient in ELA in Spring 2021, 2025 data shows more than a third of students are now on track or exceeding expectations. Similarly, Math proficiency has moved beyond the stagnation seen during the pandemic, with increased growth among the most at-risk learners.

2. 2024 SBAC ALL Data: 2024 SBAC ELA data shows that 31.46% of students are proficient or above, compared to 43.71% in 2019 pre-pandemic levels. In SBAC Mathematics, 16.79% of students are proficient, compared to 41.73% in 2019 pre-pandemic levels. Learning loss is being addressed with the implementation of strategies to reach pre-pandemic levels to continue to increase student achievement. This goal was developed to mitigate the learning loss over the last few years and to support early literacy efforts. We have purchased a new Reading curriculum in Spring of 2025 to implement in 24/26. We will polit and adopt a new math curriculum l over 25/26 and 26/27.

3. 2024 SBAC SED Comparative Data: 2024 SBAC data shows an achievement gap between all students and targeted student groups. 2024 SBAC ELA data shows that 31.46% of GESD students (3rd – 8th grade) are proficient or above versus 23.62% of Socio-economically disadvantaged students. That is a discrepancy of 9.72%. 2024 SBAC MATH data shows 16.79% of GESD students are proficient or above versus 9.72% of Socio-economically disadvantaged students. That is a discrepancy of 7.07%. This goal was developed to mitigate the learning loss over the last few years and to support early literacy efforts.
2024 SBAC WHITE Comparative Data:

4. Stakeholder input: Overall, the feedback from our stakeholders focused on prioritizing targeted professional development and effective data utilization, strengthen its capacity to support student success and
The highest 3 priorities for staff
*Physical Education Program -Provide quality Physical Education program.
*School Counselor -Provide student socio-emotional support. (Addressed in Goal 2)
*Additional Classroom Support -Support differentiation, intervention and provide student academic support.

The highest 4 priorities for Parents/Guardians/Community Members:
*Universal Meals for all students
*After School Program -Support differentiation, intervention, enrichment and provide student academic support.
*Athletics -Provide a quality athletic program for all eligible students. (Addressed in Goal 2)
*School Counselor -Provide student socio-emotional support. (Addressed in Goal 2

5. Since the District has an unduplicated student enrollment of 53.1% in 24/25, it is important that we meet the needs of the students we serve such as socio-economically disadvantaged and foster, and homeless students. Therefore a coordinated effort will be made to also provide additional support to our other significant subgroups that are underperforming, mainly, socio-economically disadvantaged and students with disabilities subgroups.

6. Providing college and career readiness opportunities (CTE) is also important to our educational partners.

7. Employ highly qualified teachers who receive ongoing professional development and coaching to support in order to meet the social emotional and academic needs of our students.

8. Goal addresses the following State Priorities: Priority 1: Basic (Conditions of Learning), Priority 2: State Standards (Conditions of Learning), Priority 4: Pupil Achievement (Pupil Outcomes), Priority 7: Course Access (Conditions of Learning), Priority 8: Other Pupil Outcomes (Pupil Outcomes).

Under this goal, every student will receive equitable, articulated, and standards-based instruction and support, ensuring significant personal and academic growth. Our classrooms serve as nurturing environments that prioritize relationships, social-emotional wellness, critical thinking, inquiry, and global perspectives. By fostering these qualities, we empower students to become inquiring and contributing members of their academic and social communities. GESD will support career exploration and career technical education pathways across industry sectors in Health Occupations, Education, Digital Media, Ag/ Natural Resources, Entrepreneurship, Computer Science/ Information Communication Technologies, Culinary, Tourism & Hospitality, Manufacturing, Wood and Metal Technologies with human and financial resources to align and coordinate with the Siskiyou County Strong Workforce consortium plan.

To achieve this, our teachers engage in monthly collaboration sessions to prioritize standards and develop common formative assessments for each quarter. This ensures that all students are supported in meeting or exceeding academic standards. Additionally, all staff will integrate social-emotional lessons, tools, and strategies into the weekly curriculum, promoting the holistic development of our students. This is in line with our commitment to provide consistent and ongoing professional growth opportunities for all staff members, in line with our District Professional Development Plan. To support this commitment, staff will undergo training in various key areas, including: *Guaranteed & Viable Curriculum: Training will focus on ensuring that the curriculum is guaranteed and viable, meaning that it provides all students with access to high-quality instruction that is aligned with learning standards and essential for academic success.
*Balanced System of Assessments: Staff will receive training on implementing a balanced system of assessments, including formative, summative, and diagnostic assessments, to effectively measure student progress and inform instructional decisions.
*Staff have completed the four modules of training with MTSS Training Modules, focusing on equitable school-wide practices. This training supported the implementation of Multi-Tiered Systems of Support (MTSS) to ensure that all students receive the support they need to succeed academically and socially. Edusolutions will continue to provide coaching and support for the 23/26 schoolyear.

Furthermore, our staff differentiate classroom lessons to address the diverse needs of students, including Tier 1 interventions and integrated English Language Development (ELD). For students requiring additional support, targeted interventions are provided at Tier 2 and Tier 3 levels to close skill gaps and ensure academic success.

NEW ACTION STEP: LREBG Needs Assessment: Grenada Elementary – Action 1.12 LEARNING RECOVERY INITIATIVE: Wildcat Academy (Summer Program) and After School Programs
Goal & Action Reference
Goal Number: 1 (Balanced Learners)
Action Number: 1.12
Title: Wildcat Academy: Summer Program

Identified Needs Based on Data (EC 32526(d))
Grenada Elementary School used 2023–24 Dashboard and internal performance data to determine that:
Academic Recovery: CAASPP ELA and Math scores among unduplicated pupils (particularly low-income and foster youth) remained below standard. Local assessments confirmed ongoing gaps in academic performance, especially after COVID-related learning disruptions.
Engagement & Attendance: Chronic absenteeism and disengagement increased significantly among at-risk students during the summer months, correlating with loss of academic progress ("summer slide").
Social-Emotional Wellbeing: Counseling records and parent feedback highlighted elevated student anxiety and isolation, particularly among socioeconomically disadvantaged and foster youth.

These metrics informed the selection of summer intervention as a primary recovery tool. Alignment with LREBG Allowable Uses (EC 32526(c)(2))
The Wildcat Academy aligns with EC 32526(c)(2)(A) and (c)(2)(B):
(c)(2)(A): Extends instructional time through a targeted summer program, directly increasing access to standards-based academic enrichment.
(c)(2)(B)(ii): Provides a learning recovery program using evidence-based supports to accelerate academic proficiency—including direct instruction in ELA/Math and structured SEL activities.
Rationale for LREBG Funding Selection
The Wildcat Academy was selected for LREBG funds due to:
Direct response to post-pandemic learning loss—identified through CAASPP trends and local benchmark data.
Accessibility to unduplicated pupils—priority enrollment, transportation, and meal services are embedded to eliminate barriers.
Evidence of success—prior years' internal assessments show participating students gained up to 4–6 weeks of academic progress over the summer.
Metrics to Monitor Impact
Grenada Elementary will measure the effectiveness of the Wildcat Academy via:
Academic Growth: Pre- and post-program benchmark assessments in ELA and Math.
Attendance Metrics: Participation rate of unduplicated students compared to total enrollment.
SEL Indicators: Student and parent surveys measuring engagement, well-being, and sense of belonging.
Progress will be tracked through the LCAP metrics table and reported under Goal 1: Balanced Learners.

GRENADA LREBG Plan Summary Reflections: Annual Performance Section

Grenada Elementary School's review of CAASPP and local data revealed significant learning gaps in ELA and Math among unduplicated students, especially low-income and foster youth. Chronic absenteeism during non-instructional periods also highlighted the need for extended academic and social-emotional support. In response, the district will use LREBG funds to support Action 1.12: Wildcat Academy, a summer program aligned with EC 32526(c)(2) to expand instructional time and provide targeted interventions. This action was selected based on student performance data and feedback from educational partners emphasizing the importance of learning recovery and re-engagement. Effectiveness will be monitored through Metric 1.5 (CAASPP data).

Through these concerted efforts, Grenada Elementary School District is dedicated to nurturing balanced learners who are not only academically proficient but also socially and emotionally resilient, equipped with the skills and mindset to thrive in an ever-changing world.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	EL: iRready: 80% of ELs will increase one or more levels on the ELPAC and be on grade level in iReady. Priority 8	23/24 GESD has less than 11 students - data not displayed for privacy. There is one EL student enrolled at GESD.	24/25 Not/Applicable There are currently no EL students enrolled at GESD in 24/25		80% of the students will score at or above grade level on the iReady Not/Applicable There are currently no EL students enrolled at GESD in 24/25	Not/Applicable There are currently no EL students enrolled at GESD in 24/25
1.2	SPED: IEP Program Monitoring Report:100% of all IEP's meet timelines. Priority 2b	23/24 90% of all IEP's meet timelines.	24/25 100%of all IEP's meet timelines.		100% of all IEP's will meet timelines.	Maintain 100%
1.3	ALL: iREADY: Local Assessments: Formative and Summative. Including but not limited to: i-Ready. Priority 8	23/24 36% in Math and 32% in ELA overall are proficient base on iReady assessments i-Ready Reading Benchmark (Grades K–8) Baseline (Spring 2024): 37% on or above grade level Target (Spring 2026): 60% on or above grade level	24/25 40% in Math and 37% in ELA overall are proficient base on iReady assessments		60% overall are proficient base on iReady assessments i-Ready Reading Benchmark (Grades K–8) Target (Spring 2026): 60% on or above grade level i-Ready Math Benchmark (Grades K–8)	ELA increased 4% & Math increased by 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		i-Ready Math Benchmark (Grades K–8) Baseline (Spring 2024): 40% on or above grade level Target (Spring 2026): 60% on or above grade level			Target (Spring 2026): 60% on or above grade level	
1.4	EL: ELPAC: % of students achieving a score of 3 or higher. Priority 4e	23/24 GESD has less than 11 students - data not displayed for privacy. There is one EL student enrolled at GESD.	24/25: Not/Applicable There are currently no EL students enrolled at GESD in 24/25		English Learners will increase their scores on the ELPAC assessment. 90% of the students will score a 3 or 4 on the ELPAC. There are currently no EL students enrolled at GESD in 24/25	Not/Applicable There are currently no EL students enrolled at GESD in 24/25
1.5	LREBG Metric ALL: CAASPP; % of students achieving a score of meeting grade level standards higher. Priority 42a, a	In the 2022-2023 school year, GESD students decreased their overall CAASPP score performance in ELA 15.9 decrease and in math they decreased by 29.7 points. CAASPP ELA Proficiency (All Students) Baseline (2024): 45% Met or Exceeded	23/34: In the 2023-2024 school year, GESD students decreased their overall CAASPP score performance in ELA 4.4 decrease and in math they decreased by 5.1 points.		All students will to increase their score points, resulting in a 10 point increase in both ELA and Math. ELA Target (2026): 55% Met or Exceeded	Decrease of: ELA 4.4 Math 5.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CAASPP Math Proficiency (All Students) Baseline (2024): 38% Met or Exceeded			MATH Target (2026): 48% Met or Exceeded	
1.6	ALL: SARC: Broad Course of Study: % of approved curriculum across all areas Priority 7a	23/24 The district has 100% approved common core curriculum in the core subject areas.	24/25 The district has 100% approved common core curriculum in the core subject areas.		Maintain 100% The district will have 100% approved common core curriculum in the core subject areas.	Maintain 100%
1.7	ALL: Williams Report & Sufficiency of materials Report. % of students who have access to standards aligned materials in text form an/or online. Priority 1a, 1b, 1c	23/24 100% All students have access to standards aligned material - text and online if available.	24/25100% All students have access to standards aligned material - text and online if available.		Maintain 100%	Maintain 100%
1.8	ACTIONS STEP SUNSETTED 24/25 Certificated Teacher List: % of teachers appropriately assigned - PE Teacher Priority 1	23/24 100% of students were taught by a credentialed PE teacher.	24/25 100% of students were taught by a credentialed PE teacher.		Maintain 100%	Maintain 100%
1.9	ALL: SARC: % of Teachers misassignment Priority 1a	23/24 100% of GESD teachers are appropriately assigned.	24/25 100% of GESD teachers		Maintain 100%	Maintain 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			are appropriately assigned			
1.10	EL: EL Reclassification: % of students reclassified. Baseline (2024): 1% (EL student enrolled) Target (2026): Maintain accurate reclassification protocol and monitor for future enrollment Priority 44	23/24 GESD has less than 11 students - data not displayed for privacy. There is one EL student enrolled at GESD.	24/25: 0% (No EL students enrolled)		20% of the students will be reclassified annually. There are currently no EL students enrolled at GESD in 24/25	0% Not/Applicable There are currently no EL students enrolled at GESD in 24/25
1.11	NEW 24/25: CAASPP ELA Proficiency (SED Students) % of SED students who met or exceeded standard Priority 2a, 4a	CAASPP ELA Proficiency (SED Students) 26.98% SED students met or exceeded standard	CAASPP ELA Proficiency (SED Students) (2024): 23.62% SED students met or exceeded standard		CAASPP ELA Pr2ficiency (SED Students) Target (2026): 45% Met or Exceeded	Decreased 3.36%
1.12	NEW 24/25: CAASPP Math Proficiency (SED Students) % of SED students who met or exceeded standard Priority 2a, 4a	CAASPP Math Proficiency (SED Students) 15.87% SED students met or exceeded standard	CAASPP Math Proficiency (SED Students) (2024): 9.72% SED students met or exceeded standard		CAASPP Math Proficiency (SED Students) Target (2026): 39% Met or Exceeded	Decreased 6.15%
1.13	NEW 24/25: CAASPP ELA Proficiency (White Students) % of White students who met or exceeded standard Priority 2a, 4a	CAASPP ELA Proficiency (White Students) 37.37% White students met or exceeded standard	CAASPP ELA Proficiency (White Students) (2024): 34.69% White students met or exceeded standard		CAASPP ELA Proficiency (White Students) Target (2026): 62% Met or Exceeded	Decreased 2.68%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	NEW 24/25: CAASPP Math Proficiency (White Students) % of White students who met or exceeded standard Priority 2a, 4a	CAASPP Math Proficiency (White Students) 25.25% White students met or exceeded standard	CAASPP Math Proficiency (White Students) (2024): 14.28% White students met or exceeded standard		CAASPP Math Proficiency (White Students) Target (2026): 52% Met or Exceeded	Decreased 10.97%
1.15	NEW 24/25 - iReady Reading Proficiency (SED Students) % of SED students who met or exceeded standard Priority 2a,4a	-Ready Reading Proficiency (SED Students) Baseline (2024): 35% At or Above Grade Level	2025 -Ready Reading Proficiency (SED Students) 36% AT OR ABOVE GRADE LEVEL		-Ready Reading Proficiency (SED Students) Target (2026): 54% At or Above Grade Level	increased by 1%
1.16	NEW 24/25 i-Ready Math Proficiency (SED Students) % of SED students who met or exceeded standard Priority 2a, 4a	i-Ready Math Proficiency (SED Students) Baseline (2024): 36% At or Above Grade Level	2025 - i-Ready Math Proficiency (SED Students) 39% At or Above Grade Level		i-Ready Math Proficiency (SED Students) Target (2026): 51% At or Above Grade Level	increased by 3%
1.17	NEW 24/25 ALL: Multitudes: Percent of Students meeting benchmarks 5a, 6b,6a, 6b, 6c	Baseline To be Determined during 25/26 School year	TBD		TBD	TBD

Goal Analysis [2024-25]

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

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

During the 2024–2025 school year, Grenada Elementary implemented all actions aligned to Goal 1 with fidelity. However, staffing transitions impacted consistent instructional delivery, including teacher waivers, retirements, and shifting grade-level assignments. These transitions, in conjunction with high student needs, influenced our overall student achievement and goal progress.
Despite these challenges, instructional efforts were bolstered through the use of iReady diagnostic tools in both Math and Reading.

iReady Data from the 2024–25 end-of-year iReady diagnostic shows moderate gains compared to the previous year:
1. iReady Reading (EOY 2025):
*37% of students scored at or above grade level (up from 30% in 2021).
*Notable growth occurred in early elementary, where foundational reading skills strengthened.

