



## **LCFF Budget Overview for Parents**

Local Educational Agency (LEA) Name: Grenada Elementary School

CDS Code: 47-70326-0000000

School Year: 2024-25

LEA contact information:

GingerLee Charles

Principal/Superintendent

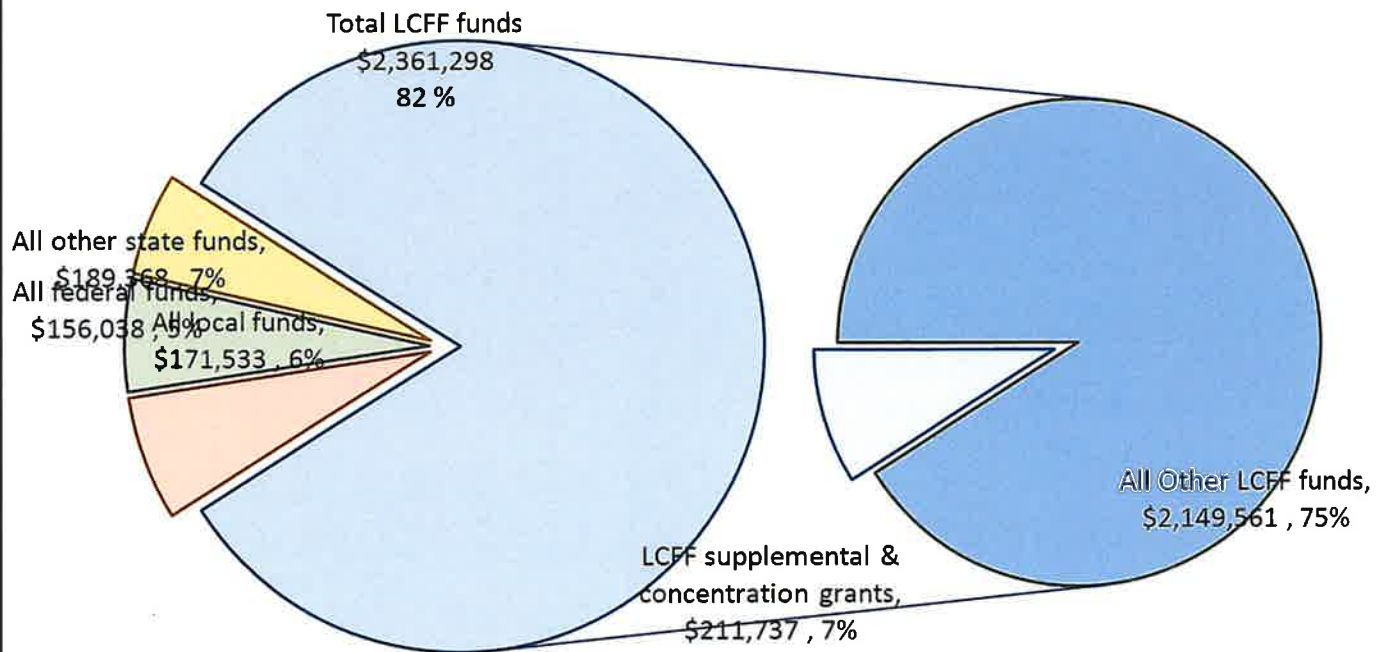
[gingerlee.charles@grenada.k12.ca.us](mailto:gingerlee.charles@grenada.k12.ca.us)

(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 2024-25 School Year**

## Projected Revenue by Fund Source

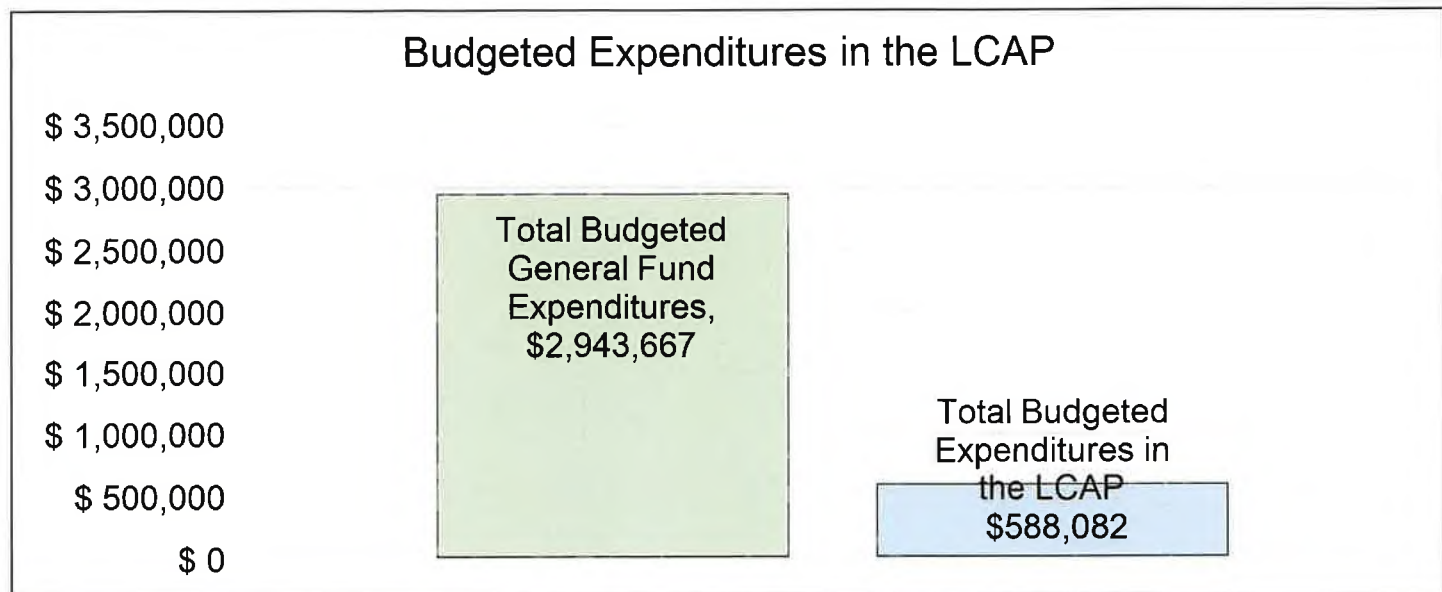


This chart shows the total general purpose revenue Grenada Elementary School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Grenada Elementary School is \$2,878,236.96, of which \$2,361,298 is Local Control Funding Formula (LCFF), \$189,368.28 is other state funds, \$171,532.68 is local funds, and \$156,038 is federal funds. Of the \$2,361,298 in LCFF Funds, \$211,737 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 2024-25. 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 \$2,943,666.56 for the 2024-25 school year. Of that amount, \$588,082 is tied to actions/services in the LCAP and \$2,355,584.56 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund Budget Expenditures for the LCAP year not included in the LCAP: Expenditures that are specific to operations cost for our District/School Office such as secretaries, business manager and administration including salaries, benefits, materials, supplies, contracts, equipment, health and welfare benefits and substitute costs as well as business needs such as transportation, utilities, maintenance, and other general needs of the district. Other operational costs include property and liability insurance, general facility operations, utilities and maintenance costs, Transportation, Transfer to Funds 14 (Cafeteria) and 40 (Special Reserve for Capital Outlay), and salaries and benefits for all staff not explicitly allocated in the LCAP.

Expenditures not in the LCAP for the 2023-24 represent these other general expenditures and while these activities still support students, the expenditures listed in the LCAP are targeted towards district goals of increasing or improving services and providing additional supports for high needs students. As a general rule, 84% of the total expenditures consist of salaries and benefits needed to carry out a vast array of student education and educational support activities such as transportation, nutrition services, custodial activities, health and safety, building maintenance and operations, and more. These support activities, along with related supplies and services and operation costs, do not directly influence the outcome of the actions and services identified in the LCAP and therefore are not included. In 2023-24, Grenada Elementary School is projecting it will receive \$211,757 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 \$203,664.31 towards meeting this requirement, as described in the LCAP.

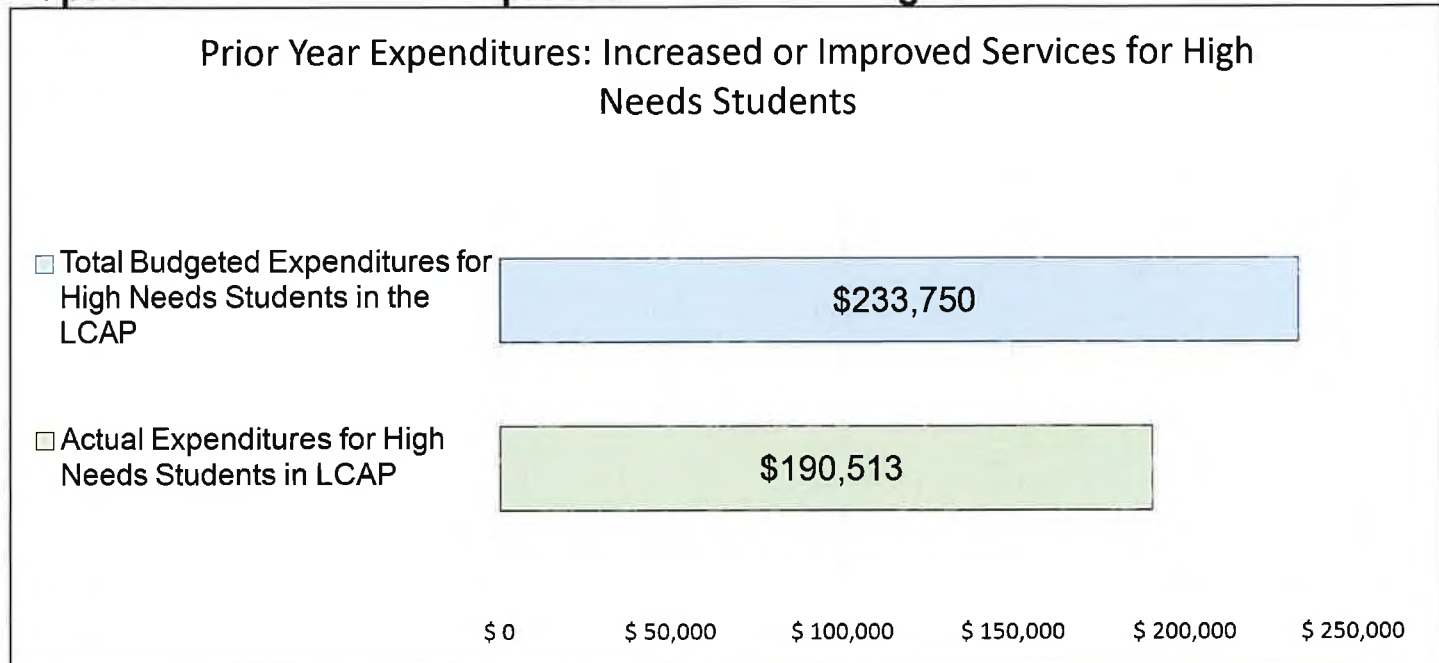
The difference in planned and actual expenditures in the 2023-24 LCAP was due to the increased cost of salaries, benefits and one time stipends, finding very good prices on student Chromebook devices, and being able to leverage grant funding and ELOP funds. This did not impact the actions and services for high needs students, as we were able to purchase and put into service all of the planned devices.

### Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Grenada Elementary School is projecting it will receive \$211,737 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 \$218,246 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 2023-24



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 2023-24, Grenada Elementary School's LCAP budgeted \$233,750.00 for planned actions to increase or improve services for high needs students. Grenada Elementary School actually spent \$190,513 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$43,237 had the following impact on Grenada Elementary School's ability to increase or improve services for high needs students:

The same services were provided for unduplicated students as planned. The difference is because other funds were provided by the state for the same services.



## 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	GingerLee Charles Principal/Superintendent	gingerlee.charles@grenada.k12.ca.us (530) 436-2233

## Plan Summary [2024-25]

### General Information

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

<p>Our Setting:</p> <p>Grenada Elementary School, a single school district, is situated in the rural landscape of Siskiyou County, Northern California, serves students from Transitional Kindergarten to 8th grade. Nestled approximately 28 miles south of the California-Oregon border along Interstate 5, GES is the sole school within its district, centrally located in the quaint, unincorporated town of Grenada, boasting a population of 362 residents. Surrounded by picturesque cattle ranches and farms, the school plays a pivotal role as a community hub, hosting club meetings, youth sports activities, playground gatherings, and various community events.</p> <p>Exceptional Learning:</p>
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Recognized and respected at both the local and county levels, the Grenada Elementary School District has developed a reputation for its ability to create exceptional learning programs. We develop the academic, social-emotional, and character aspects of our students. We strive for our learners to be balanced, collaborative, communicators, courageous, critical thinkers, empathetic, inquirers, knowledgeable, openminded, perseverant, principled, and reflective. We maximize each child's potential and create learning environments where our students experience high levels of learning and thrive.

#### Standards-Based Teacher Developed Instruction:

In our district, we offer quality standards-based instruction in which teachers are able to creatively develop academic programs with higher-level learning activities designed to develop the whole child. Teachers embed innovative teaching strategies in the service of grade level/content standards. They have access to high-quality resources, including technology tools, to most effectively do their work. These practices strengthen the caliber of teaching and the depth of learning that takes place in our classrooms.

#### Professional Development:

Our teachers are provided a well-developed, comprehensive, and differentiated professional development plan in which they have opportunities to learn from outside trainers, as well as share their expertise with each other. This emphasis on professional development builds capacity in the staff and gives teachers the opportunity to continually improve their practice.

#### Instructional Technology:

Our district has prioritized the integration of technology in our classrooms as tools that enhance teaching and learning, as well as advance 21st-century skills of communication, collaboration, creativity, and critical thinking. Students utilize technology regularly. They learn how to manage their work safely online, engage in online research, use applications that support learning, and develop presentations using digital and multimedia tools. Our teachers effectively implement multitude of apps, programs and digital tools in their classrooms. Teachers have access to useful technology resources to employ in their classroom programs.

In addition, we continue to focus on implementation of our Technology Plan to ensure equity of access to devices across sites. We have achieved parity of devices at all grade levels across all sites, and each classroom at a specified grade level has access to the same device ratio.

Changes in the District staff which have had a significant impact on outcomes: With just four classrooms staffed by experienced teachers at each grade level, Grenada Elementary School has navigated significant changes over the past three years. These changes include retirements, teachers on waivers, and adjustments in grade level assignments, alongside the adoption of new curriculum. As a result, meeting our target scores and projected growth has been notably affected.

- Teaching staff: 9 out of 12 teaching positions have had a change of staff in the past two years. This includes new hires and staff changing grade levels. Two new hires were on waivers while they completed programs.
- Paraprofessional Staff: A reduction in paraprofessional support from 16.75 2021/22 to 7.9 FTE in 2022/23 to 6.9 FTE in 2023/24
- Curriculum: New curriculum adoptions in Language arts and Math

#### District Vision and Mission Statements

The District strives to unlock the potential of tomorrow by building confident, innovative learners today. We continue to realize this vision through a personalized learning environment. We have 1:1 devices for all students supporting them in acquiring 21st Century Learning Skills.

We have reliable connectivity in all of our schools to support student learning. The District has after-school child care, a parent education program through HUB, Transitional Kindergarten, and a wide variety of after-school athletic programs. The Grenada Elementary School District is committed to a continuous improvement process throughout the organization, including promoting a strong learning environment to promote high student achievements.

**Our Mission** - Our learning community is dedicated to developing globally-minded, compassionate, resilient, and courageous students empowered to learn and lead change in their world.

**Our Vision:** All GESD students graduate as College & Career ready, productive, responsible, and engaged global citizens.

The 4 goals represent work in the areas of student academic and social-emotional support, teacher and staff development, and training for meeting the diverse needs of students, parent and family engagement, and sound financial management and facility improvement. By aligning the budget and the LCAP, the Grenada Elementary School District has one succinct plan that supports the Mission and Vision of the District.

District goals based on stakeholder input to refine and focus goals for the 2024/25 school year.

**Goal 1: BALANCED LEARNERS** All Students will reach Achievement benchmarks & provide equitable Access to Close the Achievement Gap

**Goal 2: COMMUNICATIONS & STUDENT/PARENT/FAMILY ENGAGEMENT** Enhance School Climate and increase Parent and Student Engagement.

**Goal 3: SOUND FINANCE & INFRASTRUCTURE:** Maintain reserves and a positive certification on annual budget. Follow MFP.

At Grenada Elementary School District, we take pride in our numerous achievements and contributions to our community. Our Points of Pride reflect the core values and strengths that define our district:

- **Balanced Educational Approach:** We are committed to providing a balanced educational approach that prioritizes academic excellence, social-emotional growth, physical education, and the arts. This holistic approach ensures that our students receive a well-rounded education that prepares them for success in all aspects of life.
- **Engaged Students:** Our students are actively engaged in their learning journey and are well-prepared for lifelong learning and global citizenship. Through rigorous academic instruction and diverse extracurricular opportunities, we foster a love of learning and empower students to become informed, responsible, and compassionate members of society.
- **High-Quality Staff:** We take pride in our dedicated and highly qualified staff who are passionate about educating and nurturing our students. Our educators are committed to excellence and continuously strive to provide the best possible learning experiences for every student.
- **Professional Growth Opportunities:** Grenada Elementary School District offers a dynamic and supportive work environment with multiple opportunities for professional growth and development. We invest in our staff by providing ongoing training, mentorship, and resources to enhance their skills and expertise.
- **Community Support:** We are grateful for the widespread support we receive from our community for public education. Their unwavering commitment and involvement contribute to the success and vitality of our schools.
- **Efficient PTO Support:** Our Parent-Teacher Organization (PTO) plays a vital role in supporting our school programs and responding to the essential needs of our district. Their collaboration, efficiency, and organization are instrumental in enhancing the educational experience for our students.



- Curriculum Flexibility: Educators at Grenada Elementary School District have the flexibility to design quality curriculum and deliver instruction that deepens student understanding within the state framework. This flexibility enables us to tailor our approach to meet the unique needs and interests of our students.
- High Levels of Student Achievement: Our students consistently achieve at high levels of learning, as demonstrated through multiple measures including standardized assessments and authentic assessments. We celebrate their accomplishments and ongoing growth as learners.
- Prudent Financial Planning: We prioritize prudent financial planning to ensure the stability and sustainability of our district. By carefully managing our resources, we can effectively navigate funding uncertainties and maintain the quality of education we provide to our students.
- Safe and Well-Maintained Facilities: We take great pride in providing safe, well-designed, equipped, and well-maintained facilities that reflect the high standards of our community. Our facilities serve as conducive learning environments where students can thrive and excel.

These Points of Pride showcase our commitment to excellence, innovation, and continuous improvement as we strive to provide the best possible educational experience for our students at Grenada Elementary School District.

At Grenada Elementary School, our student body reflects a rich tapestry of academic, ethnic, and social backgrounds. Despite this diversity, our community is bound together by a shared commitment to our mission, vision, curriculum, assessment methods, and overarching philosophy. Our dedicated staff comprises teachers, counselors, clerical support, paraprofessionals, cafeteria personnel, maintenance workers, a Technology Coordinator, and a single administrator.

To further bolster our support network, we collaborate with the Siskiyou County Office of Education (SCOE) to provide additional services such as nursing, school psychology, speech therapy, and more. Recognizing that every member of our team plays a vital role in the educational journey of our students, we emphasize that all employees are considered "teachers of students" and may actively engage in various educational activities.