2. iReady Math (EOY 2025):
*40% of students scored at or above grade level, slightly improved from 39% in Spring 2021.
*Grade 2 showed the largest gains in students moving from Tier 3 to Tier 2, with improved conceptual understanding and fluency.

CAASPP performance continues to reflect challenges post-pandemic. According to the 2024 California Dashboard:
1. ELA CAASPP:
*Only 31.46% of 3rd–8th grade students met or exceeded standards (2.12% decrease from 2023).
*Socioeconomically disadvantaged students: 23.62% met/exceeded standards; 155.2 points below standard.
*White students: 34.69% met/exceeded standards; 33.8 points below standard.

2. Math CAASPP:
*16.79% of students met/exceeded standards (6.57% decrease from 2023).
*Socioeconomically disadvantaged students: 9.72% met/exceeded standards; 73.7 points below standard.
*White students: 16.79% met/exceeded standards; 56 points below standard.

Rationale: CAASPP and i-Ready data from 2024 show performance gaps among student groups, particularly SED students. Targeted Tier 1 and Tier 2 supports, summer programs, academic aides, and use of data-driven instruction address these gaps.

Several actions were designed to address these gaps, including intervention staffing, learning aides, and professional development. While these actions were implemented, staff turnover and inconsistent instructional delivery limited their full impact. The district also adopted a new ELA curriculum (Wonders) to be implemented in 2025–26, including associated professional development to improve standards alignment and support early literacy.

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.

During the 2024–2025 school year, several material differences arose between budgeted and actual expenditures under Goal 1: Balanced Learners. These differences were largely the result of staffing changes, revised funding sources, participation rates in professional development, and unanticipated costs. The following summarizes the key variances:
Action 1.2 – Curriculum & Intervention Materials: Actual costs exceeded the original budget due to vendor invoices coming in higher than the initial quotes.
Action 1.3 – Health & PE Instructional Support: Final contract costs were less than projected, resulting in lower expenditures.
Action 1.4 – Class Size Reduction (Title II): Allocated Title I and II funding was lower than anticipated, leading to a reduced actual expenditure.
Action 1.6 – Classroom Learning Support (Aides): Fewer aides were hired than planned, with some positions unfilled. Additional support was funded using other grants.
Action 1.8 – Off-Site Professional Development: Fewer staff members participated in PD than expected, reducing related expenditures.
Action 1.9 – Instructional Coaching: Fewer contracted days were utilized than originally planned, resulting in a lower total cost.
Action 1.11 – i-Ready PD: Planned training sessions were not completed, and therefore no funds were expended.
Action 1.12 – Summer Academic Program: Due to increased enrollment and a desire to reduce adult-to-student ratios, additional staff were hired, resulting in expenditures exceeding the initial allocation.
Action 1.13 – Kinderfun TK/K Program: Other grant sources were utilized to help cover staffing costs, but total expenses still exceeded the budget due to program expansion.
Despite some fluctuations, the majority of actions were implemented as planned or adjusted appropriately based on evolving needs and available resources. These budget shifts were consistent with our goal to provide targeted interventions, equitable access, and effective instructional support while maintaining flexibility to respond to student and staffing needs.

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

Grenada Elementary implemented multiple tools and supports aimed at improving students' social-emotional learning (SEL) outcomes. The Aperture DESSA screening tool provided actionable data for targeted support, while counseling services offered both universal and small group SEL instruction. Communication and data platforms like the GES App and Aeries supported monitoring and outreach but showed more indirect effects on SEL. Overall, the goal demonstrated measurable growth in student SEL competencies and improved access to support services, indicating effective implementation of core strategies.

The effectiveness of the implemented actions varied:
OVERALL STRENGHTS AND AREAS OF NEED:
Effective Actions:
1. Intervention Support (Action 1.5) and Classroom Learning Support (Action 1.6) proved vital in addressing skill gaps, particularly in primary grades, as reflected in iReady gains.
2. Use of iReady for diagnostics and instruction contributed to data-driven teaching and identified growth areas mid-year, especially in foundational reading.
3. Staff professional development and instructional collaboration supported targeted lesson planning and SEL integration in Tier 1 instruction.

Less Effective Actions:
1. Instructional coaching and off-site PD (Actions 1.8 & 1.9) had limited impact due to schedule changes, staffing constraints, and inconsistent follow-through.
2. Health/PE programs and CTE (Action 1.3 & 1.7) had minimal correlation to academic progress monitoring and are no longer prioritized under this academic-focused goal.
Decreasing class size (Action 1.4) was less impactful than anticipated due to shifts in enrollment and staffing distribution.
3. Overall, while some progress was made, student performance data indicates the need for a stronger focus on Tier 1 instruction, high-quality curriculum, and more stable staffing.

EFFECTIVENSS OF EACH ACTION STEP:
1.1 Aperture – Mental Health Rating Program Effectiveness: Effective. Aperture (DESSA) screening identified 23.1% of students as needing instruction in self-awareness and 21.5% in social awareness. Teacher ratings confirmed similar trends. Post-assessment data show growth in multiple SEL domains, guiding counseling and support decisions effectively.
1.2 SUNSET 25/26 Appleby GES App & Website Effectiveness: Moderately Effective. While no formal metrics were provided, staff feedback indicated increased accessibility to school updates and engagement tools. As this is a communications-focused platform, direct impact on SEL is indirect.
1.3 SUNSET 25/26 AERIES Effectiveness: Moderately Effective. Utilized as a student information system to track attendance, discipline, and other data metrics supporting SEL efforts. No standalone SEL outcomes, but supports other interventions.
1.4 Counselor – Curriculum & Support Services Effectiveness: Effective. Counseling services supported SEL instruction aligned with CASEL competencies. The counselor implemented small group interventions, classroom lessons, and coordinated referrals. Staff reported increased student emotional regulation and engagement.
1.5 GES PBIS (Positive Behavioral Interventions and Supports) Effectiveness: Effective. Continued Tier I implementation with schoolwide expectations, regular staff training, and student recognitions. Office referral data show a decrease in repeat behaviors. Family engagement events promoted shared behavioral goals.
1.6 SEL Curriculum (Second Step) Effectiveness: Effective. Used consistently across grade levels. Teachers reported increased student use of SEL vocabulary and strategies. Lesson pacing aligned with site SEL goals and Aperture assessment data.
1.7 SEL Supplies and Resources Effectiveness: Moderately Effective. Supplies supported SEL instruction and small group activities. Utilization varied by classroom; consistent use was noted in counseling sessions and wellness spaces.
1.8 SEL Professional Development Effectiveness: Effective. Staff participated in training on trauma-informed practices and emotional regulation strategies. Post-training surveys showed increased staff confidence and use of strategies in the classroom.
1.9 Family Engagement – SEL Focused Activities Effectiveness: Moderately Effective. Events included SEL Night and parent workshops. Attendance was moderate but feedback was positive. Additional efforts needed to engage underrepresented families.
1.10 School Climate Surveys Effectiveness: Effective. Student, staff, and family surveys administered. Results indicated improved perception of safety and belonging, guiding SEL and PBIS adjustments.
1.11 Wellness Room & Calming Corners Effectiveness: Effective. Students accessed the wellness room and classroom calming areas as proactive self-regulation tools. Staff reported fewer classroom disruptions post-implementation.
1.12 Check-In/Check-Out System Effectiveness: Moderately Effective. Implemented with targeted students. Showed improvement in behavior and attendance for most participants. Effectiveness varied by consistency of implementation.

1.13 SEL Partnerships (Siskiyou SEL Collaborative, SCOE, etc.) Effectiveness: Effective. External partnerships expanded access to SEL materials, training, and technical assistance. Helped align site efforts with countywide initiatives.

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

To enhance focus and effectiveness in the 2025–2026 LCAP, the district has streamlined its actions under Goal 1 to align with core academic and equity metrics. Several action steps have been sunset due to limited impact or redundancy:
Sunset Actions:
1.1 (Digital Learning Systems)
1.2 (Supplemental Curriculum Materials)
1.3 (PE/Health Program)
1.4 (Class Size Reduction)
1.8 (Off-site PD)
1.9 (Instructional Coaching)
1.11 (iReady PD)

Ongoing/Updated Actions for 2025–26:
1.5 (Intervention Staff)
1.6 (Classroom Support-Aides)
1.7 (CTE- Career Tech)
1.10 (SCOE SPED Training)

Reclassification of Action Steps from Goal 2 to Goal 1
Upon review of the 2024–2025 LCAP goals, actions, and associated metrics, we have determined that two existing action steps were housed under Goal 2 (Student Engagement & Wellness) more accurately align with the metrics and priorities of Goal 1 (Balanced Learners: Academic Achievement and Access). As such, the following changes are being made:
1.12 (Summer and After School Program) 2.6 – Summer Academic Program (Learning Recovery Block Grant) – will now be listed under Goal 1 as Action 1.12
1.13 (Kinderfun Program) 2.7 - Kinderfun TK/K After-School Program (ELO-P) – will now be listed under Goal 1 as Action 1.13

These actions primarily address learning recovery, early academic intervention, and equitable access to enrichment and foundational instruction, which directly support Goal 1's focus on academic benchmarks, access, and closing the achievement gap. Their primary intent is to improve academic outcomes and provide supplemental instructional time for targeted student groups, making Goal 1 a more appropriate framework for their implementation and evaluation.

These changes reflect our continued efforts to refine and clarify the LCAP in alignment with state priorities, available funding sources, and local needs , and reflect a more focused and manageable plan for a small district, emphasizing classroom support, high-quality instruction, and data-driven intervention.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Sunsetting Action Purchase Digital Learning Software Systems	Sunsetting Action: Digital Learning Software System. Purchase -iReady to use for assessment and monitory students growth schoolwide.	$0.00	No
1.2	Sunsetting Action Curriculum and Resources	Sunsetting Action: Purchase Curriculum , Scholastic Supplemental and interventions materials	$0.00	No
1.3	Sunsetting Action Health and Physical Education	Sunsetting Action: Maintain Certificated PE teacher for PE instruction school-wide	$0.00	No
1.4	Sunsetting Action Class Size Reduction	Sunsetting Action: Maintain decrease in Class Size in primary grades: Funding source - Title V 5850	$0.00	No
1.5	Intervention Support: Special Education Teacher	Maintain Resource Specialist Teacher & Intervention support staff	$34,354.80	No
1.6	Intervention Support Classroom	Paraprofessionals for Classroom Learning Support (Aides)	$86,440.49	Yes
1.7	Career Technical Education (CTE)	GESD will support career exploration and career technical education (CTE) pathways.	$0.00	No
1.8	Sunsetting Action	Sunsetting Action: Provide opportunities for Off-Site Professional Development to all staff in academic areas of need: Language Arts, Math,	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	Off-Site Professional Development: Academic	Science, Social Studies and other curriculum and standards aligned training.		
1.9	Sunsetting Action Educator Effectives Funding (EE): Instructional Coaches	Sunsetting Action: Provide for Instructional Coaches and other coaching opportunities to all staff as requested utilizing the EE Funding	$0.00	No
1.10	SCOE SPED Professional Development	SCOE will provide Professional Development for Special Education Staff including Resource Teacher.	$0.00	No
1.11	Sunsetting Action Digital Learning Software Systems	Sunsetting Action: Digital Learning Software Systems : Purchase iReady Professional Development for staff	$0.00	No
1.12	Learning Recovery Initiative	Learning Recovery Initiative to increase the number of instructional days and minutes provided during our schoolyear by offering the Wildcat Academy: Summer program and SAFE After School Program: GES will maintain and expand our current summer program and after school program for students, prioritizing Unduplicated Students to support academic learning recovery, and staff and pupil social and emotional well-being. LREBG - Learning Recovery Emergency Block Grant 7435 (MOVED FROM 2.6) Action 1.12 Description Grenada Elementary will use LREBG funds to operate Wildcat Academy, a summer program that expands instructional time and provides targeted academic and social-emotional support for unduplicated students. This action aligns with EC 32526(c)(2)(A) and (B)(ii) by offering evidence-based interventions in ELA and Math, with a focus on students identified through local assessments and attendance data. Program impact will be measured using Metric 1.5 (CAASPP)	$119,557.00	No

Action #	Title	Description	Total Funds	Contributing
1.13	MOVE FROM 1.13 Student After School Program: KinderFun	Fund Transitional Kindergarten (TK) and Kindergarten after-school enrichment program, prioritizing unduplicated students. (MOVED FROM 2.7)	$76,466.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	COMMUNICATIONS & PARENT/FAMILY ENGAGEMENT : Improve school climate and increase stakeholder engagement by providing effective communication, access to support services, and a welcoming environment for families and students.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal is intentionally structured to include multiple outcome metrics that align with CA Dashboard indicators for both all students and the SED student group, which is the only unduplicated group with reportable data. While we recognize that separating academic and engagement outcomes into distinct goals can support clarity, the LEA has chosen a consolidated format due to staffing and resource limitations of small single school school districts. All metric data, including subgroup breakdowns, are listed below under 'Measuring and Reporting Results.' Future LCAP cycles will consider separating academic and engagement outcomes into distinct goals for improved clarity and alignment.

Implementing the actions below and measuring progress using the identified metrics will support Grenada Elementary School District in achieving the goal of enhancing school climate and increasing parent and student engagement.

Rationale: Survey data and stakeholder input emphasized the need for improved SEL supports, clearer communication, and expanded student engagement. Actions include counseling, SEL PD, and maintaining SAFE/KinderFun programs.
These goals were developed in response to student performance data from the 2023–2024 CAASPP results, i-Ready assessments, attendance records, and school climate surveys (CHKS). Across student groups—especially SED and White students—achievement gaps were identified in both ELA and Math, alongside higher-than-desired suspension and absentee rates. Educational partners, including staff and families, expressed the need for targeted academic supports, increased student engagement, and stronger school climate and mental health services. These SMART goals reflect measurable, time-bound targets aligned to both stakeholder input and state/local metrics.

How the Actions and Metrics Address Goal 2.
Goal 2: Enhance School Climate and Increase Parent and Student Engagement
Aligned with State Priorities 3 (Family Engagement), 5 (Pupil Engagement), and 6 (School Climate)
The selected action steps in Goal 2 are strategically aligned to support both positive school climate and increased engagement from students and families. They work together to address emotional well-being, behavior, and communication by building multi-tiered systems of support, strengthening family-school connections, and supporting staff with the tools needed to respond effectively to student needs.

How the Actions Support the Goal:
2.1 Aperture (Mental Health Rating Program): Provides a data-driven foundation for understanding students' social-emotional strengths and needs. This screening directly informs counseling and SEL instruction, improving climate and engagement.
2.4 Counselor – Title I Funded: Delivers targeted academic and emotional support for students facing challenges, directly impacting suspension and absenteeism—key indicators of both engagement and climate.
2.5 Counselor Collaboration with SCBH & SCOE: Strengthens mental health response capacity beyond the school's staff, helping address barriers to learning and attendance that often involve family dynamics.
2.10 Contentment Team Meetings: Promotes teacher-led efforts to identify and respond to climate issues, increasing staff ownership of engagement and wellness. These teams also help communicate concerns raised by students or families.
2.11 SEL Professional Development: Builds staff capacity to implement trauma-informed and behavior-sensitive approaches, which improve student experiences and reduce negative behavior outcomes.
2.13 On-Site Counseling Services: Maintains consistent access to Tier II supports for students with ongoing needs. This action is especially impactful for reducing stress, sadness, and isolation, helping students feel connected and supported.