Moreover, we prioritize the social and emotional well-being of our students through a comprehensive Multi-tiered Systems of Support (MTSS). Our curriculum aligns seamlessly with MTSS principles and Positive Behavior Interventions and Support (PBIS) strategies, enabling us to effectively address students' challenges and tailor interventions to meet their needs. Our ultimate goal is to equip students with the skills and knowledge necessary for success in high school, college, careers, and active community participation.

For students requiring additional support in areas such as truancy, behavior, or mental health, we offer a range of interventions and services. These include access to mental health counseling, attendance incentive programs, truancy intervention initiatives, and other targeted support services. At Grenada Elementary School, we are committed to providing a nurturing and inclusive environment where every student can thrive academically, socially, and emotionally.

Here's a look at the demographics of our students (as noted on the CA Dashboard in Fall 2023):

Total student population - 192

#### Student Group Data

- English Learners - 1 student (0.5% of total population)

- Foster Youth - 1 student (0.5% of total population)
- Socially-economically disadvantaged students - 94 students (49% of total population)
- Students with disabilities - 17 students (8.9% of total population)

#### Race/Ethnicity Data

- African American - 1 student (0.5% of total population)
- American Indian - 9 students (4.7% of total population)
- Asian - 2 students (1% of total population)
- Filipino - 0 students (0% of total population)
- Hispanic - 22 students (11.5% of total population)
- Two or More Races - 18 students 0% of total population)
- Pacific Islander - 0 students (7.8% of total population)
- White - 140students (72.0% of total population)

#### Student Data from AERIES for June 24

##### Total student population - 213

- English Learners - 1 student (0.5% of total population)
- Foster Youth - 1 student (0.5% of total population)
- Socially-economically disadvantaged students - 106 students (52.77% of total population)
- Students with disabilities - 12 students (8.9% of total population)

#### Race/Ethnicity Data from AEIRES June 24

- African American - 1.9% of total population
- American Indian -5.24% of total population
- Asian -0.48% of total population
- Filipino -0% of total population
- Hispanic - 10.95% of total population
- Two or More Races - 7.62% of total population
- Pacific Islander - 0% of total population
- White - 3.22.0% of total population

#### Additional Historic Demographic information: (from DataQuest, CalPADS, and AERIES)

##### Enrollment/ADA trend:

19/20 = 217/204.77

20/21 = 199/194.88

21/22 = 176/165.91

22/23 = 196/179.2

23/24 = 201/188.33

Ethnicity: 23/24 22/23 21/22 20/21 19/20  
 African American: 0.0% 0.5% 1.08% 2.0% 1.9%  
 American Indian or Alaskan Native: 3.77% 4.02% 3.24% 4.9% 5.24%  
 Asian: 0.94% 1.01% 0.54% 0.5% 0.48%  
 Filipino: 0.0% 0.0% 0.0% 0.0% 0.0%  
 Hispanic or Latino: 14.62% 12.06% 11.89% 12.6% 10.95%  
 Pacific Islander: 0.0% 0.0% 0.0% 0.0% 0.0%  
 White: 71.7% 72.86% 72.97% 71.6% 73.22%  
 Two or More Races: 8.96% 9.55% 9.73% 7.8% 7.62%  
 Not Reported: 0.0% 0.0% 0.54% 0.5% 0.48%

As of Census Day unduplicated student counts and percentages were as follows:

Low SES -

23/24 = 52.77%

22/23 = 49.5%

21/22 = 36.0%

20/21 = 42.2%

19/20 = 59.4%

19/20 20/21 21/22 22/23 23/24

Foster Youth: 3 0 0 1 1

Homeless: 0 0 0 0 1

English learners: 0 0 1 1 1

Students with Disabilities: 13 12 14 14 12

## Reflections: Annual Performance

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

ALL INFORMATION IS TAKEN FROM THE CALIFORNIA DASHBOARDS AT <https://www.caschooldashboard.org/>

NOTE: 23/24 CA Dashboard Information will be updated after information is published on the Dashboard.

ELA CAAASPP

Academic Achievement – 2023 CAASPP Results For English Language Arts (ELA)

When examining our 2023 CA Assessment for Student Performance and Progress (CAASPP) state testing scores for ELA on the CA School Dashboard, there are a number of positive take-aways that can be drawn from the analysis. It should be noted that due to low numbers of students in certain student groups that do meet the threshold of 11 students taking the test these groups were not assigned a performance level/color on the CA Dashboard, and therefore, their results are not reflected in this summary: African American, American Indian, Asian, English Learner, Foster Youth, Hispanic, Homeless, Two or More Races, and Students with Disabilities.

## OVERALL ELA DATA

All students collectively demonstrated high levels of achievement on the ELA Smarter Balanced Assessment by maintaining their very high performance.

- 33.58% of our third through eighth-grade students who took the test met or exceeded standards in ELA, which was a 6.42% decrease from the prior year.

Collectively, students overall and all of our student groups scored below grade level standards on the ELA CAASPP test, including:

- Socio-economically disadvantaged students: 56.7 points below standard
- White students: 30 points below standard
- Collectively, students overall: 36.8 points below standard

Collectively, students overall and a number of student groups had an decrease in their score on the ELA CAASPP test from the prior year, including:

- Socio-economically disadvantaged students: 21 point decrease
- White students: 19.2 point decrease
- Collectively, students overall: 21.5 point decrease

## Academic Achievement - 2023 CAASPP Results For ELA

The following results reflect the percent of students in each student group who met or exceeded standards on the 2023 ELA CAASPP test:

- White students: 37.7% met/exceeded standards
- Socio-economically disadvantaged students 26.98% met/exceeded standards

The following results reflect change in each student group who met or exceeded standards from 2022 to 2023 on ELA CAASPP test:

- White students: -2.19% decline
- Socio-economically disadvantaged students: -10% decline

## MATH CAASPP DATA

### Academic Achievement - 2023 CAASPP Results For Math

When reviewing our 2023 CAASPP state testing scores for Math on the CA School Dashboard, there are many positive results to be highlighted. Again, it should be noted that due to low numbers of students in certain student groups that do meet the threshold of 11 students, these groups were not assigned a performance level/color on the CA Dashboard, and therefore, their results are not reflected in this summary: African American, American Indian, Asian, English Learner, Foster Youth, Hispanic, Homeless, Two or More Races, and Students with Disabilities.

## OVERALL AMTH

- All students collectively demonstrated strong achievement on the Smarter Balanced Assessment in Math.
- 23.36% of our third through eighth-grade students who took the test met or exceeded standards in Math, which was a 13.44% decrease from last year's scores.



All students overall and a number of our student groups scored above grade level standards on the CAASPP Math test, including:

- White students: 59.1 points above standard
- Collectively, students overall: 55.6 points above standard

The student groups that scored below grade level standards on the CAASPP Math test include:

- Socio-economically disadvantaged students: 60.3 points below standard
- White: 42.5 points below standard

All students overall and a number of student groups had an decrease in their score on the CAASPP Math test from the prior year, including:

- Socio-economically disadvantaged students: .18.1 point decrease
- White: 16.6 point decrease
- Collectively, students overall: 14.4-point decrease

The following results reflect the percent of students in each student group who met or exceeded standards on the 2023 Math CAASPP test:

- White students: 25.25% met/exceeded standards
- Socially-economically disadvantaged students: 15.87% met/exceeded standards

The following results reflect change in each student group who met or exceeded standards from 2018 to 2019 on Math CAASPP test:

- White students: -11.02% decline
- Socially-economically disadvantaged students: 14.56% decline

SUSPENSION RATES: Target NTE 3%.

ALL In/Decrease SED In/Decrease WHITE In/Decrease

23/24

22/23 7.20% 4.30% 7.30% 5% 8%% 4.70%

21/22 2.90% 2.30% 3.30%

19/20 & 20/21 - no dashboard data available.

Grenada Elementary is a single school district that needs to provide diverse, equitable and inclusive learning environments for all students to be successful. Foster Youth, English Learners and Low-Income Students are disproportionately scoring lower than their peers. This is a significant area of focus for the 2024-2025 LCAP. Targeted students shall be provided grade-level standard curriculum and additional supports to help close the achievement gap. This will be accomplished by following the action steps and goals identified in the plan

In the pursuit of fostering diverse, equitable, and inclusive learning environments at Grenada Elementary School, it is imperative to address the disparity in academic performance among certain student groups. Foster Youth, English Learners, and Low-Income Students are disproportionately scoring lower than their peers, highlighting the need for targeted intervention and support.

For the 2024-2025 Local Control and Accountability Plan (LCAP), closing the achievement gap for these students will be a significant area of



focus. The plan will outline specific action steps and goals aimed at providing grade-level standard curriculum along with additional supports tailored to the needs of targeted students.

Additionally, the LCAP will prioritize reducing suspension rates by providing comprehensive Social-Emotional Learning (SEL) support. This includes implementing SEL programs that teach students critical social competencies, emotional regulation, and conflict resolution skills. By addressing behavioral issues through SEL, we aim to create a more positive and inclusive school climate that reduces the need for suspensions

By prioritizing these action steps and goals identified in the LCAP, Grenada Elementary School is committed to addressing the achievement gap and providing equitable opportunities for all students to succeed. Through collective effort, collaboration, and a steadfast commitment to diversity and inclusion, we aim to create a learning environment where every student feels valued, supported, and empowered to reach their full potential.

Grenada Elementary School has navigated significant changes over the past three years. Over the last three years, Grenada Elementary School has experienced notable staffing changes, including retirements, teachers on waivers, and adjustments in grade level assignments. With just two classrooms staffed by experienced teachers at each grade level, As a result, meeting our target scores and projected growth has been notably affected. Additionally, the school has implemented new curriculum initiatives. These changes have had a considerable impact on our ability to achieve our target scores and projected growth. We are committed to fostering growth and excellence in all areas of our educational community. With a focus on increased stability, professional development, and coaching, we anticipate significant progress and enhancement across various facets:

- Academic Growth: We aim to see growth in academic achievement across all grade levels and subject areas. By providing stable and supportive learning environments, along with targeted professional development for our educators, we expect to see improvements in student performance and outcomes.
- Social-Emotional Growth: Our commitment to supporting students' social-emotional well-being remains paramount. Through comprehensive programs, resources, and coaching for staff, we anticipate enhanced social-emotional learning outcomes, contributing to students' overall success and resilience.
- Professional Development: Investing in the professional growth of our staff is essential to our continued success. By offering ongoing professional development opportunities, workshops, and coaching sessions, we aim to empower educators with the knowledge, skills, and strategies needed to excel in their roles and positively impact student learning.
- Coaching and Support: Providing targeted coaching and support to educators is key to fostering continuous improvement and innovation in teaching practices. Through personalized coaching sessions, mentorship programs, and collaborative feedback mechanisms, we anticipate increased effectiveness and satisfaction among our staff.
- Stability and Consistency: Creating a stable and consistent learning environment is crucial for promoting student success and well-being. By implementing strategies to enhance stability within our district, including consistent leadership, curriculum alignment, and support systems, we expect to see improved outcomes for all stakeholders.
- Community Engagement and Support: We recognize the importance of engaging our community as partners in our educational mission. By fostering strong relationships, communication channels, and collaborative initiatives with parents, caregivers, and community stakeholders, we anticipate increased support and involvement in our efforts to promote student growth and success.

Overall, we are optimistic about the potential for growth and improvement in all areas of our district. By prioritizing stability, professional development, and coaching, we are confident that we will continue to advance our mission of providing a high-quality education that prepares students for lifelong success.

# 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 (GTA - union)	Monthly Certificated Meetings, Meeting with GTA 4/16/24 at 3:00 pm, Annual spring CHKS Staff
Classified Staff (GCEA - union)	Bi-Monthly Classified Meetings, Meeting with GCEA 4/16/24 at 3:00 pm, Annual spring CHKS Staff
Confidential Staff	Quarterly Staff Meetings, Annual spring CHKS Staff
Parents/Guardians	PAC Meetings/Open Forum 4/29/24 at 5:00 pm , 5/28/24 3:00 pm,,5/29/24 at 5:00 pm, 6/11/24 at 12:00 noon, Annual Spring Parent Survey, Annual spring CHKS
Students	Bi-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 March 5, 2024

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

Stakeholder engagement played a pivotal role in shaping the Local Control and Accountability Plan (LCAP) for Grenada Elementary School District. As a single school district there is one administrator who servers as the Superintendent/Principal. Through a series of collaborative meetings, including four Parent Advisory Committee (PAC) Meetings, two Certificated Staff LCAP Meetings, and two Classified LCAP Meetings, informal conversations and parent, student and staff surveys, one meeting with the SELPA, and feedback was gathered from various segments of the school community. The following is a synopsis of the feedback provided by specific stakeholder groups:



Certificated, confidential, and classified staff members had the opportunity to contribute their insights on evaluating the previous LCAP and identifying areas for improvement in the upcoming plan. This inclusive approach allowed for a comprehensive assessment of needs and priorities, ensuring that the LCAP reflects the diverse perspectives and priorities of stakeholders.

Based on the feedback received during these meetings, the district made adjustments to the language used in its goals and action steps, striving for a more concise and effective LCAP for the 2024-2026 period. The consensus reached through these discussions highlighted the importance of addressing key priorities such as additional classroom support, school counseling services, an enhanced physical education program, and robust Social-Emotional Learning initiatives to support students' holistic development.

Both parent and teacher groups underscored the significance of supporting students not only academically but also in their social and emotional growth. Emphasizing the creation of safe spaces for students to express themselves and providing them with the necessary tools and strategies to navigate their emotions were identified as critical elements in fostering a supportive learning environment.

By incorporating stakeholder feedback into the LCAP development process, Grenada Elementary School District aims to ensure that the resulting plan is responsive to the needs and aspirations of its students, staff, and community. This collaborative approach reflects the district's commitment to continuous improvement and student success.

Therefore, Grenada Elementary School District is committed to:

- \*Increasing Classroom Support: Allocating resources to provide additional support staff in classrooms to assist teachers and address the diverse needs of students, ensuring that every child receives the attention and assistance they require to succeed academically and emotionally.

- \*Enhancing School Counseling Services: Expanding the availability of school counselors to provide individual and group counseling sessions, guidance on academic and personal issues, and support for students' social-emotional development.

- \*Strengthening the PE Program: Investing in the PE program to offer a comprehensive and engaging curriculum that promotes physical fitness, motor skills development, teamwork, and sportsmanship, contributing to students' overall health and well-being.

- \*Implementing SEL Initiatives: Introducing and integrating Social-Emotional Learning initiatives throughout the curriculum and school activities to equip students with essential skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Creating Safe Spaces: Establishing safe and supportive environments within the school where students feel comfortable sharing their thoughts, feelings, and concerns, fostering a sense of belonging and connectedness among students and staff.

- \*Providing Strategies and Tools: Equipping students with practical strategies, techniques, and tools to effectively manage their emotions, cope with stress, resolve conflicts, and make positive choices, empowering them to navigate life's challenges with resilience and confidence.

By prioritizing these initiatives, Grenada Elementary School District aims to create a nurturing and inclusive learning environment that promotes the holistic development and well-being of all students. Through collaboration with stakeholders and a commitment to meeting the diverse needs of its student body, the district seeks to cultivate a culture of empathy, understanding, and support where every child can thrive academically, socially, and emotionally.

Our parent groups also expressed a desire to keep all counseling services and SEL support.

The results are consistent with data collected in the past. Priorities remain the same.

The highest 3 priorities for Parents/Guardians/Community Members:

- \*School Counselor
- \*After School Program
- \*Athletics

Our students groups also expressed a desire to increase school activities and events.

The highest 3 priorities for students:

- \*Extra and Co curricular activities including dances.
- \*Athletics,
- \*Assemblies, field trips, school events

The input from our employee groups underscores the importance of leveraging student data effectively and providing ongoing professional development opportunities for both Classified and Certificated employees.

\*Data Utilization: Harnessing the data collected on students throughout the year is essential for informing instructional decisions, identifying areas of growth, and measuring progress over time. By effectively analyzing and utilizing this data, educators can tailor their instruction to meet the diverse needs of students and ensure continuous improvement in student outcomes.

\*Targeted Professional Development: Providing specific and targeted professional development opportunities is crucial for equipping employees with the knowledge, skills, and resources needed to support students effectively. By offering training and workshops focused on data analysis, instructional strategies, and best practices in student support, employees can enhance their effectiveness in meeting the needs of all learners.

\*Continued Support: Recognizing that professional development is an ongoing process, it is important to provide continuous support and opportunities for growth throughout the year. This may include follow-up sessions, coaching, peer collaboration, and access to resources and tools that facilitate the application of new knowledge and skills in the classroom.

\*Collaborative Approach: Encouraging collaboration and shared learning among employees fosters a culture of continuous improvement and innovation. By providing opportunities for cross-departmental collaboration and sharing of best practices, employees can learn from each other and collectively work towards the common goal of \*supporting student success.

\*Alignment with District Goals: Professional development efforts should be aligned with the district's overarching goals and priorities, including closing the achievement gap, promoting equity and inclusion, and fostering a positive school climate. By ensuring alignment between professional development initiatives and district-wide objectives, employees can work collaboratively towards shared goals.

Overall, by heeding the feedback from our employee groups and prioritizing targeted professional development and effective data utilization, Grenada Elementary School District is poised to strengthen its capacity to support student success and foster a culture of continuous improvement and growth among its staff.

The highest 3 priorities for staff  
Physical Education Program  
School Counselor  
Additional Classroom Support



Stakeholder input significantly influenced the development of the Local Control and Accountability Plan (LCAP) for Grenada Elementary School District, with specific attention given to Goals 2.1, 2.4 , 2.5, 2.6, 2.7, 2.9, 2.10 and 2.11 which are dedicated to Social-Emotional Learning (SEL). This area emerged as a top priority for both parents and staff, prompting action items aimed at providing comprehensive support for the whole student.

Under these goals, the district will procure Social-Emotional Curriculum and training resources for students, aligning with a holistic approach to student support. Furthermore, professional development opportunities will be provided for all staff to complete the Orange County Office of Education Multi-Tiered Systems of Support (MTSS) Modules, enhancing their ability to address students' social-emotional needs effectively.

Additionally, Goals 1.1, 1.11, 2.1, and 2.3 underscore the importance of utilizing data to support student success. Through these actions, the district will invest in a data and achievement system, enabling staff to access longitudinal student data to inform instructional practices and interventions year after year.

Moreover, Goals 1.9, 2.9 and 2.10 reflect the district's commitment to providing training for staff members on MTSS and SEL. This initiative directly responds to feedback from staff, who expressed the need for further professional development in these areas.

The 2024-2025 LCAP was calibrated to ensure that it reflected community partner input. Stakeholder review and input directly contributed to the revisions of the LCAP. As each group reviewed the current year action items, rich discussions developed between community partner groups. The feedback from these discussions was critical to updating the 2024-2025 LCAP action items. Action items were refined to include most current information and any changes that had occurred since the previous plan. By incorporating these goals and actions into the LCAP, Grenada Elementary School District demonstrates its dedication to meeting the diverse needs of its students and providing a supportive learning environment that fosters academic, social, and emotional growth. Through collaborative efforts and a focus on continuous improvement, the district aims to ensure that every student has the opportunity to thrive and succeed.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	BALANCED LEARNERS: All Students will reach Achievement benchmarks & provide equitable Access to Close the Achievement Gap.	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.