How the Metrics Support the Goal:
Aperture Ratings (Metric #1): Directly measure students' SEL needs, guiding supports that affect both engagement and behavior (Priorities 5 & 6).
Parent Event Participation (Metric #2) and Parent Survey (Metric #7): Reflect family involvement and satisfaction—core components of Priority 3.
Suspension (Metric #4), Expulsion (Metric #5), and Chronic Absenteeism (Metric #6): Key indicators of a safe, inclusive climate and meaningful student connection to school (Priority 6).
SEL Lesson Implementation (Metric #8): Measures integration of SEL across classrooms, building a foundation for improved school climate (Priority 6).
Attendance Rate (Metric #9) and Dropout Rate (Metric #10): Reflect students' daily engagement and long-term school connection (Priority 5).
Kindergarten Readiness (Metric #11): Indicates early engagement and successful transition into school for families and students (Priority 5).

ADDITINOALLY:
Grenada Elementary School District (GESD) developed Goal 2 to enhance school climate and strengthen both parent and student engagement. A review of multiple data sources, including the California Healthy Kids Survey (CHKS), attendance and suspension data, and stakeholder input, reveals both significant progress and areas still needing support. These insights have guided the development and refinement of this goal to better align with state priorities and ensure targeted, meaningful outcomes.

Key Data Findings Supporting This Goal
1. School Connectedness (CHKS)
*Student responses showed a 14% increase in students who "strongly agree" they feel connected to school, rising from 57% in 2024 to 71% in 2025.
*While this improvement is promising, connectedness remains a concern and a focus area.
2. Attendance and Chronic Absenteeism
*2023–24 attendance rate: 96.06% (up from 93.95% in 2022–23).

*Chronic absenteeism decreased to 10.8% in 2023–24, down from 12.6% the previous year.
*While improving, both remain higher than pre-pandemic levels and signal a continued need for focused attendance initiatives.
3. Suspension Rates
*Suspension rate dropped from 7.2% in 2022–23 to 4.9% in 2023–24.
*Although improved, current rates remain above the pre-pandemic baseline of 2.9% (2018–19).
4. Stakeholder Input and Survey Results
*Strong support for continued funding of programs like Aides, PE, SAFE, Athletics, and Transportation (100% agree/strongly agree).
*High interest in summer school offerings (73.3% agree/strongly agree).
*Preferred communication methods include the GES Connection newsletter and Remind.
*Top stakeholder priorities: "Balanced Learners" and "Supported Staff."

State Priorities Addressed
Priority 3: Parental Involvement
Priority 5: Pupil Engagement
Priority 6: School Climate

Implementation Strategies for 2025–26
1. To improve student behavior and wellness, GESD will:
*Implement evidence-based SEL curriculum schoolwide.
*Continue partnerships for counseling and mental health support.
*Provide SEL training and trauma-informed practices for all staff.
*Monitor discipline trends and adjust practices using MTSS framework.
2. To increase communication and engagement, GESD will:
*Maintain regular, two-way communication with families via digital and print methods.
*Promote school programs and events across platforms.
*Offer ongoing opportunities for families to participate in school leadership and equity initiatives.
*Prioritize a welcoming, inclusive climate through feedback and community partnership.

Professional Development Focus
*Continued emphasis on data analysis to support both academic and SEL needs.
*Staff collaboration through learning communities to design targeted interventions.
*Focus on building a collaborative, inclusive school culture.

FOCUSED SUSPENSION GOAL: Overall Summary
In 23/24 Grenada Elementary is placed in the Yellow performance level for suspension rate.
4.9% of all students were suspended at least one day in the 2023–2024 school year.
This represents a decline of 2.3% compared to the prior year.
The total student count for this indicator was 223.
On the California Dashboard’s 5x5 grid, Grenada Elementary is classified in the "High Status" and "Declined" category.
Student Group Data Summary

Student Group	Color	Suspension Rate	Change from Prior Year	Student Count
All Students	Yellow	4.9%	Declined 2.3%	223
White	Yellow	5.1%	Declined 2.9%	157
SED	Yellow	5.0%	Declined 2.3%	121

Performance Level Placement – 5x5 Grid
Placement for Grenada Elementary:
*Status: High (based on 5.1% suspension rate for White students, 5.0% for SED students)
*Change: Declined
*Color Level: Yellow
*Overall Placement: Yellow (High Status / Declined)
Only one school in the district is represented in the 5x5 suspension rate chart, confirming Grenada Elementary as the sole placement.

Trend Over Time Summary Statement
In 2024, Grenada Elementary saw a meaningful improvement in suspension rates, particularly among key student groups. Although the overall suspension rate remains in the "High" status band, the decline in suspensions across all students, White students, and SED students demonstrates the positive impact of schoolwide PBIS implementation, SEL initiatives, and consistent behavior support strategies. Continued focus on Tier I interventions and equity-based supports will be essential to sustain and deepen these gains.
Suspension Rate – Multi-Year Comparison

Year	Suspension Rate	Change from Previous Year
2019	2.9%	—
2022	2.9%	No change
2023	7.2%	Increased 4.3%
2024	4.9%	Decreased 2.3%

Trend Analysis
Suspension rates were stable in 2019 and 2022 at 2.9%.
A significant increase occurred in 2023, peaking at 7.2%.
In 2024, the rate declined by 2.3 percentage points, bringing it down to 4.9%, a marked improvement from the previous year but still higher than pre-pandemic levels.
The school is now showing signs of positive change and movement toward pre-2023 rates.
Refinement for 2025–26 Based on analysis, GESD will streamline Goal 2 to focus more intentionally on high-impact actions aligned to state metrics. Actions not directly contributing to measurable progress will sunset in the 2025–26 plan to ensure sustainability, improve clarity, and support effective implementation in a small, single-school district. New tools such as the MULTITUDES assessment will also support TK–2 data monitoring.

Why the Suspension and Expulsion metrics matter:
The suspension rate is a direct measure of school climate and student behavior support systems. A decrease in this rate—especially across all students, White students, and socioeconomically disadvantaged students—indicates improved schoolwide conditions for learning,

emotional well-being, and equity in discipline. These results demonstrate that the SEL and PBIS-related actions are effectively supporting Goal 2 outcomes; See Current Action Steps 2.1, 2.4, 2.5, 2.10. 2.11 and 2.13

School Climate Indicators: School Connectedness & Perceived School Safety
Based on student responses from the 2025 California Healthy Kids Survey (CHKS)

School Connectedness
2025 Score: 71%
State Middle School Average: 55%
Trend: Increased from 60% (2022) to 71% (2025) — an 11-point gain.

Analysis:
Grenada Elementary's school connectedness score has significantly improved over time and is now well above the state average. This metric reflects students' feelings of belonging, fairness, and being valued at school. The positive upward trend suggests that the district's SEL programs, counseling services, and relationship-focused practices (e.g., caring adults, contentment teams) are helping students feel more connected to their school environment.
Key item areas include:
*Feeling part of the school
*Being happy to be at school
*Feeling close to people at school
*Perceiving fair treatment from teachers
*Feeling safe at school

Perceived School Safety
2025 Score: 64%
State Middle School Average: 53%
Trend: Gradual improvement from 58% (2022) to 64% (2025)

Analysis:
The percentage of students who reported feeling "safe" or "very safe" at school rose to 64%, exceeding the state average. While this is a positive trend, the slower growth rate compared to school connectedness suggests there are still areas for improvement—especially since harassment and bullying reports also increased from 47% (2022) to 59% (2025). This highlights the importance of continuing schoolwide efforts to reduce harassment and promote a culture of respect.
Related safety measures include:
*Low Violence Victimization: 71%
*No Harassment: 53%
*No Mean Rumors: 68%
*No Fear of Getting Beaten Up: 60%
These related metrics reinforce that while general safety perception is improving, bullying and harassment remain challenges, with rates worse than the state average in some subcategories.

Summary Statement about the California Healthy Kids Survey on School Connectedness and Perceived Safety.:
Overall, students at Grenada Elementary report strong and improving school connectedness and perceived safety, both exceeding state middle school averages. These gains reflect the district's investment in SEL, counseling, and school climate initiatives. However, bullying and harassment remain significant concerns that need continued, targeted attention. Sustained focus on restorative practices, peer support, and student voice will be essential to further enhance both safety and connection across campus.

Overall Summary
Together, these actions and metrics form a cohesive framework that supports student well-being, strengthens family involvement, and promotes a positive learning environment. They ensure that social-emotional health, behavior, and family partnerships are continuously monitored, addressed, and improved—fulfilling the purpose of Goal 2 and the related state priorities. Through these strategies, GESD seeks to maintain a strong, connected community where families are engaged, students feel supported, and all stakeholders contribute meaningfully to student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	ALL:Aperture Assessment Ratings - % of students scoring as needing instruction Priority 5a, 5b, 6a, 6b,	In 23/24 59% of the students self assessed as needing instruction in social competencies. Teacher ratings indicate: 89% of students as rated by teachers needed instruction in social competencies	In 24/25 XX% of the students self assessed as needing instruction in social competencies. Teacher ratings indicate: XX% of students as rated by teachers needed instruction in social competencies		50% of the students self assessed as needing instruction in social competencies. Teacher ratings: 70% of students as rated by teachers needed instruction in social competencies	x24/25 saw a decrease of XX% students self assessed as needing instruction in social competencies and a XXX decrease in students as rated by teachers needed instruction in social competencies
2.2	25/26 SUNSHINE: Student participation and attendance rates to extra curricular events and activities.% of eligible	In 23/24 100% of eligible students have the opportunity to participate in extra-curricular activities.	In 24/25 100% of eligible students have the opportunity to participate in extra-curricular activities.		100% of eligible students will have the opportunity to participate in extra-curricular activities.	100% of eligible students will have the opportunity to participate in extra-curricular activities.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students provided the opportunity to participate	Will establish baseline for student participation rate during 24/25 as data becomes available.	Student participation rate during 24/25 is Athletics: 83/210 SAFE:		Increase student participation rate on average, 15% from year 1 outcome levels.	
2.3	ALL: Parent attendance at targeted school activities and events - % of students participating at identified events Priority 3a, 3b, 3c	In 23/24 Participation rate for: Parent teacher conferences: 96% Back to School Night: 87% Open House: 66%	In 23/24 Participation rate for: Parent teacher conferences: 86.7% Back to School Night: 73.3% Open House: 85.2%		Increase the number of parent participants overall by 10%.	In 23/24 Participation rate for: Parent teacher conferences: Decrease of 9.3% Back to School Night: 1decreaes of 4.7% Open House: Increase of 18.8%
2.4	ALL:CA Dashboard: Suspension rates - % of students who are suspended Priority 6a,	In 22/23 GESD increased the student suspension rate by 4.3% to 7.2%	In 23/24 GESD Decreased the student suspension rate 2.3% from by 7.2% to 4.9%		Target (2026): 3.0% Decrease the GESD suspension rate by 4.2%.	In 23/24 GESD Decreased the student suspension rate 2.3% from by 7.2% to 4.9%
2.5	ALL: CA Dashboard: Expulsion rates % of students who are expelledb Priority 6	GESD has not had any expulsions in the 2023/24 school year.	In 24/25Expulsion rate. maintain 0% expulsion rate.		Expulsion rate. maintain 0% expulsion rate.	Expulsion rate. maintain 0% expulsion rate.
2.6	ALL: Ca Dashboard: Chronic Absenteeism (All Students) -% of students who are chronically absent	In 2022/23 GESD had 12.6% chronic absenteeism rate.	In 23/24 GESD had 10.8% chronic absenteeism rate.		Target (2026): 10.0% Decrease chronic absenteeism rate by 2.6%.	In 2023/24 GESD chronic absenteeism rate decreased by 1.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 5b					
2.7	ALL: % of Parent/Family who complete Parent Survey – School Communication Satisfaction Priority 3a	In 2022/23 GESD had 73% survey participation rate.	In 24/25 GESD had 14.6% survey participation rate.		Maintain/Increase parent/family survey rates by 2% while increasing specificity in the data.	GES Saw a significant decrease in survey participation this year of 58.4%
2.8	ALL: Lesson Plans: Social Emotional Learning (SEL)_ % of classes who participate in SEL lessons Priority 6a, 6b, 6c	In 23/24 30% of classes incorporated Social Skills will be lessons and activities	In 24/25 40% of classes incorporated Social Skills will be lessons and activities		80% of classes incorporated Social Skills will be lessons and activities	GES saw an incrase of 10% in social skills participation.
2.9	ALL: Ca Dashboard: Attendance Rates - Average Daily Attendance rates. (average % of students attending daily) Priority 5a, 6b	In 23/24 Average Daily Attendance Rate: 93.7%	In 24/25 Average Daily Attendance Rate: 96.06%		Average Daily Attendance Rate: will be 95% or higher	GES saw an increase of 2.36%% in ADA
2.10	ALL: AERIES: Middle School Drop Out rate; % of students who drop out of Middle school. Priority 5c	In 23/24 - 0% of Middle School students dropped out of school.	In 24/25 - 0% of Middle School students dropped out of school.		Maintain 0% of Middle School students dropping out of school.	Maintain a 0% drop out rate
2.11	SUNSET METRIC ALL: Kindergarten Readiness Assessment Percent of Students meeting Ready rating Somewhat or Much More Ready (%)	In 23/24 Overall Results Somewhat or Much More Ready Self Regulation 33% Scored Somewhat or Much More Ready	In 24/25 Overall Results Somewhat or Much More Ready Self Regulation 34% Scored		In Kindergarten Readiness: Increase Much Less Ready by 10%	GES Saw an overall increase in Kindergarten Readiness in all categories: 1% in Self Regulation;

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 5a, 6b,6a, 6b, 6c	Social Skills 33% Scored Somewhat or Much More Ready Academic Skills55% Scored Somewhat or Much More Ready Physical Skills 22% Scored Somewhat or Much More Ready	Somewhat or Much More Ready Social Skills 38% Scored Somewhat or Much More Ready Academic Skills 59% Scored Somewhat or Much More Ready Physical Skills 36% Scored Somewhat or Much More Ready NOTE: beginning 25/26 GES we change to utilizing the MULTITUDES assessment for TK-2 Data.		Self Regulation 43% Scored Somewhat or Much More Ready Social Skills 33 % Scored Somewhat or Much More Ready Academic Skills 43% Scored Somewhat or Much More Ready Physical Skills 33% Scored Somewhat or Much More Ready	5% in social Skills; a4% in Academic Skills and 14% in Physical Skills NOTE: beginning 25/26 GES we change to utilizing the MULTITUDES assessment for TK-2 Data.
2.12	ALL: CHKS – School Connectedness (Grades 6–8) Priority 6C	Baseline (2024): 54% (Moderately to Strongly Connected)	In spring 2025 CHKS School Connectedness criteria had an Average Reporting for “Strongly agree” 71%		Increase School Connectedness by 10% Target (2026): 64%	School Connectedness increase by 14% School Safety increased by 24%
2.13	NEW 24/25 ALL: CHKS – Perceived School Safety (Grades 6–8) 6c	CHKS – Perceived School Safety (Grades 6–8) Baseline (2024): 52%	School Safety reported as 95%		CHKS – Perceived School Safety (Grades 6–8) Target (2026): 65%	School Connectedness increase by 43%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.14	NEW 24/25: ALL: Parent Survey – School Communication Satisfaction 3a, 3b, 3c	Parent Survey – School Communication Satisfaction Baseline (Spring 2025): 76% Satisfied or Highly Satisfied	Parent Survey – School Communication Satisfaction Baseline (Spring 2025): 76% Satisfied or Highly Satisfied		Parent Survey – School Communication Satisfaction Target (2026): 85% Highly Satisfied	0% change
2.15	NEW 24/25: Suspension Rate (SED Students) CA DASHBORAD 6a	Suspension Rate (SED Students) (2023): 7.3%	Suspension Rate (SED Students) (2024): 5%		Suspension Rate (SED Students) Target (2026): 5.0%	Declined 2.3%
2.16	NEW 24/25: Suspension Rate (White Students) CA DASHBORAD 6a	Suspension Rate (White Students) (2023): 8%	Suspension Rate (White Students) (2024): 5.1%		Suspension Rate (White Students) Target (2026): 3.5%	Declined 2.9%
2.17	NEW 24/25: Chronic Absenteeism Rate (SED Students) 6b	Chronic Absenteeism Rate (SED Students) Baseline (2023): 16.5%	Chronic Absenteeism Rate (SED Students) (2024): 13.3%		Metric 17: Chronic Absenteeism Rate (SED Students) Target (2026): 11.0%	Declined 3.2%
2.18	NEW 24/25: Chronic Absenteeism Rate (White Students) 6b	Chronic Absenteeism Rate (White Students) Baseline (2023): 12.8%	Chronic Absenteeism Rate (White Students) (2024): 8.9%		Chronic Absenteeism Rate (White Students) Target (2026): 8.5%	Declined 3.9%

Goal Analysis [2024-25]

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

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

Over the past year, implementation of Goal 2 was largely successful, with the majority of action steps carried out as planned. One exception was the planned social skills small group classes, which could not be implemented due to staffing shortages. Instead, social-emotional lessons were embedded within classroom instruction by teachers, ensuring continued SEL support despite resource constraints.

Successes this year are strongly reflected in student outcome data:

Chronic absenteeism declined from 18% (2021–22 baseline) to 10.8% in 2023–24, well below the state average of 18.6%.

Suspension rates also decreased significantly across all subgroups, most notably for socioeconomically disadvantaged (SED) students.

27 out of 28 staff members completed the MTSS modules funded by the grant, strengthening our campus-wide approach to tiered intervention.

CHKS results showed high rates of students feeling safe at school and experiencing meaningful adult relationships.

Aperture (DESSA) data confirmed strong student competencies in Relationship Skills, Responsible Decision Making, and Self-Awareness, though Optimistic Thinking and Goal-Directed Behavior were identified as areas for further growth.

Together, this data indicates that our district is making measurable gains in attendance, behavior, and mental wellness—three key indicators of student engagement.
Some actions, such as the SAFE program and Apptegy, will sunset in 2025–26 as part of a strategic narrowing of focus to prioritize high-impact, compliance-aligned efforts. Counseling and SEL professional development will continue to be central components of this goal.

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.

In reviewing expenditures for Goal 2: Student Wellness & School Climate during the 2024–2025 school year, the district experienced several material differences between budgeted and actual expenditures. These differences were primarily due to increased vendor costs, staff participation rates, program restructuring, and the use of alternative funding sources. The following summarizes the key variances:
Action 2.2 – Communication Tools (Apptegy App & Website): The actual cost of maintaining and upgrading the Apptegy platform exceeded the original budget due to a pricing increase.
Action 2.3 – AERIES Student Information System: Subscription and support costs for the AERIES system were higher than anticipated.
Action 2.4 – Attendance Incentives: Expenditures were aligned to actual revenues received, resulting in adjustments to the initial budgeted amount.

Action 2.6 – Summer Academic Program: This action was reclassified and moved to Goal 1, Action 1.12, where it better aligns with academic support goals.
Action 2.7 – Kinderfun TK/K Program: This action was moved to Goal 1, Action 1.13 to align with instructional and extended learning priorities.
Action 2.8 – SAFE After School Program: This position was supported through other grant funds, reducing reliance on LCAP allocations.
Action 2.10 – MTSS Training: Participation was lower than projected, which resulted in reduced expenditures.
Action 2.11 – SEL Professional Development: Similar to 2.10, participation was less than expected, and alternate grant funds were used to support those who did participate.
Overall, these differences reflect adjustments made in response to actual needs, participation levels, and opportunities to maximize available resources. These decisions ensured that core services—particularly those supporting wellness, engagement, and social-emotional learning—were sustained despite fiscal variances.

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

The actions implemented under Goal 2 have demonstrated clear effectiveness in improving student wellness and school climate. CHKS results reflect strong outcomes in multiple areas, including a high sense of school safety (83%), parental involvement (87%), and academic motivation (79%). Aperture (DESSA) results echoed these strengths, particularly in Self-Awareness, Responsible Decision-Making, and Relationship Skills.
Effectiveness Statement – Student Wellness and School Climate
The actions implemented under Goal 2 have been largely effective in improving student wellness, SEL competencies, and school climate, as evidenced by multiple measures.
Survey data from the 2024–25 CHKS highlights strong outcomes in:
School safety (83%),
Parental involvement (87%), and
Academic motivation (79%).

The Aperture/DESSA SEL assessments show measurable growth from pre- to post-assessment in key areas:
Self-awareness improved from 52% to 68% (+16%),
Relationship skills rose from 61% to 73% (+12%),
Goal-directed behavior increased from 60% to 75% (+15%).

Suspension rates declined substantially from 2022–23 to 2023–24 across all groups:
All students: 7.2% ? 4.9% (-2.3%),
SED students: 7.3% ? 5.0% (-2.3%),
White students: 8.0% ? 5.1% (-2.9%).

While progress is evident in SEL competencies, school climate, and behavior, the continued presence of emotional and social challenges—especially among unduplicated pupils—reinforces the need to sustain and deepen mental health supports, relationship-building opportunities, and SEL programming.Despite this progress, some areas of concern persist. Meaningful participation remains low (64%), and 53% of

students reported experiencing harassment or rumors. Emotional distress remains a concern, with 41% of students reporting chronic sadness and 24% indicating they had considered suicide.

Conclusion:
However, some challenges remain. CHKS findings identified lower levels of meaningful participation (64%) and peer conflict concerns, with 53% of students reporting harassment or rumors. Emotional distress and chronic sadness also persist, with 41% of students reporting ongoing sadness and 24% indicating suicidal thoughts.
These findings reinforce the effectiveness of our counseling and SEL strategies while highlighting the continued need for proactive mental health services, engagement activities, and student voice opportunities.

Effectiveness of each Action Step:
2.1 Aperture - Mental Health Rating Program Effectiveness: Effective. Aperture (DESSA) screening identified 23.1% of students as needing instruction in self-awareness and 21.5% in social awareness. Teacher ratings confirmed similar trends. Post-assessment data show growth in multiple SEL domains, guiding counseling and support decisions effectively.
2.2 SUNSET 25/26 Appleby GES App & Website Effectiveness: Moderately Effective. While no formal metrics were provided, staff feedback indicated increased accessibility to school updates and engagement tools. As this is a communications-focused platform, direct impact on SEL is indirect.
2.3 SUNSET 25/26 AERIES Effectiveness: Moderately Effective. Utilized as a student information system to track attendance, discipline, and other data metrics supporting SEL efforts. No standalone SEL outcomes, but supports other interventions.
2.4 Counselor - Currie (Title I) Effectiveness: Highly Effective. The counselor provided targeted SEL and academic support to at-risk students, as evidenced by reduced suspension and chronic absenteeism rates. Collaboration with teachers and intervention teams enhanced Tier II and III supports.
2.5 Counselor Collaboration w/ SCBH & SCOE Effectiveness: Effective. Partnerships with county and SCOE services enhanced access to mental health resources. Increased referrals and on-site services strengthened intervention layers and addressed student needs beyond the school's internal capacity.
2.6 Summer Academic Program (Moved to Goal 1)(Not assessed here as now part of Goal 1)
2.7 KinderFun TK/K After School Program (Moved to Goal 1)(Not assessed here as now part of Goal 1)
2.8 SUNSET 25/26 SAFE 1–8 Program Effectiveness: Effective. Participation in structured after-school activities supports SEL development and supervision. Though specific outcomes weren't included, SAFE programs historically reduce unsupervised time and improve student engagement.
2.9 SUNSET 25/26 MTSS Grant ($60K)Effectiveness: Effective. Staff completed MTSS training modules (96% completion), improving their ability to support Tier I behavior and emotional needs. The structured framework supports whole-school SEL integration.
2.10 SBMHW/Contentment Team Meetings (Stipend Supported)Effectiveness: Moderately Effective. Teacher-led contentment teams met regularly to identify school climate issues and promote wellness initiatives. While qualitative outcomes were positive, quantitative data is limited.
2.11 SEL Professional Development via SCOE (Incl. Stipends)Effectiveness: Effective. Staff participated in SEL-focused PD sessions, with follow-up indicating better implementation of SEL strategies in the classroom. Training included trauma-informed practices and classroom behavior supports.

2.12 SUNSET 25/26 Paraprofessional for Social Skills Classes Effectiveness: Effective. The paraprofessional supported small-group SEL instruction and social skills interventions. Anecdotal teacher reports and student growth in relationship skills validate this as a valuable support structure.
2.13 Counseling Services On-Site (General Fund Contribution) Effectiveness: Effective. Regular access to counseling contributed to improved student well-being, as seen in reductions in suspension, absenteeism, and student-reported sadness or stress on CHKS. Maintains a Tier II intervention structure.

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

Question #4: Revisions to the Goal and Actions Based on Reflections on Prior Practice
In an effort to create a more focused and intentional LCAP, we conducted a comprehensive review of Goal 2, including an analysis of student engagement data, program implementation effectiveness, and staffing and funding constraints. Based on this review, we are refining the goal to prioritize high-impact actions directly aligned with state-required metrics and local priorities, particularly in the areas of social-emotional wellness, family engagement, and consistent student support.
Sunset Actions for 2025–26:

2.3 AERIES Student Information System
2.8 SAFE After School Program (Grades 1–8)
2.9 MTSS Grant
2.12 Paraprofessional support for Social Skills Classes

These actions, while previously valuable, either overlap with other initiatives, no longer align with evolving district needs, or are not sustainable with existing staffing and funding levels. The decision to sunset these items reflects a shift toward more efficient use of district resources and a streamlined plan better suited to the scale of a small, single-school district.
Ongoing/Updated Actions for 2025–26:
2.1 Aperture SEL Screener: Ongoing use of the Aperture system to identify student needs and monitor social-emotional growth.
2.2 Apptegy GES App & Website
2.4, 2.5, 2.13 Counseling Services: Continued support through general fund and Title I to ensure on-site availability, as well as collaborations with SCBH and SCOE.
2.5, 2.11 Staff Collaboration and Training: Ongoing stipends for mental health and wellness team participation and SEL professional development.
2.10 SEL/MTSS Integration: Continued implementation of SEL competencies and MTSS strategies within daily instruction, including professional development through SCOE and participation in the Contentment Team.

Reclassification of Action Steps from Goal 2 to Goal 1
Upon review of the 2024–2025 LCAP goals, actions, and associated metrics, we have determined that two existing action steps currently housed under Goal 2 (Student Engagement & Wellness) more accurately align with the metrics and priorities of Goal 1 (Balanced Learners: Academic Achievement and Access). As such, the following changes are being made:

2.6 – Summer Academic Program (Learning Recovery Block Grant) – will now be listed under Goal 1 as Action 1.12
2.7 - Kinderfun TK/K After-School Program (ELO-P) – will now be listed under Goal 1 as Action 1.13
These actions primarily address learning recovery, early academic intervention, and equitable access to enrichment and foundational instruction, which directly support Goal 1's focus on academic benchmarks, access, and closing the achievement gap. Their primary intent is to improve academic outcomes and provide supplemental instructional time for targeted student groups, making Goal 1 a more appropriate framework for their implementation and evaluation.

The revised Goal 2 maintains focus on counseling, SEL instruction, and student voice, while phasing out less central actions. This approach ensures more consistent support, higher quality implementation, and clearer alignment with core district values and state priorities.

These changes reflect our continued efforts to refine and clarify the LCAP in alignment with state priorities, available funding sources, and local needs and reinforce the district's commitment to improving school climate, student connectedness, and well-being while recognizing the operational realities of a small district.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Aperture	Aperture	$0.00	No
2.2	School Application and Website	Communication: Maintain current school website and application (app)	$0.00	No
2.3	Sunsetting Action Student Information System	Sunsetting Action: Communication: Maintain current school student information system.	$0.00	No
2.4	Counseling Services - On site	Fund on site School Counselor Title I 3010	$32,844.00	No
2.5	Counseling Services - Collaboration	Counseling Services: Collaboration with Siskiyou County Behavioral Health (SCBH) & Siskiyou County Office of Education (SCOE)	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	MOVE TO 1.12 Wildcat Academy: Summer program	MOVE TO 1.12 Maintain and expand our current summer program for students. Prioritizing Unduplicated Students. To support academic learning recovery and staff and pupil social and emotional well-being. Learning Recovery Emergency Block Grant 7435	$0.00	No
2.7	MOVE TO 1.13 Student After School Program: KinderFun	MOVE TO 1.13 Fund Transitional Kindergarten (TK) and Kindergarten after-school enrichment program, prioritizing unduplicated students.	$0.00	Yes
2.8	Sunsetting Action Student After School Program SAFE: Siskiyou After School for Everyone.	Sunsetting Action: Fund SAFE: Siskiyou After School for Everyone grades 1-8. Prioritizing Unduplicated Students.	$0.00	No
2.9	ACTION COMPLETED On-Site Professional Development in MTSS	Sunsetting Action: All staff will have the opportunity to complete the OCC MTSS Learning Modules.	$0.00	No
2.10	Professional Development: SEL Training	GES will co-sponsor with SCOE opportunities for all staff to attend the SBMHW/Contentment Professional Development in SEL- Socio-emotional Learning	$6,000.00	Yes
2.11	Professional Development: SEL Training	GES will co-sponsor with SCOE opportunities for all staff to attend the Four Pillars of Wellbeing Professional Development in SEL- Socio-emotional Learning	$10,000.00	Yes
2.12	Sunsetting Action Social Emotional Learning (SEL)	Sunsetting Action: Paraprofessional to support Social Skills Classes	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.13	Counseling Services - On site	Fund on site School Counselor - General Fund	$49,266.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Maintain SOUND FINANCE & INFRASTRUCTURE: Maintain sound fiscal health and safe, well-maintained facilities to support teaching and learning, with transparent budgeting and facilities planning.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal is intentionally structured to include multiple outcome metrics that align with CA Dashboard indicators for both all students and the SED student group, which is the only unduplicated group with reportable data. While we recognize that separating academic and engagement outcomes into distinct goals can support clarity, the LEA has chosen a consolidated format due to staffing and resource limitations of small single school school districts. All metric data, including subgroup breakdowns, are listed below under 'Measuring and Reporting Results.' Future LCAP cycles will consider separating academic and engagement outcomes into distinct goals for improved clarity and alignment.

SOUND FINANCE & INFRASTRUCTURE:
Implementing the actions below and measuring progress using the identified metrics will support Grenada Elementary School District in achieving the goal of maintaining sound financial practices and high-quality infrastructure that meet the foundational needs of students and staff.

Grenada Elementary School District (GESD) remains committed to maintaining the public trust by managing its fiscal and facility resources responsibly, efficiently, and equitably. Goal 3 is designed to ensure that all students learn in safe, well-maintained environments and that long-term financial health supports academic and whole-child success.
This year, GESD continued to meet or exceed key indicators of financial and operational stability:

1. Facilities: Our most recent Facilities Inspection Tool (FIT) shows an excellent rating, confirming our commitment to providing safe, functional, and welcoming learning environments.
2. Fiscal Reserves: The district has maintained a positive certification with reserves at 17%, well above the state-required minimum, ensuring protection against potential funding volatility.
3. Class Size and Staffing: We have maintained class sizes in alignment with Board-approved guidelines, despite staffing transitions, ensuring consistent student access to personalized instruction.