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. 2024 iReady Data: Local assessment data (EOY 2023-2024) shows that student achievement is slightly increasing as compared to pandemic levels (Spring 2021). Data shows that 32% of students are proficient in iReady as compared to 30% in the spring of 2021; Local assessment data (EOY 2023-2024) shows that student achievement is decreasing in Math as compared to pandemic levels (Spring 2021). 36% of students are proficient in Math as compared to 39% in the spring of 2021. This goal was developed to mitigate the learning loss over the last few years and to support early literacy efforts.
2. 2023 SBAC Data: 2023 SBAC ELA data shows that 33.58% of students are proficient or above, compared to 43.71% in 2019 pre-pandemic levels. In SBAC Mathematics, 23.6% 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.
3. 2023 SBSC SED Comparative Data: 2023 SBAC data shows an achievement gap between all students and targeted student groups. 2023 SBAC ELA data shows that 33.58% of GESD students (3rd – 8th grade) are proficient or above versus 26.98% of Socio-economically disadvantaged students. That is a discrepancy of 6.6%. 2023 SBAC MATH data shows 23.6% of GESD students are proficient or above versus 15.87% of Socio-economically disadvantaged students. That is a discrepancy of 7.73%. This goal was developed to mitigate the learning loss over the last few years and to support early literacy efforts.
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 3 priorities for Parents/Guardians/Community Members:

\*School Counselor -Provide student socio-emotional support. (Addressed in Goal 2)

\*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)

5. Since the District has an unduplicated student enrollment of 52.77% in 23/24, 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 will engage in four modules of training with MTSS Training Modules, focusing on equitable school-wide practices. This training will support the implementation of Multi-Tiered Systems of Support (MTSS) to ensure that all students receive the support they need to succeed academically and socially.

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.

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	iReady: 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.			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	
1.2	IEP Program Monitoring Report: 100% of all IEP's meet timelines. Priority 2	23/24 100% of all IEP's meet timelines.			100% of all IEP's will meet timelines.	
1.3	Local Assessments: Formative and Summative. Including but not limited to: i-Ready, and End of unit assessments: % of	23/24 36% in Math and 32% in ELS overall are proficient base on iReady assessments			60% overall are proficient base on iReady assessments	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students reaching benchmark Priority 8					
1.4	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.			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.	
1.5	CAASPP; % of students achieving a score of meeting grade level standards higher. Priority 4A	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.			All students will to increase their score points, resulting in a 10 point increase in both ELA and Math.	
1.6	SARC: Broad Course of Study: % of approved curriculum across all areas Priority 7	23/24 The district has 100% approved common core curriculum in the core subject areas.			The district will have 100% approved common core curriculum in the core subject areas.	
1.7	Williams Report & Sufficiency of materials Report. % of students who have access to standards aligned	23/24 100% All students have access to standards aligned material - text and online if available.			Maintain 100%	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	materials in text form an/or online. Priority 1B					
1.8	Certificated Teacher List: % of teachers appropriately assigned Priority 1A	23/24 100% of students were taught by a credentialed PE teacher.			Maintain 100%	
1.9	SARC: % of Teachers misassignment	23/24 100% of GESD teachers are appropriately assigned.			Maintain 100%	
1.10	EL Reclassification: % of students reclassified. Priority 4F	23/24 GESD has less than 11 students - data not displayed for privacy. There is one EL student enrolled at GESD.			Not/Applicable There are currently no EL students enrolled at GESD in 24/25 20% of the students will be reclassified annually.	

## Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Purchase Digital Learning Software Systems	Digital Learning Software System. Purchase -iReady to use for assessment and monitory students growth schoolwide.	\$8,420.00	No
1.2	Curriculum and Resources	Purchase Curriculum , Scholastic Supplemental and interventions materials	\$1,800.00	No
1.3	Health and Physical Education	Maintain Certificated PE teacher for PE instruction school-wide	\$81,786.60	No
1.4	Class Size Reduction	Maintain decrease in Class Size in primary grades: Funding source - Title II 5850	\$42,116.97	No
1.5	Intervention Support: Special Education Teacher	Hire Resource Specialist Teacher & Intervention support staff	\$34,354.80	No
1.6	Intervention Support Classroom	Paraprofessionals for Classroom Learning Support (Aides)	\$105,172.03	Yes
1.7	Career Technical Education (CTE)	GESD will support career exploration and career technical education (CTE) pathways.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
<b>1.8</b>	Off-Site Professional Development: Academic	Provide opportunities for Off-Site Professional Development to all staff in academic areas of need: Language Arts, Math, Science, Social Studies and other curriculum and standards aligned training.	\$10,000.00	No
<b>1.9</b>	Educator Effectives Funding (EE): Instructional Coaches	Provide for Instructional Coaches and other coaching opportunities to all staff as requested utilizing the EE Funding	\$39,421.34	No
<b>1.10</b>	SCOE SPED Professional Development	SCOE will provide Professional Development for Special Education Staff including Resource Teacher.	\$0.00	No
<b>1.11</b>	Digital Learning Software Systems	Digital Learning Software Systems : Purchase iReady Professional Development for staff	\$600.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	COMMUNICATIONS & PARENT/FAMILY ENGAGEMENT : Enhance School Climate and increase Parent and Student Engagement.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

<p>In line with our commitment to enhancing school climate and increasing parent and student engagement, Grenada Elementary School District will focus on improving communications and fostering meaningful connections between school and home. Through this collaborative effort, the ELA chose to prioritize Goal 1 for the following reasons:</p> <p>1. School Connectedness CHKS: GESD will provide a holistic education for students: academically, socially and emotionally as demonstrated by academic indicators, student leadership opportunities, social skill program data and discipline data. The middle school dropout rate average is ZERO students annually. However, school connectedness continues to be an area of concern identified on the student results of the California Healthy Kids Survey.Spring 2024 CHKS School Connectedness criteria had an Average Reporting for “Strongly agree” decreased by 4% from 61% in Spring 2022 to 57% in Spring 2024</p> <p>2. Attendance: Regular school attendance is vital to raising student achievement and sustaining state funding for the District. The current District attendance rate is 93.95% (as of 6/10/24 AERIES report) which was a decrease of 1.51% from 95.46% in 22/23. Additionally, the Chronic Absenteeism rate was 12.6% (22/23 CA Dashboard) and had decreased to 7.2% per AERIES report 6/10/24. That is a decrease of 5.4% however, the rate is still very high compared to our pre-pandemic CA rate.</p> <p>3. Suspension: There has been a slight decrease in suspensions this school year of .5%. The suspension rate was 7.2% in 22/23 per the CA Dashboard and decreased to 6.7% as of our 6/10/24 AERIES report. That is a decrease of .5% however, the rate is still very high compared to our pre-pandemic suspension rate of 2.9% per 18/19 CA Dashboard.</p> <p>•</p> <p>The Attendance rate, Chronic Absenteeism rate and Suspension rate indicate there is a continued need to improve the current attendance rate while at the same time decreasing suspension and chronic absenteeism rates.</p> <p>4.Survey respondents informed us that they value and would like the District to fund programs that will improve parent, student, and school involvement and communication:</p> <ul style="list-style-type: none"><li>• Include families in school decisions (79% Agree or Strongly Agree)</li></ul>
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- Offer community and family engagement opportunities (86% Agree or Strongly Agree)
- Communicate with families through multiple means (94% Agree or Strongly Agree)

5. Goal addresses the following State Priorities: Priority 3: Parental Involvement (Engagement), Priority 5: Pupil Engagement (Engagement), Priority 6: School Climate (Engagement).

To achieve this goal, we will:

To reduce suspension rates GESD will implement SEL programs to equip students with the skills to manage their emotions, build healthy relationships, and make responsible decisions. Strengthening students' social and emotional competencies can lead to a reduction in behaviors that often result in suspensions.

Key Strategies:

\*SEL Curriculum: Integrate an evidence-based SEL curriculum into the regular school schedule.

\*Counseling and Support Services: Provide access to school counselors, social workers, and psychologists who can offer additional support.

\*Staff Training: Train teachers and staff on SEL principles and how to incorporate them into daily interactions with students.

Implementation Plan:

1. Assessment and Planning:

\*Conduct a thorough assessment of current disciplinary practices and suspension data.

\*Identify specific areas where restorative practices, PBIS, and SEL can be integrated.

2. Professional Development:

\*Provide ongoing training for teachers, administrators, and staff on restorative practices, PBIS, and SEL.

\*Encourage staff buy-in by highlighting the benefits of these approaches for creating a positive school climate.

3. Monitoring and Evaluation:

\*Regularly monitor the implementation and effectiveness of these programs.

\*Use data to make adjustments and improvements as needed.

\*Celebrate successes and share positive outcomes with the school community.

By implementing these strategies, schools can create a supportive and inclusive environment that reduces the need for suspensions and promotes the well-being and success of all students.

To address communication, climate and engagement GES Will

\*Regular Two-Way Communication: Implement regular and transparent communication channels to ensure information flows effectively between the district, schools, classrooms, and families. This includes utilizing various communication platforms such as newsletters, emails, social media, and parent portals to keep families informed about school activities, events, and important updates.

\*Promotion of School Activities and Programs: Ensure that all families are aware of and students are actively engaged in school activities, programs, and support services. This may involve promoting events through multiple channels, providing clear information about extracurricular opportunities, and encouraging student participation in school-based initiatives.

\*Opportunities for Parent and Guardian Engagement: Provide multiple opportunities for parents and guardians to actively participate in committees, meetings, and trainings focused on equity, inclusion, and diversity. By involving families in decision-making processes and providing platforms for their input, we aim to foster a sense of ownership and collaboration within the school community.



**\*Maintain Positive Support:** Strive to maintain positive support from students, staff, parents/guardians, and the broader community for our district. This involves cultivating a welcoming and inclusive school culture where all stakeholders feel valued, respected, and heard. Additionally, seeking feedback regularly and responding proactively to concerns will help to strengthen relationships and build trust within the community.