4. Long-Term Planning: In 2024–25, the district began work with Jack Schrader & Associates to conduct a Developer Fee Study and is actively updating its Facilities Master Plan, which will guide capital planning, modernization, and infrastructure investments aligned with projected growth and educational needs.

Why This Goal Remains a Priority:
1. To Ensure Stability Amid Fiscal Uncertainty: Given the historic volatility of state education funding, GESD recognizes the importance of maintaining a strong reserve and engaging in multi-year financial planning.
T2. o Support High-Quality Learning Conditions: Our investments in infrastructure directly affect student safety, engagement, and success. Safe, updated facilities enhance not only the learning environment but also reflect our community's values.
3. To Maintain Compliance and Operational Excellence: GESD continues to meet Williams Act requirements, with no negative findings in instructional materials or facilities inspections.

Ongoing Focus Areas Include:
1. Facilities & Infrastructure Maintenance: Continued prioritization of repairs, modernization, and upkeep to provide safe, welcoming learning spaces.
2. Proactive Fiscal Stewardship: Multi-year forecasting, conservative budgeting, and annual review of revenues and expenditures to ensure sustainable operations.
3. Strategic Funding Exploration: Ongoing identification and pursuit of grant opportunities and state/local funding sources to support infrastructure projects and innovation.

These efforts are essential to the successful implementation of Goals 1 and 2, as sound fiscal health and functional facilities are foundational to academic achievement, student wellness, and staff retention. The district's proactive planning and efficient resource management demonstrate our commitment to ensuring every student has access to a high-quality learning environment that supports their growth and success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	FIT: Achieve a Good or higher Facility rating in the annual inspection Priority 1C	In 23/24 GES has Excellent rating on the FIT	In 24/25 GES has Excellent rating on the FIT		Maintain Good to Excellent rating on annual report	Maintain Good to Excellent rating on annual report
3.2	Staff to Student ratios: Adjust services and instructional support	In 23/24 maintained Staffing ratios are reconciled for certificated and	GESD Did not exceed class size limits:		Align staff needs with enrollment decline/plateaus.	GESD Did not exceed class size limits:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	commensurate with enrollment changes. Priority 1	classified staff as it relates to declining student enrollment. Align staff needs with enrollment decline/plateaus. Current average lass size is as follows: TK-3 - 18.8 4-5 - 25 6-8 - 23	Align staff needs with enrollment decline/plateaus. Keep average lass size is as follows: TK-3 - 24 4-5 - 25 6-8 - 28		Keep average lass size is as follows: TK-3 - 24 4-5 - 25 6-8 - 28	Align staff needs with enrollment decline/plateaus. Keep average lass size is as follows: TK-3 - 24 4-5 - 25 6-8 - 28
3.3	Reserves: Maintain prudent levels of reserves for long-term financial solvency. at 17% Priority 1C	Reserve Fund Level Baseline (2024): 17% In 23/24 maintained 17% Reserves. Routinely monitor the district reserve levels during the financial interim periods, budget development, and as there are material changes in revenues and expenditures	In 24/25 maintained 17% Reserves. Routinely monitor the district reserve levels during the financial interim periods, budget development, and as there are material changes in revenues and expenditures		Reserve Fund Level Target (Maintain through 2026): = 17% Ensure reserves provide the necessary cash flow for financial obligations, including pensions, economic uncertainty, and ongoing maintenance and facilities needs. Maintain 17% Reserves	In 24/25 maintained 17% Reserves.
3.4	Positive Budget Certification: Provide annual budget assumptions and maintain reserves.	In 23/24 achieved a Positive Budget Certification: Provide budget revisions as needed which reflect	In 24/25 achieved a Positive Budget Certification:		Maintain a Positive Budget Certification: annually Ensure revenues, cash	In 24/25 achieved a Positive Budget Certification:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Maintain a positive certification on the annual budget. Priority 1	current year and multiyear projections that support student learning with sustainable			flow, and reserves levels can provide sustainable funding for student programs and staff total compensation	
3.5	Facilities Master Plan: Project completion in the Facility Master Plan. % of projects completed as outlined in the FMP Priority 1c	In 23/24 GES has contracted with Jack Schrader to update and Revise the current FMP. 0% of projects completed.	In 24/25 GES has contracted with Jack Schrader to update and Revise the current FMP. Developer Fee student was completed. FMP plans are in progress and GESD is pursuing modernization and new construction funding. We are still revising the FMP.		Projects identified and prioritized in the Facilities Master Plan will be in progress. With a completion rate of 70% per year.	0% of project completed
3.6						
3.8						

Goal Analysis [2024-25]

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

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

Rationale: Maintaining a healthy reserve, continuing progress on facilities projects, and achieving a strong FIT rating were all priorities identified in staff and PAC forums. These goals ensure safe, supportive learning environments.

How the Actions and Metrics Address Goal 3
Goal 3: Maintain Sound Finance & Infrastructure
Aligned with State Priority 1 (Basic Conditions: Facilities, Materials, and Staffing)
This goal ensures that the district maintains safe, functional learning environments and stable fiscal operations. A focus on facility maintenance, staffing levels, budget integrity, and long-term planning helps guarantee that all students and staff have access to the basic conditions necessary for learning, as defined in Priority 1.

How the Metrics Support the Goal:
#1 FIT Report – Measures whether facilities meet safety, cleanliness, and functionality standards. Targeting “Good” or higher ensures a positive learning environment (Priority 1C).
#2 Staff-to-Student Ratios – Allows the district to align staffing and services with enrollment trends, maintaining efficiency and educational quality (Priority 1).
#3 Reserve Level (17%) – Demonstrates fiscal responsibility and preparation for unforeseen expenses or declining revenue (Priority 1C).
#4 Positive Budget Certification – Confirms that the district can meet current and future obligations, maintaining transparency and compliance (Priority 1).
#5 Facilities Master Plan – Tracks completion of infrastructure projects, ensuring the district delivers on long-term facility priorities (Priority 1).

How the Actions Support the Goal:
3.1 Facilities Upgrades/Repairs (Fund 40) – Effective. Provides dedicated funding for ongoing repairs, deferred maintenance, and capital improvements. Supports the district’s ability to meet the Facilities Inspection Tool (FIT) standards and complete projects in the Facilities Master Plan, ensuring clean, safe, and functional campuses (Priority 1C).
3.2 SCOE CO-Op – Effective. Participation in the county office cooperative enhances purchasing power, insurance access, and professional support services. This contributes to cost containment and sound fiscal practices, supporting budget certification and reserve stability (Priority 1).
3.3 Budget Development and Planning – Highly Effective. Guides multi-year financial planning, aligning resource allocation with enrollment, staffing, and operational needs. Ensures the district maintains positive budget certification, appropriate staff-to-student ratios, and prudent reserve levels for fiscal solvency (Priority 1).

Summary:
The actions and metrics under Goal 3 reflect a commitment to fiscal sustainability, infrastructure quality, and strategic planning. Together, they ensure that the district maintains the foundational conditions necessary for student success and staff support, fulfilling the intent of State Priority 1.

UPDATE: In 2024–25, Grenada Elementary School District successfully completed the Developer Fee Study with Jack Schrader & Associates and continued the phased development of the Facilities Master Plan (FMP). While the original timeline anticipated the FMP’s completion by year-end, additional planning meetings and data collection extended the process. Nonetheless, the district made steady progress toward long-term infrastructure goals. Class sizes were maintained according to board policy, and the district received an “Excellent” rating on the Facilities Inspection Tool (FIT), affirming the effectiveness of routine maintenance and site operations.

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.

For the 2024–2025 school year, Action 3.1 had a material difference between budgeted and actual expenditures. While $60,000 was originally allocated for a facilities project, no funds were expended during the year as the project was placed on hold. This delay was due to ongoing updates to the Facilities Master Plan and a reevaluation of priorities to align with current needs and external funding timelines. The funds remain available for use once the project resumes and aligns with the finalized plan.

Action 3.2 had a material difference of $2,250. Invoice was higher than planned due to increased cost of services.

This variance reflects the district's commitment to responsible fiscal stewardship and ensuring infrastructure investments are strategically timed and aligned with long-term facilities goals.

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

The actions implemented under Goal 3 were effective in supporting the district's priorities related to facilities and fiscal responsibility. Key successes included maintaining a 17% reserve, completing the Developer Fee Study, and sustaining high ratings on facility inspections. These actions have positioned the district to continue providing safe, clean, and well-maintained learning environments, while also ensuring fiscal stability and long-range planning.

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

Following the completion of the 2024–25 Developer Fee Study, the district was informed of updated state guidelines and revised fee thresholds. As a result, Grenada Elementary will conduct a new study in 2025–26 to ensure compliance with current regulations. No additional changes to Goal 3 actions, metrics, or targets were made at this time, as all other components remain aligned with district priorities and conditions of learning.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Facilities Master Plan	Facilities Upgrades/Repairs/Maintenance Provide safe, properly equipped, well-maintained, updated facilities and infrastructure that support our mission, strategic plan, and educational programs.	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	SCOE CO-Op	Contract with SCOE for CO-Op Support Services	$4,500.00	No
3.3	Fiscal Viability	Budget Development and Planning: Ensure proactive fiscal planning strategies that provide long-term projections of key financial drivers and levers.	$0.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$218,763.00	$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
9.717%	0.000%	$0.00	9.717%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.6	**Action:** Intervention Support Classroom **Need:** Local and CAASPP assessment data indicate that a significant percentage of unduplicated students (English learners, low-income students, and foster youth) are performing below grade level in reading and math. Many also demonstrate difficulties in foundational skills and benefit from more intensive,	This action aims to mitigate learning loss from recent years and bolster early literacy efforts. How the Action Addresses the Needs of Unduplicated Pupils: The intervention classroom is principally directed toward unduplicated students who need differentiated instruction and small-group support to close achievement gaps. Although all students can access support, unduplicated pupils are identified and prioritized for services based on	iReady assessment results CAASPP assessment results ELPAC assessment results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	individualized support. Educational partners—including teachers and families—have expressed a need for targeted academic interventions during the school day. CAASPP results indicate a need for additional classroom intervention and support. CAASPP scores continued to decline in 2024. The 2024 SBAC (Smarter Balanced Assessment Consortium) data highlights a significant achievement gap between the general student population and targeted student groups. Specifically: ALL Students: In ELA (English Language Arts), 31.46% of GESD students (grades 3-8) are proficient or above, compared to 23.62% of socio-economically disadvantaged students, revealing a discrepancy of 7.84%. In Mathematics, 16.79% of GESD students are proficient or above, compared to 9.72% of socio-economically disadvantaged students, showing a discrepancy of 7.07%. SED Subgroups: The 2023 SBAC (Smarter Balanced Assessment Consortium) data highlights a significant achievement gap between the general student population and targeted student groups. Specifically: In ELA (English Language Arts), 33.58% of GESD students (grades 3-8) are proficient or above, compared to 26.98% of socio-	performance data and teacher referrals. Providing this support schoolwide allows for flexible grouping, inclusive scheduling, and reduces stigma, ensuring unduplicated students receive additional academic time within an integrated, supportive model. This schoolwide action is principally directed toward unduplicated pupils, particularly low-income students and English learners, who are not meeting grade-level expectations in ELA and math achievement based on CAASPP and i-Ready diagnostic data, as well as teacher-identified gaps in foundational skills. These students benefit most from small-group, differentiated support within the school day. The intervention support classroom allows for targeted, small-group instruction using data-driven strategies to accelerate learning. Effectiveness will be monitored through local benchmark assessments and disaggregated CAASPP/ELPAC results. Why It Is LEA-Wide: While this action is principally directed towards unduplicated students, it will also benefit all students across the Local Educational Agency (LEA). By providing additional classroom support, paraprofessionals help create a more effective learning environment, which enhances educational outcomes for the entire student body. For example, improved early literacy support benefits all students by establishing a strong foundation for future learning. Similarly, targeted math interventions can help raise overall proficiency levels, creating a more equitable and successful	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	economically disadvantaged students, revealing a discrepancy of 6.6%. In Mathematics, 23.6% of GESD students are proficient or above, compared to 15.87% of socio-economically disadvantaged students, showing a discrepancy of 7.73%. The 2024 SBAC results reveal an ongoing achievement gap between all students and White students, with some areas showing parity and others indicating a need for renewed academic focus. White subgroups: ELA: 31.46% of all students in grades 3–8 met or exceeded standards, compared to 34.69% of White students, a positive difference of +3.23%. However, White student performance declined 3.8 scale score points from the previous year and remains 33.8 points below standard. Math: 16.79% of all students met or exceeded standards, and White students performed at the same level (16.79%), indicating no achievement gap by percentage, but their performance declined 13.4 scale score points, now standing at 56 points below standard. While White students perform slightly above the schoolwide average in ELA and match it in Math, both areas show declines from the prior year, signaling a need for sustained instructional focus. Students with Disabilities	educational experience for every student. Thus, implementing this action LEA-wide ensures that while unduplicated students receive the focused support they need, all students gain from the enhanced instructional environment. How does it address needs: The action of hiring paraprofessionals for classroom learning support (aides) addresses several critical needs within Grenada Elementary School District and is provided on a schoolwide basis for the following reasons: *Addressing Student Needs: Many students require additional support to succeed academically, whether due to learning differences, language barriers, or other challenges. Hiring paraprofessionals allows the district to provide targeted intervention and support to students who need it most. These aides can work closely with classroom teachers to implement specialized instruction, assist with individualized learning plans, and provide one-on-one or small group support to students. *Increasing Student Engagement: With the support of paraprofessionals, classrooms can offer a more personalized and differentiated learning experience for students. By providing additional hands-on support and guidance, aides help to engage students in their learning, reinforce key concepts, and address individual learning needs. This can lead to increased student motivation, participation, and academic achievement across the board.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Due to having fewer than 11 students testing in our SPED subgroup, performance data is suppressed and not publicly reported to protect student confidentiality. However, the needs of this group are addressed through individualized supports and are prioritized in schoolwide instructional planning. **Scope:** LEA-wide	*Improving Teacher Effectiveness: Paraprofessionals play a crucial role in supporting teachers and enhancing their effectiveness in the classroom. By assisting with lesson planning, classroom management, and student supervision, aides help to alleviate some of the workload burden on teachers, allowing them to focus more on instructional delivery and meeting the diverse needs of their students. This collaborative approach ultimately benefits both teachers and students by fostering a more supportive and effective learning environment. *Promoting Inclusion and Equity: Hiring paraprofessionals for classroom learning support promotes inclusion and equity within the school community. These aides can provide targeted support to students with disabilities, English language learners, and other marginalized populations, ensuring that all students have equal access to educational opportunities and resources. By addressing the diverse needs of students, the district can work towards closing achievement gaps and promoting academic success for all learners. Overall, the provision of paraprofessionals for classroom learning support on a schoolwide basis reflects Grenada Elementary School District's commitment to meeting the individualized needs of all students and creating a supportive and inclusive learning environment where every student can thrive.	
1.13	**Action:**	KinderFun provides extended learning opportunities that reinforce early literacy,	Aperture Rating Results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	MOVE FROM 1.13 Student After School Program: KinderFun **Need:** NOTE: In Fall 2025 GESD will begin using the Multitudes screener for all students TK-2. Unduplicated students—particularly low-income and English learner students in early grades—often lack access to structured enrichment and literacy/numeracy support outside of school hours. Early education input from families and staff noted gaps in oral language, early literacy, and social development in these populations. In Fall 2024, teachers administered the Kindergarten Readiness Rating Scale to all TK and Kindergarten students. Compared to Fall 2023, teachers observed a decline in readiness across all domains, with significant concerns in self-regulation skills. The results indicated that: 34% were Somewhat or Much More Ready in Self Regulation compared to Fall 2023, while 51% were Much Less Ready. 38% were Somewhat or Much More Ready in Social Skills, while 34% were Much Less Ready. 59% were Somewhat or Much More Ready in Academic Skills, while 20% were Much Less Ready. 36% were Somewhat or Much More Ready in Physical Skills, while 25% were Much Less Ready.	numeracy, and social-emotional skills through play-based learning. While all kindergarteners may attend, the program is principally directed toward unduplicated students by targeting school-readiness skills and prioritizing enrollment for students from qualifying groups. Offering the program schoolwide supports inclusivity, builds school connectedness, and reduces opportunity gaps in the earliest grade levels. The KinderFun after-school program is a schoolwide action but is principally directed at low-income and foster youth students who who disproportionately demonstrate need in early literacy, oral language development, and social-emotional readiness based on kindergarten readiness data and stakeholder feedback and who benefit from structured extended learning time. This program provides a safe, supportive environment with academic enrichment activities designed to reinforce foundational skills. Effectiveness will be measured by tracking participation rates, attendance improvement, and K–1 benchmark progress. How the Action Addresses the Needs of Unduplicated Pupils: The after-school enrichment program specifically prioritizes unduplicated students (those who are socio-economically disadvantaged, English learners, or foster youth) by providing targeted activities designed to improve self-regulation, social skills, academic skills, and physical skills. By focusing on these key areas, the program aims to bridge the readiness gap identified in the recent assessment. Activities within the enrichment	Attendance and engagement Kindergarten Readiness Assessment Rating Scale *NOTE: Multitudes will be used starting fall of 2025 moving forward for screening in TK-2.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students identified as socio-economically disadvantaged (SED) were significantly below the readiness criteria: 21% were Somewhat or Much More Ready in Self Regulation. 19% were Somewhat or Much More Ready in Social Skills. 22% were Somewhat or Much More Ready in Academic Skills. 26% were Somewhat or Much More Ready in Physical Skills. In Fall 2023, teachers administered the Kindergarten Readiness Rating Scale to all TK and Kindergarten students. Compared to Fall 2022, teachers observed a decline in readiness across all domains, with significant concerns in self-regulation skills. The results indicated that: 33% were Somewhat or Much More Ready in Self Regulation compared to Fall 2022, while 56% were Much Less Ready. 22% were Somewhat or Much More Ready in Social Skills, while 44% were Much Less Ready. 33% were Somewhat or Much More Ready in Academic Skills, while 44% were Much Less Ready. 22% were Somewhat or Much More Ready in Physical Skills, while 33% were Much Less Ready. Students identified as socio-economically disadvantaged (SED) were significantly below the readiness criteria:	program are designed to foster a supportive learning environment that caters to the specific needs of unduplicated pupils, ensuring they receive the additional support and resources required to enhance their readiness for future academic success. 1. Developing Self-Regulation: Emotional Control and Impulse Control: The after-school enrichment program can include activities such as mindfulness exercises, yoga, and structured play, which help young children practice self-regulation. By providing a calm and structured environment, the program helps children learn to manage their emotions and control their impulses. Calming Techniques: Teachers and staff can incorporate calming strategies, such as deep breathing exercises, to help children learn how to calm themselves when they are upset or frustrated. 2. Building Social Skills: Sharing and Taking Turns: Group activities and games encourage children to practice sharing and taking turns. This helps unduplicated students develop critical social skills in a supportive environment. Making Friends and Cooperation: Enrichment programs provide opportunities for children to interact with peers, build friendships, and work collaboratively on projects, which are essential for social development. 3. Enhancing Communication Skills: Expressing Needs and Feelings: Through structured activities and teacher-led discussions,	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	18% were Somewhat or Much More Ready in Self Regulation. 14% were Somewhat or Much More Ready in Social Skills. 10% were Somewhat or Much More Ready in Academic Skills. 15% were Somewhat or Much More Ready in Physical Skills. This data underscores the urgent need to enhance readiness skills among all students, with a particular focus on SED students who are disproportionately affected. Commonly identified social-emotional needs for incoming transitional kindergarten (TK) and kindergarten students include: 1. Developing Self-Regulation: Emotional Control: Learning to manage and express emotions appropriately. Impulse Control: Developing the ability to wait for their turn and follow directions. Calming Techniques: Using strategies to calm down when upset or frustrated. 2. Building Social Skills: Sharing and Taking Turns: Understanding the importance of sharing resources and waiting for their turn during activities. Making Friends: Learning to initiate and maintain friendships, including starting conversations and joining in play. Cooperation: Working effectively with peers in group settings. 3. Enhancing Communication Skills:	children learn to express their needs and feelings verbally. This is particularly important for unduplicated students who may not have as many opportunities to practice these skills at home. Listening Skills: Activities that require following directions and participating in group discussions help children develop their listening skills. 4. Increasing Independence: Self-Care Skills: The program can incorporate routines that encourage self-care practices such as dressing up for themed activities, managing their belongings, and organizing their workspaces. Problem-Solving: Enrichment activities often include problem-solving tasks that encourage children to think critically and independently. 5. Fostering a Sense of Security: Separation Anxiety: By providing a consistent and familiar environment after school, children who struggle with separation anxiety can feel more secure and gradually become more comfortable with being away from their primary caregivers. Routine and Structure: The after-school program reinforces daily routines and structures, helping children feel more secure and understand what to expect. 6. Developing Empathy and Understanding: Recognizing Emotions in Others: Activities such as role-playing and collaborative projects help children recognize and respond to the emotions of their peers. Conflict Resolution: The program can include lessons on conflict resolution and cooperative	

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	Expressing Needs and Feelings: Being able to communicate needs, desires, and emotions verbally. Listening Skills: Developing the ability to listen attentively and follow instructions. 4. Increasing Independence: Self-Care Skills: Managing basic self-care tasks such as dressing, toileting, and eating independently. Problem-Solving: Developing the ability to solve simple problems on their own or with minimal assistance. 5. Fostering a Sense of Security: Separation Anxiety: Adjusting to being away from primary caregivers and feeling secure in the school environment. Routine and Structure: Understanding and adapting to the daily routine and classroom rules. 6. Developing Empathy and Understanding: Recognizing Emotions in Others: Learning to identify and respond to the emotions of peers and adults. Conflict Resolution: Managing conflicts and disagreements in a positive and constructive manner. 7. Boosting Self-Esteem and Confidence: Positive Self-Image: Building a sense of self-worth and confidence in their abilities. Encouragement and Praise: Responding positively to encouragement and praise from teachers and peers. 8. Adjusting to the School Environment: Following Directions: Learning to follow multi-step instructions from teachers.	play, which teach children how to handle disagreements constructively. 7. Boosting Self-Esteem and Confidence: Positive Self-Image: Enrichment activities that allow children to showcase their talents and receive positive feedback from peers and teachers help build self-esteem. Encouragement and Praise: The after-school program provides additional opportunities for positive reinforcement, which is crucial for building confidence, especially for unduplicated students who may face more challenges. 8. Adjusting to the School Environment: Following Directions: Structured activities and games help children practice following directions in a fun and engaging way. Adaptability: The program offers varied activities that require children to adapt to new tasks and environments, fostering flexibility and resilience. 9. Engaging in Play and Learning: Participating in Play: The program emphasizes both solitary and group play activities that are educational and promote social interaction, helping children learn while having fun. Curiosity and Exploration: Enrichment programs often include exploratory activities that stimulate curiosity and encourage children to engage with new concepts. 10. Understanding and Respecting Diversity: Cultural Awareness: The program can include multicultural activities that expose children to	

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	Adaptability: Adjusting to new routines, environments, and social settings. 9. Engaging in Play and Learning: Participating in Play: Engaging in both solitary and group play activities that promote learning and social interaction. Curiosity and Exploration: Encouraging curiosity and a willingness to explore new concepts and environments. 10. Understanding and Respecting Diversity: Cultural Awareness: Developing an understanding and appreciation of diversity in the classroom. Respect for Differences: Learning to respect and celebrate differences among peers. Addressing these social-emotional needs is crucial for the overall development and well-being of TK and kindergarten students. Providing a supportive and nurturing environment helps them build a strong foundation for future learning and social interactions. **Scope:** LEA-wide	different cultures and traditions, promoting understanding and respect. Respect for Differences: Through diverse group activities, children learn to appreciate and respect differences among their peers. Why It Is LEA-Wide: While the after-school enrichment program is principally directed towards unduplicated students, it will also provide substantial benefits for all students across the Local Educational Agency (LEA). The program offers a comprehensive approach to addressing readiness skills, which are crucial for the overall development of every child. For instance, improving self-regulation and social skills helps create a more positive classroom environment, benefiting all students. Additionally, enhancing academic and physical skills supports a well-rounded education, laying a strong foundation for future learning and success. Implementing this program LEA-wide ensures that all students have the opportunity to participate and benefit, leading to a more equitable and inclusive educational experience. This holistic approach not only addresses the immediate needs of unduplicated students but also contributes to the overall improvement of school readiness for the entire student population. Conclusion: By funding a TK and K after-school enrichment program and prioritizing unduplicated students, the LEA addresses the critical social-emotional needs identified by the Aperture data. The program provides a structured and supportive environment where young children can develop essential	

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		social-emotional skills, enhance their academic performance, and build a strong foundation for future success. Offering this program on an LEA-wide and school-wide basis ensures that all students, especially those who are unduplicated, have equal access to these vital resources, promoting equity and inclusivity across the district.	
2.7	**Action:** MOVE TO 1.13 Student After School Program: KinderFun **Need:** NOTE: In Fall 2025 GESD will begin using the Multitudes screener for all students TK-2. Unduplicated students—particularly low-income and English learner students in early grades—often lack access to structured enrichment and literacy/numeracy support outside of school hours. Early education input from families and staff noted gaps in oral language, early literacy, and social development in these populations. In Fall 2024, teachers administered the Kindergarten Readiness Rating Scale to all TK and Kindergarten students. Compared to Fall 2023, teachers observed a decline in readiness across all domains, with significant concerns in self-regulation skills. The results indicated that: 34% were Somewhat or Much More Ready in Self Regulation compared to Fall 2023, while 51% were Much Less Ready.	KinderFun provides extended learning opportunities that reinforce early literacy, numeracy, and social-emotional skills through play-based learning. While all kindergarteners may attend, the program is principally directed toward unduplicated students by targeting school-readiness skills and prioritizing enrollment for students from qualifying groups. Offering the program schoolwide supports inclusivity, builds school connectedness, and reduces opportunity gaps in the earliest grade levels. The KinderFun after-school program is a schoolwide action but is principally directed at low-income and foster youth students who who disproportionately demonstrate need in early literacy, oral language development, and social-emotional readiness based on kindergarten readiness data and stakeholder feedback and who benefit from structured extended learning time. This program provides a safe, supportive environment with academic enrichment activities designed to reinforce foundational skills. Effectiveness will be measured by tracking participation rates, attendance improvement, and K–1 benchmark progress.	Aperture Rating Results Attendance and engagement Kindergarten Readiness Assessment Rating Scale *NOTE: Multitudes will be used starting fall of 2025 moving forward for screening in TK-2.

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	38% were Somewhat or Much More Ready in Social Skills, while 34% were Much Less Ready. 59% were Somewhat or Much More Ready in Academic Skills, while 20% were Much Less Ready. 36% were Somewhat or Much More Ready in Physical Skills, while 25% were Much Less Ready. Students identified as socio-economically disadvantaged (SED) were significantly below the readiness criteria: 21% were Somewhat or Much More Ready in Self Regulation. 19% were Somewhat or Much More Ready in Social Skills. 22% were Somewhat or Much More Ready in Academic Skills. 26% were Somewhat or Much More Ready in Physical Skills. In Fall 2023, teachers administered the Kindergarten Readiness Rating Scale to all TK and Kindergarten students. Compared to Fall 2022, teachers observed a decline in readiness across all domains, with significant concerns in self-regulation skills. The results indicated that: 33% were Somewhat or Much More Ready in Self Regulation compared to Fall 2022, while 56% were Much Less Ready. 22% were Somewhat or Much More Ready in Social Skills, while 44% were Much Less Ready.	How the Action Addresses the Needs of Unduplicated Pupils: The after-school enrichment program specifically prioritizes unduplicated students (those who are socio-economically disadvantaged, English learners, or foster youth) by providing targeted activities designed to improve self-regulation, social skills, academic skills, and physical skills. By focusing on these key areas, the program aims to bridge the readiness gap identified in the recent assessment. Activities within the enrichment program are designed to foster a supportive learning environment that caters to the specific needs of unduplicated pupils, ensuring they receive the additional support and resources required to enhance their readiness for future academic success. 1. Developing Self-Regulation: Emotional Control and Impulse Control: The after-school enrichment program can include activities such as mindfulness exercises, yoga, and structured play, which help young children practice self-regulation. By providing a calm and structured environment, the program helps children learn to manage their emotions and control their impulses. Calming Techniques: Teachers and staff can incorporate calming strategies, such as deep breathing exercises, to help children learn how to calm themselves when they are upset or frustrated. 2. Building Social Skills: Sharing and Taking Turns: Group activities and games encourage children to practice sharing and taking turns. This helps unduplicated students	

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	33% were Somewhat or Much More Ready in Academic Skills, while 44% were Much Less Ready. 22% were Somewhat or Much More Ready in Physical Skills, while 33% were Much Less Ready. Students identified as socio-economically disadvantaged (SED) were significantly below the readiness criteria: 18% were Somewhat or Much More Ready in Self Regulation. 14% were Somewhat or Much More Ready in Social Skills. 10% were Somewhat or Much More Ready in Academic Skills. 15% were Somewhat or Much More Ready in Physical Skills. This data underscores the urgent need to enhance readiness skills among all students, with a particular focus on SED students who are disproportionately affected. Commonly identified social-emotional needs for incoming transitional kindergarten (TK) and kindergarten students include: 1. Developing Self-Regulation: Emotional Control: Learning to manage and express emotions appropriately. Impulse Control: Developing the ability to wait for their turn and follow directions. Calming Techniques: Using strategies to calm down when upset or frustrated. 2. Building Social Skills:	develop critical social skills in a supportive environment. Making Friends and Cooperation: Enrichment programs provide opportunities for children to interact with peers, build friendships, and work collaboratively on projects, which are essential for social development. 3. Enhancing Communication Skills: Expressing Needs and Feelings: Through structured activities and teacher-led discussions, children learn to express their needs and feelings verbally. This is particularly important for unduplicated students who may not have as many opportunities to practice these skills at home. Listening Skills: Activities that require following directions and participating in group discussions help children develop their listening skills. 4. Increasing Independence: Self-Care Skills: The program can incorporate routines that encourage self-care practices such as dressing up for themed activities, managing their belongings, and organizing their workspaces. Problem-Solving: Enrichment activities often include problem-solving tasks that encourage children to think critically and independently. 5. Fostering a Sense of Security: Separation Anxiety: By providing a consistent and familiar environment after school, children who struggle with separation anxiety can feel more secure and gradually become more comfortable with being away from their primary caregivers. Routine and Structure: The after-school program reinforces daily routines and structures, helping	