Grenada Elementary School District is committed to providing 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:

- \*Data Analysis for Learning and SEL Needs:** Training will focus on equipping staff with the skills to effectively analyze student data to support both academic and social-emotional learning (SEL) needs. This training will enable educators to identify areas of growth and tailor instruction to meet the diverse needs of students.
- \*Developing a Collaborative Culture:** Staff will engage in professional development aimed at fostering a collaborative culture within the school community. By promoting teamwork and shared responsibility for student success, educators can work together to create a supportive learning environment.
- \*In addition to targeted training sessions,** all staff will participate in learning communities where they will collaboratively examine student academic and SEL data. This collaborative approach will allow educators to develop targeted lessons and interventions to increase student achievement and well-being.

By prioritizing professional development in these areas, Grenada Elementary School District aims to empower staff with the knowledge and skills necessary to create a supportive and equitable learning environment where all students can thrive.

Through these concerted efforts, Grenada Elementary School District aims to create a vibrant and supportive school environment where communication is open, engagement is high, and all members of the school community feel empowered to contribute 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	Aperture Assessment Ratings - % of students scoring as needing instruction Priority 6	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			50 % of the students self assessed as needing instruction in social competencies. Teacher ratings: 70% of students as rated by teachers needed instruction	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					in social competencies	
2.2	Student participation and attendance rates to extra curricular events and activities.% of eligible students provided the opportunity to participate	In 23/24 100% of eligible students have the opportunity to participate in extra-curricular activities. Will establish baseline for student participation rate during 24/25 as data becomes available.			100% of eligible students will have the opportunity to participate in extra-curricular activities. Increase student participation rate on average, 15% from year 1 outcome levels.	
2.3	Parent attendance at targeted school activities and events - % of students participating at identified events Priority 3	In 23/24 Participation rate for: Parent teacher conferences: 96% Back to School Night: 87% Open House: 66%			Increase the number of parent participants overall by 10%.	
2.4	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%			Decrease the GESD suspension rate by 4%.	
2.5	CA Dashboard: Expulsion rates % of students who are expelled Priority 6B	GESD has not had any expulsions in the 2023/24 school year.			Expulsion rate. maintain 0% expulsion rate.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Ca Dashboard: Chronic Absenteeism -% of students who are chronically absent Priority 5B	In 2022/23 GESD had 12.6% chronic absenteeism rate.			Decrease chronic absenteeism rate by 7.6%.	
2.7	Parent/Family Survey % of parents who participate in the annual survey Priority 3	In 2022/23 GESD had 73% survey participation rate.			Maintain/Increase parent/family survey rates by 2% while increasing specificity in the data.	
2.8	Lesson Plans: Social Emotional Learning (SEL)_ % of classes who participate in SEL lessons	In 23/24 30% of classes incorporated Social Skills will be lessons and activities			80% of classes incorporated Social Skills will be lessons and activities	
2.9	Ca Dashboard: Attendance Rates - Average Daily Attendance rates. (average % of students attending daily) Priority 5A	In 23/24 Average Daily Attendance Rate: 93.7%			Average Daily Attendance Rate: will be 95% or higher	
2.10	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.			Maintain 0% of Middle School students dropping out of school.	
2.11	Kindergarten Readiness Assessment Percent of Students meeting Ready rating Somewhat or Much More Ready (%)	In 23/24 Overall Results Somewhat or Much More Ready			In Kindergarten Readiness: Increase Much Less Ready by 10%	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Self Regulation 33% Scored Somewhat or Much More Ready Social Skills 33% Scored Somewhat or Much More Ready Academic Skills 55% Scored Somewhat or Much More Ready Physical Skills 22% Scored Somewhat or Much More Ready			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	

## Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.



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.

Not Applicable.

## 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)	\$4,900.00	No
2.3	Student Information System	Communication: Maintain current school student information system.	\$7,336.00	No
2.4	Counseling Services - On site	Fund on site School Counselor Title I	\$29,162.31	No
2.5	Counseling Services - Collaboration	Counseling Services: Collaboration with Siskiyou County Behavioral Health (SCBH) & Siskiyou County Office of Education (SCOE)	\$0.00	No
2.6	Wildcat Academy: Summer program	Maintain and expand our current summer program for students. Prioritizing Unduplicated Students.	\$50,907.87	No
2.7	Student After School Program: KinderFun	Fund Transitional Kindergarten (TK) and Kindergarten after-school enrichment program, prioritizing unduplicated students.	\$44,005.22	Yes
2.8	Student After School Program SAFE: Siskiyou After School for Everyone.	Fund SAFE: Siskiyou After School for Everyone grades 1-8. Prioritizing Unduplicated Students.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
<b>2.9</b>	On-Site Professional Development in MTSS	All staff will have the opportunity to complete the OCC MTSS Learning Modules.	\$0.00	No
<b>2.10</b>	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	\$15,324.75	Yes
<b>2.11</b>	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
<b>2.12</b>	Social Emotional Learning (SEL)	Paraprofessional to support Social Skills Classes	\$0.00	No
<b>2.13</b>	Counseling Services - On site	Fund on site School Counselor - General Fund	\$43,744.47	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Maintain SOUND FINANCE & INFRASTRUCTURE	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
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An explanation of why the LEA has developed this goal.

**SOUND FINANCE & INFRASTRUCTURE:** We maintain the public trust by providing high quality services and systems by using our resources efficiently and equitably. GESD is committed to ensuring human and fiscal resources are effectively managed in order to support every student's educational journey. To achieve and support Grenada Elementary School District's strategic goals, we are committed to procuring sustainable sources of operating and capital funding. This will enable us to provide safe, properly equipped, well-maintained, and updated facilities and infrastructure that align with our mission, strategic plan, and educational programs. Through this collaborative effort, the ELA chose to prioritize Goal 3 for the following reasons:

1. The District must maintain an adequate reserve to protect from major state funding shifts based upon the volatility of state educational funding in the past decade. The District will increase the reserve annually to continue to exceed the state minimum.
2. It is necessary to annually review all District resources and on-going expenditures in order to provide the best education and support programs. Current Williams reports show no negative facilities or instructional materials findings.
3. Goal addresses State Priority 1: Basic (Conditions of Learning) and Local Priority: Fiscal Stability

Our approach includes:

- \*Facilities and Infrastructure Maintenance: We prioritize the safety and functionality of our facilities and infrastructure. By ensuring regular maintenance and updates, we create environments conducive to learning and growth for our students and staff.
- \*Proactive Fiscal Planning: We employ proactive fiscal planning strategies to ensure the long-term sustainability of our district. This involves analyzing key financial drivers and levers to develop comprehensive, forward-looking projections that guide our budgetary decisions and resource allocations.
- \*Exploration of Funding Opportunities: We continuously explore various funding opportunities, including grants and bonds, to modernize, maintain, and reconstruct our facilities based on educational specifications. By leveraging external funding sources, we can enhance our facilities and infrastructure to better support the evolving needs of our educational programs.

Through these efforts, Grenada Elementary School District is committed to providing an optimal learning environment that fosters the success and well-being of our students, staff, and community. We recognize the importance of strategic financial planning and resource

allocation in achieving our mission and fulfilling our commitment to excellence in education. Implementing the actions below and measuring progress using the identified metrics will support GESD in achieving our goal of Sound Finance and Infrastructure.

## 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			Maintain Good to Excellent rating on annual report	
3.2	Staff to Student ratios: Adjust services and instructional support commensurate with enrollment changes.	In 23/24 maintained Staffing ratios are reconciled for certificated and 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	
3.3	Reserves: Maintain prudent levels of reserves for long-term financial solvency. at 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			Ensure reserves provide the necessary cash flow for financial obligations, including pensions, economic uncertainty, and ongoing	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		changes in revenues and expenditures			maintenance and facilities needs. Maintain 17% Reserves	
3.4	Positive Budget Certification: Provide annual budget assumptions and maintain reserves. Maintain a positive certification on the annual budget.	In 23/24 achieved a Positive Budget Certification: Provide budget revisions as needed which reflect current year and multiyear projections that support student learning with sustainable			Maintain a Positive Budget Certification: annually Ensure revenues, cash 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	In 23/24 GES has contracted with Jack Schrader to update and Revise the current FMP.			Projects identified and prioritized in the Facilities Master Plan will be in progress. With a completion rate of 80% per year.	
3.6						
3.8						

## Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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.	\$0.00	No
3.2	SCOE CO-Op	Contract with SCOE for CO-Op Support Services	\$2,250.00	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 [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$211,737	\$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
9.979%	0.000%	\$0.00	9.979%

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	<p><b>Action:</b> Intervention Support Classroom</p> <p><b>Need:</b> CAASPP results indicate a need for additional classroom intervention and support.</p> <p>The 2023 SBAC (Smarter Balanced Assessment Consortium) data highlights a significant achievement gap between the</p>	<p>This action aims to mitigate learning loss from recent years and bolster early literacy efforts.</p> <p>How the Action Addresses the Needs of Unduplicated Pupils:</p> <p>The inclusion of paraprofessionals in classrooms specifically targets the educational needs of unduplicated students (those who are socio-economically disadvantaged, English learners, or foster youth) by providing additional support and</p>	<p>iReady assessment results</p> <p>CAASPP assessment results</p>

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
	<p>general student population and targeted student groups. Specifically:</p> <p>In ELA (English Language Arts), 33.58% of GESD students (grades 3-8) are proficient or above, compared to 26.98% of socio-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%.</p> <p><b>Scope:</b> LEA-wide</p>	<p>personalized instruction. These aides assist teachers in delivering differentiated instruction tailored to the needs of these students, thereby addressing their unique challenges and helping to close the achievement gap. For instance, paraprofessionals can offer targeted interventions, support small group instruction, and provide one-on-one assistance, all of which are crucial for unduplicated pupils who may require more intensive support to reach proficiency.</p> <p>Why It Is LEA-Wide:</p> <p>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 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.</p> <p>How does it address needs:</p> <p>The action of hiring paraprofessionals for classroom learning support (aides) addresses several critical needs within Grenada Elementary</p>	