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	Sharing and Taking Turns: Understanding the importance of sharing resources and waiting for their turn during activities. Making Friends: Learning to initiate and maintain friendships, including starting conversations and joining in play. Cooperation: Working effectively with peers in group settings. 3. Enhancing Communication Skills: Expressing Needs and Feelings: Being able to communicate needs, desires, and emotions verbally. Listening Skills: Developing the ability to listen attentively and follow instructions. 4. Increasing Independence: Self-Care Skills: Managing basic self-care tasks such as dressing, toileting, and eating independently. Problem-Solving: Developing the ability to solve simple problems on their own or with minimal assistance. 5. Fostering a Sense of Security: Separation Anxiety: Adjusting to being away from primary caregivers and feeling secure in the school environment. Routine and Structure: Understanding and adapting to the daily routine and classroom rules. 6. Developing Empathy and Understanding: Recognizing Emotions in Others: Learning to identify and respond to the emotions of peers and adults. Conflict Resolution: Managing conflicts and disagreements in a positive and constructive manner. 7. Boosting Self-Esteem and Confidence:	children feel more secure and understand what to expect. 6. Developing Empathy and Understanding: Recognizing Emotions in Others: Activities such as role-playing and collaborative projects help children recognize and respond to the emotions of their peers. Conflict Resolution: The program can include lessons on conflict resolution and cooperative play, which teach children how to handle disagreements constructively. 7. Boosting Self-Esteem and Confidence: Positive Self-Image: Enrichment activities that allow children to showcase their talents and receive positive feedback from peers and teachers help build self-esteem. Encouragement and Praise: The after-school program provides additional opportunities for positive reinforcement, which is crucial for building confidence, especially for unduplicated students who may face more challenges. 8. Adjusting to the School Environment: Following Directions: Structured activities and games help children practice following directions in a fun and engaging way. Adaptability: The program offers varied activities that require children to adapt to new tasks and environments, fostering flexibility and resilience. 9. Engaging in Play and Learning: Participating in Play: The program emphasizes both solitary and group play activities that are	

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	Positive Self-Image: Building a sense of self-worth and confidence in their abilities. Encouragement and Praise: Responding positively to encouragement and praise from teachers and peers. 8. Adjusting to the School Environment: Following Directions: Learning to follow multi-step instructions from teachers. Adaptability: Adjusting to new routines, environments, and social settings. 9. Engaging in Play and Learning: Participating in Play: Engaging in both solitary and group play activities that promote learning and social interaction. Curiosity and Exploration: Encouraging curiosity and a willingness to explore new concepts and environments. 10. Understanding and Respecting Diversity: Cultural Awareness: Developing an understanding and appreciation of diversity in the classroom. Respect for Differences: Learning to respect and celebrate differences among peers. Addressing these social-emotional needs is crucial for the overall development and well-being of TK and kindergarten students. Providing a supportive and nurturing environment helps them build a strong foundation for future learning and social interactions. **Scope:** LEA-wide	educational and promote social interaction, helping children learn while having fun. Curiosity and Exploration: Enrichment programs often include exploratory activities that stimulate curiosity and encourage children to engage with new concepts. 10. Understanding and Respecting Diversity: Cultural Awareness: The program can include multicultural activities that expose children to different cultures and traditions, promoting understanding and respect. Respect for Differences: Through diverse group activities, children learn to appreciate and respect differences among their peers. Why It Is LEA-Wide: While the after-school enrichment program is principally directed towards unduplicated students, it will also provide substantial benefits for all students across the Local Educational Agency (LEA). The program offers a comprehensive approach to addressing readiness skills, which are crucial for the overall development of every child. For instance, improving self-regulation and social skills helps create a more positive classroom environment, benefiting all students. Additionally, enhancing academic and physical skills supports a well-rounded education, laying a strong foundation for future learning and success. Implementing this program LEA-wide ensures that all students have the opportunity to participate and benefit, leading to a more equitable and inclusive educational experience. This holistic approach not only addresses the immediate needs of unduplicated students but also contributes to the overall	

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		improvement of school readiness for the entire student population. Conclusion: By funding a TK and K after-school enrichment program and prioritizing unduplicated students, the LEA addresses the critical social-emotional needs identified by the Aperture data. The program provides a structured and supportive environment where young children can develop essential social-emotional skills, enhance their academic performance, and build a strong foundation for future success. Offering this program on an LEA-wide and school-wide basis ensures that all students, especially those who are unduplicated, have equal access to these vital resources, promoting equity and inclusivity across the district.	
2.10	**Action:** Professional Development: SEL Training **Need:** Suspension data from 2024 shows elevated rates among SED students (7.7%) and White students (5.1%). Stakeholder surveys and student behavior data reflect a need for trauma-informed practices and proactive classroom management, particularly to support students facing adverse conditions, including poverty and instability. Unduplicated students are disproportionately affected by these challenges. Aperture Ratings indicate:	Providing SEL and trauma-informed professional development ensures staff have the tools to support the emotional and behavioral needs of all students, with particular emphasis on unduplicated students. Though offered to all staff, this action is principally directed toward improving adult capacity to serve students most impacted by trauma, inequity, and inconsistent regulation support. A schoolwide approach is necessary to ensure consistency, prevent escalation, and build a safe, inclusive climate that fosters positive outcomes. This action is schoolwide and is principally directed toward the needs of unduplicated pupils who face higher barriers to engagement and emotional regulation and who who disproportionately demonstrate need in behavioral	Suspension rates (disaggregated by subgroup) Climate survey results (staff and students) Aperture Assessment Ratings, Annual report of students serviced and supports provided Chronic absenteeism and behavior data

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	Based on data, the need for socio-emotional learning (SEL) instruction is evident: *3% of all students self-assessed as needing instruction in social competencies. * 5% of White students self-assessed as needing instruction in social competencies. *No Data Collected on Aperture % of socio-economically disadvantaged (SED) students self-assessed as needing instruction in social competencies. *Teacher ratings indicated that % of all students needed instruction in social competencies. * % of White students self-assessed as needing instruction in social competencies. *No Data Collected on Aperture % of SED students were rated by teachers as needing instruction in social competencies. Suspension Data Indicates: This data continues to highlight a pronounced need for SEL support, particularly among unduplicated pupils, to enhance their social competencies. Suspension Rates from 23/24 CA Dashboard: Target NTE 3% Group Suspension Rate Change All 4.9% -2.3% SED 5.0% -2.3% White 5.1% - 2.9% Suspension Rates from 22/23 CA Dashboard: Target NTE 3% Group Suspension Rate Change All 7.20% +4.30%	regulation and social-emotional support based on elevated suspension rates among socioeconomically disadvantaged and White students (7.7% and 5.1% respectively in 2024), as well as chronic absenteeism data and stakeholder input indicating a need for trauma-informed practices Social-emotional learning (SEL) training equips staff to better support students impacted by trauma, instability, or poverty. Effectiveness will be evaluated through reduced suspension/office referrals, improved attendance rates, and SEL survey results disaggregated by subgroup. How the Action Addresses the Needs of Unduplicated Pupils: This action is primarily focused on the lowest performing student groups, identified by the red indicator on the CA Dashboard. Including: All students, socio-economically disadvantaged (SED) students, and White students. The professional development (PD) in SEL will equip all staff with the necessary skills and strategies to effectively support the socio-emotional development of unduplicated pupils. These students, who include those who are socio-economically disadvantaged, English learners, and foster youth, often face additional socio-emotional challenges that can impact their academic and personal growth. By providing staff with targeted SEL training, they will be better prepared to: *Identify and address the specific socio-emotional needs of unduplicated students.	

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	SED 7.30% +5.00% White 8.00% +4.70% Suspension Rates from 23/24 CA Dashboard: Target NTE 3% Group Suspension Rate Change All 4.9% -2.3% SED 5.0% -2.3% White 5.1% - 2.9% Suspension Rates from 22/23 CA Dashboard: Target NTE 3% Group Suspension Rate Change All 7.20% +4.30% SED 7.30% +5.00% White 8.00% +4.70% This data indicates that the suspension rates for all students, socio-economically disadvantaged (SED) students, and White students have all decreased significantly. While the rates are over the target of not exceeding 3%, but overall decreasing in all categories **Scope:** LEA-wide	*Implement SEL practices and interventions tailored to support the unique challenges faced by these students. *Foster a more inclusive and supportive classroom environment that promotes the well-being and success of unduplicated pupils. The action of providing Social-Emotional Learning (SEL) training on a schoolwide or LEA-wide basis addresses several critical needs within Grenada Elementary School District: *Addressing Student Needs: SEL training equips educators with the knowledge, skills, and strategies to effectively support students' social and emotional development. In today's complex and rapidly changing world, students face various challenges related to mental health, relationships, and self-awareness. By providing SEL training to all staff members, the district ensures that every student receives consistent and comprehensive support in navigating these challenges. *Creating a Positive School Climate: SEL training contributes to the creation of a positive and inclusive school climate where students feel safe, supported, and valued. Educators who receive SEL training are better equipped to cultivate trusting relationships with students, promote empathy and understanding, and create environments that foster social-emotional well-being. This, in turn, enhances overall student engagement, reduces behavioral issues, and promotes a sense of belonging within the school community. *Improving Teacher Effectiveness: SEL training enhances teacher effectiveness by providing	

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		educators with evidence-based strategies for promoting social and emotional learning in the classroom. Educators learn how to integrate SEL principles into their teaching practices, curriculum, and classroom management techniques. This enables them to address the diverse needs of their students more effectively and create optimal conditions for learning and growth. *Supporting Equity and Inclusion: SEL training promotes equity and inclusion by helping educators recognize and address the unique social and emotional needs of all students, including those from marginalized or underserved backgrounds. By fostering a deeper understanding of diversity, equity, and inclusion, SEL training empowers educators to create culturally responsive learning environments where every student feels respected, supported, and included. Why It Is LEA-Wide: While this action is principally directed towards unduplicated students, it will also provide broad benefits for all students across the Local Educational Agency (LEA). The SEL professional development will enhance the overall capability of staff to support the socio-emotional development of every student. For instance: 8Improved social competencies among students can lead to a more positive and productive school climate. 8Enhanced teacher-student relationships can result in better classroom management and academic outcomes. *A strong foundation in socio-emotional skills supports students' ability to navigate challenges,	

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		work collaboratively, and engage more fully in their learning. Implementing this action LEA-wide ensures that all staff are equipped with the tools to foster a supportive and inclusive learning environment, benefiting the entire student population. While unduplicated students receive targeted support through these enhanced SEL practices, all students gain from the improved socio-emotional learning environment. This comprehensive approach not only addresses the specific needs of unduplicated pupils but also contributes to the overall development and well-being of every student in the LEA. Overall, providing SEL training on a schoolwide or LEA-wide basis ensures that all staff members are equipped with the necessary tools and knowledge to support students' social and emotional development effectively. By addressing student needs, creating a positive school climate, improving teacher effectiveness, and promoting equity and inclusion, SEL training contributes to the overall success and well-being of students within Grenada Elementary School District.	
2.11	**Action:** Professional Development: SEL Training **Need:** Suspension data from 2024 shows elevated rates among SED students (7.7%) and White students (5.1%). Stakeholder surveys and student behavior data reflect a need for trauma-informed practices and proactive	Providing SEL and trauma-informed professional development ensures staff have the tools to support the emotional and behavioral needs of all students, with particular emphasis on unduplicated students. Though offered to all staff, this action is principally directed toward improving adult capacity to serve students most impacted by trauma, inequity, and inconsistent regulation support. A schoolwide approach is necessary to	Suspension rates (disaggregated by subgroup) Climate survey results (staff and students) Aperture Assessment Ratings,

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	classroom management, particularly to support students facing adverse conditions, including poverty and instability. Unduplicated students are disproportionately affected by these challenges. Aperture data, which is a SEL competency rating program, indicates a significant need for socio-emotional learning (SEL) instruction: *xx% of all students self-assessed as needing instruction in social competencies. *xx% of socio-economically disadvantaged (SED) students self-assessed as needing instruction in social competencies. *Teacher ratings indicated that 89% of all students needed instruction in social competencies. *x% of SED students were rated by teachers as needing instruction in social competencies. This data underscores the urgent requirement for SEL support, particularly among unduplicated pupils, to improve their social competencies. **Scope:** LEA-wide	ensure consistency, prevent escalation, and build a safe, inclusive climate that fosters positive outcomes. This continued SEL training builds staff capacity to respond to the social-emotional needs of unduplicated pupils, particularly those who may have experienced trauma or behavioral challenges and who who disproportionately demonstrate need in behavioral regulation and social-emotional support based on elevated suspension rates among socioeconomically disadvantaged and White students (7.7% and 5.1% respectively in 2024), as well as chronic absenteeism data and stakeholder input indicating a need for trauma-informed practices. It reinforces Tier 1 supports and trauma-informed practices. Effectiveness will be monitored through disaggregated discipline data, SEL screener outcomes, and stakeholder feedback. The professional development (PD) in the Four Pillars of Wellbeing will provide all staff with comprehensive training to support the socio-emotional development of unduplicated pupils. These students, including those who are socio-economically disadvantaged, English learners, and foster youth, often encounter additional socio-emotional challenges. The SEL training will enable staff to: *Recognize and address the specific socio-emotional needs of unduplicated students. *Implement SEL strategies and interventions that are specifically designed to assist unduplicated pupils in developing their social competencies.	Annual report of students serviced and supports provided Chronic absenteeism and behavior data

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		*Create a more supportive and inclusive classroom environment that enhances the well-being and academic success of unduplicated pupils. 1. How the Action Addresses the Needs of Unduplicated Pupils: The Four Pillars of Wellbeing Professional Development in SEL is designed to provide all staff with the skills and knowledge necessary to support the socio-emotional learning needs of students, particularly unduplicated pupils who face additional challenges. Here's how this action addresses their needs: Enhanced SEL Instruction: By training staff in the Four Pillars of Wellbeing, the program ensures that teachers are equipped to address the SEL needs identified by the Aperture data. This includes helping students develop social competencies, emotional regulation, and resilience. Targeted Support for Unduplicated Pupils: Unduplicated pupils often face greater socio-emotional challenges, which can impact their academic performance. The professional development program provides teachers with strategies to support these students more effectively, helping to close the achievement gap in both social competencies and academic performance. Integrated SEL Across the Curriculum: The training encourages staff to integrate SEL into their	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		everyday teaching practices. This holistic approach ensures that unduplicated pupils receive consistent SEL support throughout their school day, helping them develop the skills needed to succeed both academically and personally. Building a Supportive School Climate: A focus on the Four Pillars of Wellbeing helps create a positive and supportive school environment where all students, including unduplicated pupils, feel safe and valued. This supportive climate is crucial for the socio-emotional and academic development of students. Professional Collaboration: The training program encourages collaboration among staff members, enabling them to share best practices and support each other in implementing SEL strategies. This collaborative approach ensures that unduplicated pupils benefit from a cohesive and well-supported educational environment. 2. Why the Program is Provided on an LEA-wide Basis: Given that GESD is a small, single-school district, all programs, including the Four Pillars of Wellbeing Professional Development in SEL, are offered on an LEA-wide and school-wide basis. Here's why this approach is beneficial: Inclusivity and Equity: Offering the program LEA-wide ensures that all staff members receive the same level of training and support, promoting equity in the quality of education and SEL	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		instruction provided to all students, including unduplicated pupils. Resource Efficiency: Centralizing the professional development program allows for efficient use of resources, including funding, time, and expertise. This efficiency ensures that the program can be sustained and impactful, benefiting the entire school community. Community Building: Providing professional development on an LEA-wide basis fosters a sense of community and shared purpose among staff members. It enables them to work together towards common goals, such as improving SEL for all students, which can be particularly beneficial for unduplicated pupils. Consistent Implementation: An LEA-wide approach ensures consistency in the implementation of SEL strategies across all classrooms and grade levels. This consistency helps maintain high standards and provides unduplicated pupils with a stable and predictable learning environment, which is crucial for their development. Why It Is LEA-Wide: While this action is principally directed towards unduplicated students, it will also provide substantial benefits for all students across the Local Educational Agency (LEA). The SEL professional development will enhance the overall ability of staff to support the socio-emotional growth of every student. For example:	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		*Improved social competencies can contribute to a more positive and harmonious school climate. *Strengthened teacher-student relationships can lead to better classroom management and improved academic performance. *A solid foundation in socio-emotional skills equips students to handle challenges, work effectively with others, and engage more fully in their learning. Implementing this action LEA-wide ensures that all staff members are prepared to foster a supportive and inclusive learning environment, benefiting the entire student population. While unduplicated students receive focused support through these enhanced SEL practices, all students will benefit from the improved socio-emotional learning environment. This holistic approach not only addresses the specific needs of unduplicated pupils but also promotes the overall development and well-being of every student in the LEA. Conclusion: The Four Pillars of Wellbeing Professional Development in SEL is a strategic initiative designed to address the specific socio-emotional needs of unduplicated pupils, as identified by the Aperture data. By enhancing SEL instruction, providing targeted support, integrating SEL across the curriculum, building a supportive school climate, and fostering professional collaboration, the program aims to close the socio-emotional and academic achievement gaps for unduplicated pupils. Offering this program on an LEA-wide basis ensures inclusivity, resource efficiency, community building, and consistent implementation, making it	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		a valuable component of GESD's efforts to enhance student success and equity.	
2.13	**Action:** Counseling Services - On site **Need:** Unduplicated students—especially low-income and foster youth—face higher levels of social-emotional stress, trauma exposure, and limited access to outside mental health services. Input from family and staff, along with student well-being surveys, identified mental health as a key priority. SUSPENTION RATE: Suspension Rates from 23/24 CA Dashboard: Target NTE 3% Group Suspension Rate Change All 4.9% -2.3% SED 5.0% -2.3% White 5.1% - 2.9% Suspension Rates from 22/23 CA Dashboard: Target NTE 3% Group Suspension Rate Change All 7.20% +4.30% SED 7.30% +5.00% White 8.00% +4.70% Suspension rates for all students, including socio-economically disadvantaged (SED) and White students, have decreased significantly over the past year. While these rates remain above the target threshold of 3%, the	On-site counseling directly supports students experiencing trauma, emotional distress, or behavioral difficulties. Services are designed to address the disproportionate needs of unduplicated students, who are prioritized for referrals and receive targeted support. However, providing these services schoolwide reduces stigma, improves access, and fosters a culture of mental wellness that benefits all students. This action is schoolwide but is principally directed to unduplicated pupils who face disproportionate emotional and behavioral challenges. On-site counseling services increase access to mental health support, a need identified through staff and parent input. These students often face barriers to external support and are more likely to experience trauma-related challenges that impact learning. Effectiveness will be measured through reductions in chronic absenteeism and office referrals, as well as qualitative data from student and parent surveys. SUSPENTION RATE: This action is primarily focused on the lowest performing student groups, identified by the red indicator on the CA Dashboard. Including: All students, socio-economically disadvantaged (SED) students, and White students. Funding an on-site school counselor directly addresses the socio-emotional learning (SEL) needs of unduplicated pupils, which include socio-	Aperture Assessment Ratings, Counseling referral data (disaggregated) Suspension Rates: Annual Report Chronic absenteeism rates Student wellness and climate surveys

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	downward trend is encouraging. However, the persistently elevated suspension rates—particularly among SED and White students—underscore the continued need for robust social-emotional learning (SEL) and behavioral support systems. Aperture Ratings indicate: Based on data, the need for socio-emotional learning (SEL) instruction is evident: *xx% of all students self-assessed as needing instruction in social competencies. *xx% of socio-economically disadvantaged (SED) students self-assessed as needing instruction in social competencies. *Teacher ratings indicated that xx% of all students needed instruction in social competencies. *xx% of SED students were rated by teachers as needing instruction in social competencies. This data underscores the urgent requirement for SEL support, particularly among unduplicated pupils, to improve their social competencies. This data highlights a critical need to strengthen SEL competencies, especially in self-regulation, social awareness, and relationship skills. Doing so can foster a more positive school climate, reduce disciplinary incidents, and promote greater academic engagement. Targeted SEL instruction is especially vital for unduplicated pupils who may face additional barriers to success and well-being.	economically disadvantaged students, English learners, and foster youth. These students often face additional socio-emotional challenges that impact their social competencies and overall academic success. The school counselor will: *Provide targeted SEL interventions and support tailored to the specific needs of unduplicated pupils. Offer individual and group counseling sessions to help unduplicated students develop essential social and emotional skills, such as self-regulation, empathy, and effective communication. *Work collaboratively with teachers and paraprofessionals to create and implement SEL programs and strategies that address the unique challenges faced by unduplicated students. 8Serve as an advocate for unduplicated students, ensuring they have access to the resources and support needed to thrive academically and socially. Providing counseling services on-site at a school addresses various needs and is often offered on an LEA-wide or schoolwide basis due to several reasons: 1. Accessibility: By offering counseling services on-site, schools ensure that students have easy access to mental health support. Many students may face barriers to accessing off-site counseling, such as transportation issues, financial constraints, or stigma associated with seeking mental health services outside of school. Providing counseling on-site removes these barriers and ensures that all students, regardless of their	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	background or circumstances, can access the support they need. 2. Early Intervention and Prevention: On-site counseling allows for early identification and intervention for students who may be struggling with social, emotional, or behavioral issues. School counselors and mental health professionals can proactively identify students in need of support and provide interventions before problems escalate. By addressing issues early, schools can prevent academic, behavioral, and social difficulties and promote students' overall well-being and success. 3. Integration with Academic Environment: Counseling services provided on-site can be seamlessly integrated into the school's academic environment. School counselors can collaborate with teachers, administrators, and other staff members to support students' social, emotional, and academic development. This integration ensures that counseling services are aligned with the school's goals and curriculum, creating a cohesive and holistic approach to student support. 4. Crisis Response and Support: On-site counseling services enable schools to respond quickly and effectively to crises or emergencies affecting students' mental health and well-being. In the event of traumatic events, conflicts, or other crises, school counselors and mental health professionals can provide immediate support and resources to affected students and their families. This timely intervention helps mitigate the impact of crises and promotes resilience and coping skills among students. 5. Promotion of Positive School Climate: Counseling services provided on-site contribute to	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		fostering a positive and supportive school climate. By prioritizing students' mental health and well-being, schools send a message that emotional wellness is valued and prioritized. This, in turn, creates a sense of belonging, safety, and connectedness among students, staff, and families, enhancing overall school culture and reducing the stigma associated with seeking help for mental health concerns. 6. Collaboration with Families and Community Resources: On-site counseling services facilitate collaboration between schools, families, and community resources to support students' mental health needs. School counselors can work closely with parents/guardians to address concerns, provide resources, and develop strategies for supporting students at home. Additionally, schools can leverage community partnerships to enhance the range and effectiveness of counseling services available to students. Why It Is LEA-Wide: While this action is principally directed towards unduplicated students, hiring an on-site school counselor will also provide substantial benefits for all students across the Local Educational Agency (LEA). The presence of a school counselor will: *Enhance the overall effectiveness of SEL instruction, providing all students with improved opportunities to develop social competencies. *Promote a more positive and inclusive school climate, as students with stronger social-emotional skills are better equipped to interact positively with their peers and teachers.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		*Contribute to better classroom management and a more supportive learning environment, benefiting the entire student body. Implementing this action LEA-wide ensures that while unduplicated students receive the focused support they need to enhance their social competencies, all students will benefit from the enriched SEL instruction and overall improved school climate. This holistic approach not only addresses the specific needs of unduplicated pupils but also promotes the overall development and well-being of every student in the LEA. In summary, providing counseling services on-site at a school addresses the diverse social, emotional, and behavioral needs of students by ensuring accessibility, promoting early intervention and prevention, integrating support with the academic environment, facilitating crisis response and support, promoting positive school climate, and fostering collaboration with families and community resources. Offering counseling services on an LEA-wide or schoolwide basis reflects a commitment to supporting students' holistic development and promoting their overall well-being and success.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

Not applicable.

Additional Concentration Grant Funding

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

Not Applicable. GESD does not have a high concentration (above 55%) of foster youth, English Learners and low income students.

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$2,251,243.00	$218,763.00	9.717%	0.000%	9.717%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$317,027.29	$119,557.00	$0.00	$32,844.00	$469,428.29	$295,371.29	$174,057.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Sunsetting Action Purchase Digital Learning Software Systems	All	No			All Schools	25/26	$0.00	$0.00	$0.00				$0.00	
1	1.2	Sunsetting Action Curriculum and Resources	All	No			All Schools	25/26	$0.00	$0.00	$0.00				$0.00	
1	1.3	Sunsetting Action Health and Physical Education	All	No			All Schools	25/26	$0.00	$0.00	$0.00				$0.00	
1	1.4	Sunsetting Action Class Size Reduction	All	No			All Schools	25/26	$0.00	$0.00	$0.00				$0.00	
1	1.5	Intervention Support: Special Education Teacher	Students with Disabilities	No			All Schools	24/25 - 26/27	$34,354.80	$0.00	$34,354.80				$34,354.80	
1	1.6	Intervention Support Classroom	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24/25 - 26/27	$86,440.49	$0.00	$86,440.49				$86,440.49	
1	1.7	Career Technical Education (CTE)	All	No			All Schools	24/25 - 26/27	$0.00	$0.00	$0.00				$0.00	
1	1.8	Sunsetting Action Off-Site Professional Development: Academic	All	No			All Schools	25/26	$0.00	$0.00	$0.00				$0.00	
1	1.9	Sunsetting Action Educator Effectives Funding (EE): Instructional Coaches	All	No			All Schools	24/25 - 26/27	$0.00	$0.00		$0.00			$0.00	
1	1.10	SCOE SPED Professional Development	Students with Disabilities	No			All Schools	24/25 - 26/27	$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.11	Sunsetting Action Digital Learning Software Systems	All	No			All Schools	25/26	$0.00	$0.00	$0.00				$0.00	
1	1.12	Learning Recovery Initiative	All	No			All Schools	25/26-27/28	$0.00	$119,557.00		$119,557.00			$119,557.00	
1	1.13	MOVE FROM 1.13 Student After School Program: KinderFun	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24/25-26/27	$76,466.00	$0.00	$76,466.00				$76,466.00	
2	2.1	Aperture	All	No			All Schools	24/25 - 26/27	$0.00	$0.00	$0.00				$0.00	
2	2.2	School Application and Website	All	No			All Schools	25/26	$0.00	$0.00	$0.00				$0.00	
2	2.3	Sunsetting Action Student Information System	All	No			All Schools	24/25-26/27	$0.00	$0.00	$0.00				$0.00	
2	2.4	Counseling Services - On site	All	No			All Schools	24/25-26/27	$32,844.00	$0.00				$32,844.00	$32,844.00	
2	2.5	Counseling Services - Collaboration	All	No			All Schools	25/26	$0.00	$0.00	$0.00				$0.00	
2	2.6	MOVE TO 1.12 Wildcat Academy: Summer program	All	No			All Schools	24/25-26/27	$0.00	$0.00		$0.00			$0.00	
2	2.7	MOVE TO 1.13 Student After School Program: KinderFun	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		24/25-26/27	$0.00	$0.00	$0.00				$0.00	0
2	2.8	Sunsetting Action Student After School Program SAFE: Siskiyou After School for Everyone.	All	No			All Schools	24/25-26/27	$0.00	$0.00	$0.00				$0.00	0
2	2.9	ACTION COMPLETED On-Site Professional Development in MTSS	All	No			All Schools	24/25 Only	$0.00	$0.00	$0.00				$0.00	
2	2.10	Professional Development: SEL Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24/25-26/27	$6,000.00	$0.00	$6,000.00				$6,000.00	
2	2.11	Professional Development: SEL Training	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	25/26	$10,000.00	$0.00	$10,000.00				$10,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
2	**2.12**	Sunsetting Action Social Emotional Learning (SEL)	All	No			All Schools	24/25-26/27	$0.00	$0.00	$0.00				$0.00	
2	**2.13**	Counseling Services - On site	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24/25-26/27	$49,266.00	$0.00	$49,266.00				$49,266.00	
3	**3.1**	Facilities Master Plan	All	No			All Schools	24/25 - 26/27	$0.00	$50,000.00	$50,000.00				$50,000.00	
3	**3.2**	SCOE CO-Op	All	No			All Schools	24/25 - 26/27	$0.00	$4,500.00	$4,500.00				$4,500.00	
3	**3.3**	Fiscal Viability	All	No			All Schools	24/25 - 26/27	$0.00	$0.00	$0.00				$0.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$2,251,243.00	$218,763.00	9.717%	0.000%	9.717%	$228,172.49	0.000%	10.135 %	**Total:**	$228,172.49
								LEA-wide Total:	$228,172.49
								Limited Total:	$0.00
								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	1.6	Intervention Support Classroom	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$86,440.49	
1	1.13	MOVE FROM 1.13 Student After School Program: KinderFun	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$76,466.00	
2	2.7	MOVE TO 1.13 Student After School Program: KinderFun	Yes	LEA-wide	English Learners Foster Youth Low Income		$0.00	0
2	2.8	Sunsetting Action Student After School Program SAFE: Siskiyou After School for Everyone.				All Schools	$0.00	0
2	2.10	Professional Development: SEL Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,000.00	
2	2.11	Professional Development: SEL Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	

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 (%)
2	2.13	Counseling Services - On site	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$49,266.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$644,485.68	$523,698.30

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**	Purchase Digital Learning Software Systems	No	$8,420.00	$9,020.00
1	**1.2**	Curriculum and Resources	No	$1,800.00	$8,159.00
1	**1.3**	Health and Physical Education	No	$81,786.60	$75,796.00
1	**1.4**	Class Size Reduction Title II 5850	No	$42,116.97	$33,538.89
1	**1.5**	Intervention Support: Special Education Teacher	No	$34,354.80	$34,137.00
1	**1.6**	Intervention Support Classroom	Yes	$105,172.03	$48,907.97
1	**1.7**	Career Technical Education (CTE)	No	$0.00	0
1	**1.8**	Off-Site Professional Development: Academic	No	$10,000.00	$4,390.49
1	**1.9**	Educator Effectives Funding (EE): Instructional Coaches	No	$39,421.34	$24,495.90
1	**1.10**	SCOE SPED Professional Development	No	$0.00	0
1	**1.11**	Digital Learning Software Systems	No	$600.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.1**	Aperture	No	$0.00	0
2	**2.2**	School Application and Website	No	$4,900.00	$6,500.00
2	**2.3**	Student Information System	No	$8,352.91	$8,352.91
2	**2.4**	Counseling Services - On site	No	$24,549.72	$27,652.83
2	**2.5**	Counseling Services - Collaboration	No	$0.00	0
2	**2.6**	Wildcat Academy: Summer program	No	$50,907.87	$70,608.52
2	**2.7**	Student After School Program: KinderFun	Yes	$44,005.22	$56,481.69
2	**2.8**	Student After School Program SAFE: Siskiyou After School for Everyone.	No	$0.00	0
2	**2.9**	On-Site Professional Development in MTSS	No	$56,780.00	60,000
2	**2.10**	Professional Development: SEL Training	Yes	$15,324.75	$6,167.94
2	**2.11**	Professional Development: SEL Training	Yes	$10,000.00	0
2	**2.12**	Social Emotional Learning (SEL)	No	$0.00	0
2	**2.13**	Counseling Services - On site	Yes	$43,743.47	$44,989.16

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**	Facilities Master Plan	No	$60,000.00	0
3	**3.2**	SCOE CO-Op	No	$2,250.00	$4,500.
3	**3.3**	Fiscal Viability	No	$0.00	0

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$212,751.00	$218,245.00	$309,479.00	($91,234.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.6	Intervention Support Classroom	Yes	$105,172.00	$164,232.00		
2	2.7	Student After School Program: KinderFun	Yes	$44,005.00	$83,503.00		
2	2.10	Professional Development: SEL Training	Yes	$15,324.00	$10,500.00		
2	2.11	Professional Development: SEL Training	Yes	$10,000.00	$7,500.00		
2	2.13	Counseling Services - On site	Yes	$43,744.00	$43,744.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$2,172,028.00	$212,751.00	0%	9.795%	$309,479.00	0.000%	14.248%	$0.00	0.000%

Local Control and Accountability Plan 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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