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		<p>School District and is provided on a schoolwide basis for the following reasons:</p> <p><b>*Addressing Student Needs:</b> 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.</p> <p><b>*Increasing Student Engagement:</b> 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.</p> <p><b>*Improving Teacher Effectiveness:</b> 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</p>	

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
		<p>students by fostering a more supportive and effective learning environment.</p> <p><b>*Promoting Inclusion and Equity:</b> 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.</p> <p>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.</p>	
2.7	<p><b>Action:</b> Student After School Program: KinderFun</p> <p><b>Need:</b> 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.</p> <p>The results indicated that:</p>	<p>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</p>	<p>Aperture Rating Results Kindergarten Readiness Assessment Rating Scale</p>

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
	<p>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: 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.</p> <p>This data underscores the urgent need to enhance readiness skills among all students, with a particular focus on SED students who are disproportionately affected.</p> <p>Commonly identified social-emotional needs for incoming transitional kindergarten (TK) and kindergarten students include:</p> <p>1. Developing Self-Regulation: Emotional Control: Learning to manage and express emotions appropriately.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>3. Enhancing Communication Skills: Expressing Needs and Feelings: Through structured activities and teacher-led discussions, children learn to express their needs and feelings</p>	

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	<p>Impulse Control: Developing the ability to wait for their turn and follow directions.</p> <p>Calming Techniques: Using strategies to calm down when upset or frustrated.</p> <p>2. Building Social Skills:</p> <p>Sharing and Taking Turns: Understanding the importance of sharing resources and waiting for their turn during activities.</p> <p>Making Friends: Learning to initiate and maintain friendships, including starting conversations and joining in play.</p> <p>Cooperation: Working effectively with peers in group settings.</p> <p>3. Enhancing Communication Skills:</p> <p>Expressing Needs and Feelings: Being able to communicate needs, desires, and emotions verbally.</p> <p>Listening Skills: Developing the ability to listen attentively and follow instructions.</p> <p>4. Increasing Independence:</p> <p>Self-Care Skills: Managing basic self-care tasks such as dressing, toileting, and eating independently.</p> <p>Problem-Solving: Developing the ability to solve simple problems on their own or with minimal assistance.</p> <p>5. Fostering a Sense of Security:</p> <p>Separation Anxiety: Adjusting to being away from primary caregivers and feeling secure in the school environment.</p> <p>Routine and Structure: Understanding and adapting to the daily routine and classroom rules.</p> <p>6. Developing Empathy and Understanding:</p>	<p>verbally. This is particularly important for unduplicated students who may not have as many opportunities to practice these skills at home.</p> <p>Listening Skills: Activities that require following directions and participating in group discussions help children develop their listening skills.</p> <p>4. Increasing Independence:</p> <p>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.</p> <p>Problem-Solving: Enrichment activities often include problem-solving tasks that encourage children to think critically and independently.</p> <p>5. Fostering a Sense of Security:</p> <p>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.</p> <p>Routine and Structure: The after-school program reinforces daily routines and structures, helping children feel more secure and understand what to expect.</p> <p>6. Developing Empathy and Understanding:</p> <p>Recognizing Emotions in Others: Activities such as role-playing and collaborative projects help children recognize and respond to the emotions of their peers.</p> <p>Conflict Resolution: The program can include lessons on conflict resolution and cooperative play, which teach children how to handle disagreements constructively.</p>	



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	<p>Recognizing Emotions in Others: Learning to identify and respond to the emotions of peers and adults.</p> <p>Conflict Resolution: Managing conflicts and disagreements in a positive and constructive manner.</p> <p>7. Boosting Self-Esteem and Confidence: Positive Self-Image: Building a sense of self-worth and confidence in their abilities.</p> <p>Encouragement and Praise: Responding positively to encouragement and praise from teachers and peers.</p> <p>8. Adjusting to the School Environment: Following Directions: Learning to follow multi-step instructions from teachers.</p> <p>Adaptability: Adjusting to new routines, environments, and social settings.</p> <p>9. Engaging in Play and Learning: Participating in Play: Engaging in both solitary and group play activities that promote learning and social interaction.</p> <p>Curiosity and Exploration: Encouraging curiosity and a willingness to explore new concepts and environments.</p> <p>10. Understanding and Respecting Diversity: Cultural Awareness: Developing an understanding and appreciation of diversity in the classroom.</p> <p>Respect for Differences: Learning to respect and celebrate differences among peers.</p> <p>Addressing these social-emotional needs is crucial for the overall development and well-being of TK and kindergarten students.</p> <p>Providing a supportive and nurturing environment helps them build a strong</p>	<p>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.</p> <p>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.</p> <p>8. Adjusting to the School Environment: Following Directions: Structured activities and games help children practice following directions in a fun and engaging way.</p> <p>Adaptability: The program offers varied activities that require children to adapt to new tasks and environments, fostering flexibility and resilience.</p> <p>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.</p> <p>Curiosity and Exploration: Enrichment programs often include exploratory activities that stimulate curiosity and encourage children to engage with new concepts.</p> <p>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.</p>	

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	<p>foundation for future learning and social interactions.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Respect for Differences: Through diverse group activities, children learn to appreciate and respect differences among their peers.</p> <p>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.</p> <p>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</p>	

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		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	<p><b>Action:</b> Professional Development: SEL Training</p> <p><b>Need:</b> Aperture Ratings indicate: Based on data, the need for socio-emotional learning (SEL) instruction is evident: *59% of all students self-assessed as needing instruction in social competencies. *72% 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. *93% of SED students were rated by teachers as needing instruction in social competencies.</p> <p>Suspension Rates from 22/23 CA Dashboard: Target NTE 3%</p> <table><tr><td>Group</td><td>Suspension Rate</td><td>Change</td></tr><tr><td>All</td><td>7.20%</td><td>+4.30%</td></tr><tr><td>SED</td><td>7.30%</td><td>+5.00%</td></tr><tr><td>White</td><td>8.00%</td><td>+4.70%</td></tr></table> <p>This data indicates that the suspension rates for all students, socio-economically disadvantaged (SED) students, and White students have all increased significantly, exceeding the target of not exceeding 3%.</p>	Group	Suspension Rate	Change	All	7.20%	+4.30%	SED	7.30%	+5.00%	White	8.00%	+4.70%	<p>How the Action Addresses the Needs of Unduplicated Pupils:</p> <p>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.</p> <p>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:</p> <p>*Identify and address the specific socio-emotional needs of unduplicated students. *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.</p> <p>The action of providing Social-Emotional Learning (SEL) training on a schoolwide or LEA-wide basis</p>	Aperture Assessment Ratings, Annual report of students serviced and supports provided Suspension Rates: Annual Report
Group	Suspension Rate	Change													
All	7.20%	+4.30%													
SED	7.30%	+5.00%													
White	8.00%	+4.70%													

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	<p>This data highlights a pronounced need for SEL support, particularly among unduplicated pupils, to enhance their social competencies.</p> <p><b>Scope:</b> LEA-wide</p>	<p>addresses several critical needs within Grenada Elementary School District:</p> <p>*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.</p> <p>*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.</p> <p>*Improving Teacher Effectiveness: SEL training enhances teacher effectiveness by providing 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.</p>	



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		<p>*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.</p> <p>Why It Is LEA-Wide:</p> <p>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:</p> <ul style="list-style-type: none"> <li>8Improved social competencies among students can lead to a more positive and productive school climate.</li> <li>8Enhanced teacher-student relationships can result in better classroom management and academic outcomes.</li> </ul> <p>*A strong foundation in socio-emotional skills supports students' ability to navigate challenges, work collaboratively, and engage more fully in their learning.</p> <p>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</p>	

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		<p>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.</p> <p>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.</p>	
2.11	<p><b>Action:</b> Professional Development: SEL Training</p> <p><b>Need:</b> Aperture data, which is a SEL competency rating program, indicates a significant need for socio-emotional learning (SEL) instruction: *59% of all students self-assessed as needing instruction in social competencies. *72% 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. *93% of SED students were rated by teachers as needing instruction in social competencies.</p>	<p>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:</p> <ul style="list-style-type: none"> <li>*Recognize and address the specific socio-emotional needs of unduplicated students.</li> <li>*Implement SEL strategies and interventions that are specifically designed to assist unduplicated pupils in developing their social competencies.</li> <li>*Create a more supportive and inclusive classroom environment that enhances the well-</li> </ul>	Aperture Ratings and and SEL Lesson plans - the percent of classrooms incorporating SEL Lesson Plans

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	<p>This data underscores the urgent requirement for SEL support, particularly among unduplicated pupils, to improve their social competencies.</p> <p><b>Scope:</b> LEA-wide</p>	<p>being and academic success of unduplicated pupils.</p> <p>1. How the Action Addresses the Needs of Unduplicated Pupils:</p> <p>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:</p> <p>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.</p> <p>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.</p> <p>Integrated SEL Across the Curriculum: The training encourages staff to integrate SEL into their everyday teaching practices. This holistic approach ensures that unduplicated pupils receive</p>	

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
		<p>consistent SEL support throughout their school day, helping them develop the skills needed to succeed both academically and personally.</p> <p>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.</p> <p>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.</p> <p>2. Why the Program is Provided on an LEA-wide Basis:</p> <p>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:</p> <p>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 instruction provided to all students, including unduplicated pupils.</p>	



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
		<p>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.</p> <p>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.</p> <p>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.</p> <p>Why It Is LEA-Wide:</p> <p>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:</p> <p>*Improved social competencies can contribute to a more positive and harmonious school climate.</p>	

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
		<p>*Strengthened teacher-student relationships can lead to better classroom management and improved academic performance.</p> <p>*A solid foundation in socio-emotional skills equips students to handle challenges, work effectively with others, and engage more fully in their learning.</p> <p>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.</p> <p>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 a valuable component of GESD's efforts to enhance student success and equity.</p>	

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												
2.13	<p><b>Action:</b> Counseling Services - On site</p> <p><b>Need:</b> Aperture data, which is a SEL competency rating program, indicates a significant need for socio-emotional learning (SEL) instruction: *59% of all students self-assessed as needing instruction in social competencies. *72% 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. *93% of SED students were rated by teachers as needing instruction in social competencies.</p> <p>This data indicates that the suspension rates for all students, socio-economically disadvantaged (SED) students, and White students have all increased significantly, exceeding the target of not exceeding 3%. Suspension Rates from 22/23 CA Dashboard: Target NTE 3%</p> <table><tr><td>Group</td><td>Suspension Rate</td><td>Change</td></tr><tr><td>All</td><td>7.20%</td><td>+4.30%</td></tr><tr><td>SED</td><td>7.30%</td><td>+5.00%</td></tr><tr><td>White</td><td>8.00%</td><td>+4.70%</td></tr></table> <p>This data underscores the urgent need for SEL support, particularly among unduplicated pupils, to improve their social competencies.</p>	Group	Suspension Rate	Change	All	7.20%	+4.30%	SED	7.30%	+5.00%	White	8.00%	+4.70%	<p>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.</p> <p>Funding an on-site school counselor directly addresses the socio-emotional learning (SEL) needs of unduplicated pupils, which include socio-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.</p> <p>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:</p>	<p>Aperture Assessment Ratings, Annual report of students serviced and supports provided Suspension Rates: Annual Report</p>
Group	Suspension Rate	Change													
All	7.20%	+4.30%													
SED	7.30%	+5.00%													
White	8.00%	+4.70%													

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
	<b>Scope:</b> LEA-wide	<p>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 background or circumstances, can access the support they need.</p> <p>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.</p> <p>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.</p> <p>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</p>	



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
		<p>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.</p> <p>5. Promotion of Positive School Climate: Counseling services provided on-site contribute to 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.</p> <p>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.</p> <p>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:</p>	

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
		<p>*Enhance the overall effectiveness of SEL instruction, providing all students with improved opportunities to develop social competencies.</p> <p>*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.</p> <p>*Contribute to better classroom management and a more supportive learning environment, benefiting the entire student body.</p> <p>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.</p> <p>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.</p>	

**Limited Actions**

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

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

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

# 2024-25 Total 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	2,121,763	211,737	9.979%	0.000%	9.979%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Totals	\$409,115.21	\$93,024.84	\$0.00	\$29,162.31	\$531,302.36

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	L
1	1.1	Purchase Digital Learning Software Systems	All	No			All Schools	24/25 - 26/27	\$0.00	\$8,420.00	
1	1.2	Curriculum and Resources	All	No			All Schools	24/25 - 26/27	\$0.00	\$1,800.00	
1	1.3	Health and Physical Education	All	No			All Schools	24/25 - 26/27	\$81,786.60	\$0.00	\$
1	1.4	Class Size Reduction	All	No			All Schools	24/25 - 26/27	\$42,116.97	\$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	\$
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	\$105,172.03	\$0.00	\$
1	1.7	Career Technical Education (CTE)	All	No			All Schools	24/25 - 26/27	\$0.00	\$0.00	
1	1.8	Off-Site Professional Development: Academic	All	No			All Schools	24/25	\$0.00	\$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	L
2	2.2	School Application and Website	All	No			All Schools	24/25-26/27	\$0.00	\$4,900.00	
2	2.3	Student Information System	All	No			All Schools	24/25-26/27	\$0.00	\$7,336.00	
2	2.4	Counseling Services - On site	All	No			All Schools	24/25-26/27	\$29,162.31	\$0.00	
2	2.5	Counseling Services - Collaboration	All	No			All Schools	24/25	\$0.00	\$0.00	
2	2.6	Wildcat Academy: Summer program	All	No			All Schools	24/25-26/27	\$50,907.87	\$0.00	
2	2.7	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	\$44,005.22	\$0.00	\$
2	2.8	Student After School Program SAFE: Siskiyou After School for Everyone.	All	No			All Schools	24/25-26/27	\$0.00	\$0.00	
2	2.9	On-Site Professional Development in MTSS	All	No			All Schools	24/25	\$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	\$15,324.75	\$0.00	\$
2	2.11	Professional Development: SEL Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24/25	\$10,000.00	\$0.00	\$
2	2.12	Social Emotional Learning (SEL)	All	No			All Schools	24/25-26/27	\$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	L
3	3.3	Fiscal Viability	All	No			All Schools	24/25 - 26/27	\$0.00	\$0.00	
4	4.2								\$0.00	\$0.00	

## 2024-25 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
2,121,763	211,737	9.979%	0.000%	9.979%	\$218,246.47	0.000%	10.286 %	<b>Total:</b>	\$218,246.47
								<b>LEA-wide Total:</b>	\$218,246.47
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$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	\$105,172.03	
2	2.7	Student After School Program: KinderFun	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$44,005.22	
2	2.8	Student After School Program SAFE: Siskiyou After School for Everyone.				All Schools	\$0.00	
2	2.10	Professional Development: SEL Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,324.75	
2	2.11	Professional Development: SEL Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
2	2.13	Counseling Services - On site	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$43,744.47	



# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$687,347.00	\$516,359.01

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	On-Site Professional Collaboration Grade Level Meetings	No	\$0.00	\$0.00
1	1.2	Technology for Learning Hub	Yes	\$0.00	\$0.00
1	1.3	Technology Support Services	No	\$20,879.00	\$20,491.14
1	1.4	1:1 Device Ratio	No	\$35,852.00	\$27,584.75
1	1.5	Curriculum	No	\$11,653.00	\$1,733.69
1	1.6	Master Schedule- No Cost	Yes	\$0.00	\$0.00
1	1.7	Health and Physical Education	No	\$96,760.00	\$87,529.28
1	1.8	SAFE: Siskiyou After School for Everyone	No	\$8,986.00	\$42,982.05
2	2.1	On-Site Professional Development	Yes	\$56,780.00	\$0.00
2	2.2	Off-Site Professional Development	No	\$20,000.00	3,080.88
2	2.3	MTSS Team Meetings	Yes	\$0.00	\$0.00



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Professional development in SEL such as: Trauma Informed Practices, Restorative Justice	No	\$0.00	\$0.00
2	2.5	Instructional Coaches	No	\$13,563.00	\$3,000.00
2	2.6	Special Education Training	No	\$0.00	\$0.00
2	2.7	Digital Learning Software Systems Training	No	\$2,000.00	\$2,000.00
3	3.1	Parent Classes and Resources	Yes	\$0.00	\$0.00
3	3.2	Student Information System	No	\$6,882.00	\$7,336.10
3	3.3	Parent Liaison	Yes	\$0.00	\$0.00
3	3.4	School Counselor	Yes	\$82,425.00	\$89,404.53
3	3.5	SCOE CO-Op	No	\$2,350.00	\$2,250.00
3	3.6	PBIS Coordinator	Yes	\$0.00	\$0.00
3	3.7	Apptegy GES App	No	\$4,900.00	\$4,900.00
3	3.8	Counselor	Yes	\$0.00	\$0.00
3	3.9	Social Skills Class	Yes	\$58,922.00	\$38,228.64

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	3.10	Facilities Upgrades and Repairs	No	\$60,000.00	\$43,750.00
4	4.1	Master Schedule	No	\$0.00	\$0.00
4	4.2	Decrease Class Size Title II	Yes	\$42,640.00	\$40,836.57
4	4.3	Target Time	Yes	\$0.00	\$0.00
4	4.4	Intervention Staff	Yes	\$36,566.00	\$27,758.88
4	4.5	Learning Lab	Yes	\$0.00	\$0.00
4	4.6	Classroom Learning Support	Yes	\$55,837.00	\$35,121.75
4	4.7	Tutoring	Yes	\$0.00	\$0.00
4	4.8	Summer Academic Program	Yes	\$56,452.00	\$24,470.75
4	4.9	UPK/Transitional Kindergarten Program	No	\$0.00	\$0.00
4	4.10	Digital Learning Software Systems	No	\$13,900.00	\$13,900.00
4	4.11	IEP Program Monitoring	No	\$0.00	\$0.00

## 2023-24 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)
\$188,797	\$233,750.00	\$190,513.80	\$43,236.20	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	1.2	Technology for Learning Hub	Yes	\$0.00	0		
1	1.6	Master Schedule- No Cost	Yes	\$0.00	0		
2	2.1	On-Site Professional Development	Yes				
2	2.3	MTSS Team Meetings	Yes	\$0.00	0		
3	3.1	Parent Classes and Resources	Yes	\$0.00	0		
3	3.3	Parent Liaison	Yes	\$0.00	0		
3	3.4	School Counselor	Yes	\$82,425.00	\$89,404.53		
3	3.6	PBIS Coordinator	Yes	\$0.00	0		
3	3.8	Counselor	Yes	\$0.00	0		
3	3.9	Social Skills Class	Yes	\$58,922.00	\$38,228.64		
4	4.2	Decrease Class Size Title II	Yes	\$0.00	\$0.00		
4	4.3	Target Time	Yes	\$0.00	0		
4	4.4	Intervention Staff	Yes	\$36,566.00	\$27,758.88		



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)
4	4.5	Learning Lab	Yes	\$0.00	0		
4	4.6	Classroom Learning Support	Yes	\$55,837.00	\$35,121.75		
4	4.7	Tutoring	Yes	\$0.00	0		
4	4.8	Summer Academic Program	Yes	\$0.00	\$0.00		



## 2023-24 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)
\$2,071,615	\$188,797	0	9.114%	\$190,513.80	0.000%	9.196%	\$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](mailto: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 52064(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.

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.

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.
- 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.

### 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**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);
  - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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 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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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

- 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.
- 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.

- 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.

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

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 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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