LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: General Shafter Elementary School District

CDS Code: 15 63487 6009534

School Year: 2021-22

LEA contact information:
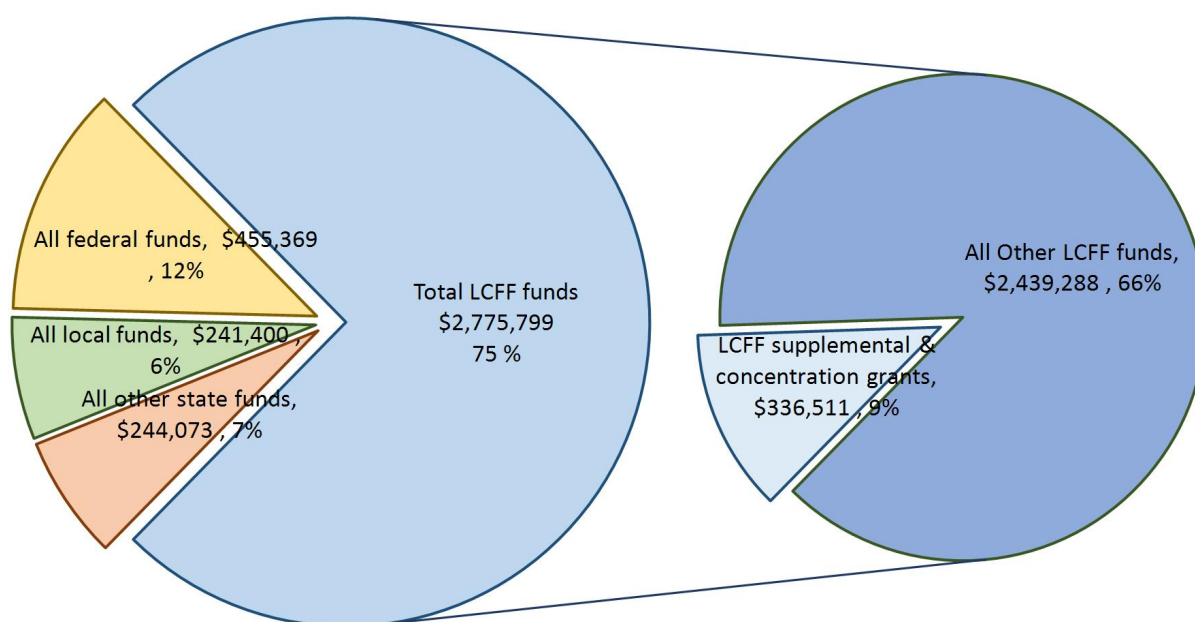
Mr. Chris Salyards

Superintendent

chriss@generalshafter.org

(661) 837-1931

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 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $455,369, 12%

All local funds, $241,400, 6%

All other state funds, $244,073, 7%

Total LCFF funds $2,775,799 75 %

All Other LCFF funds, $2,439,288 , 66%

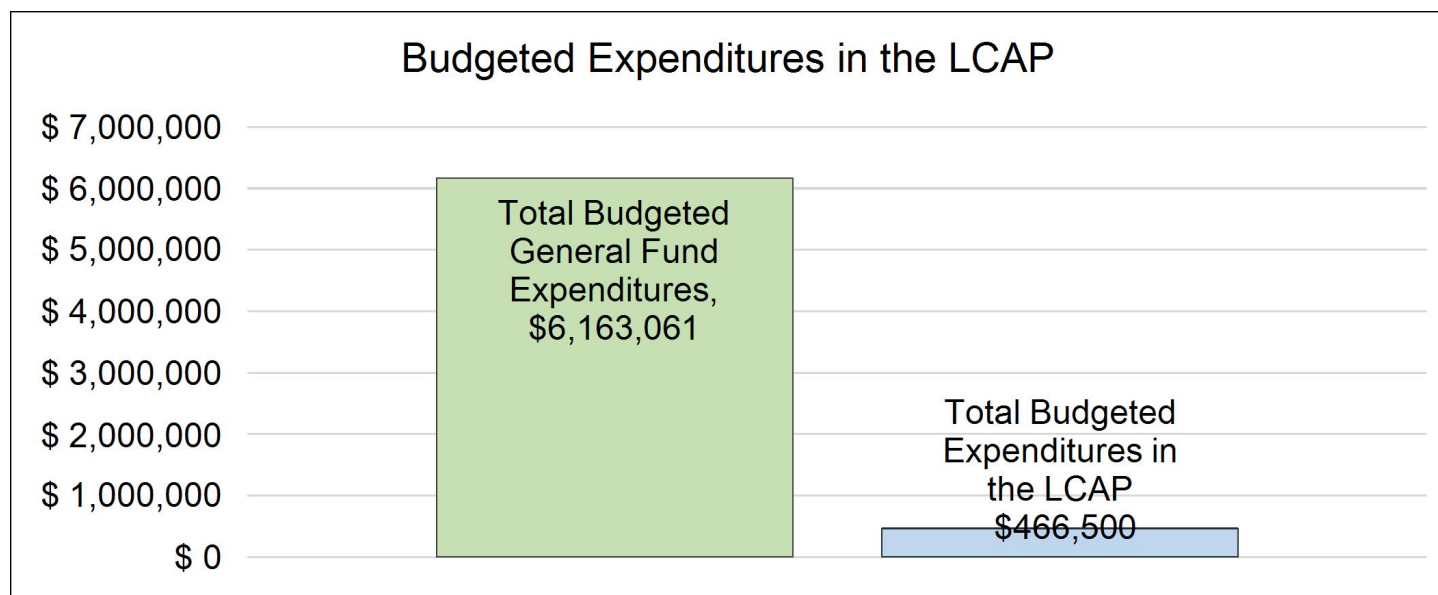LCFF supplemental & concentration grants, $336,511 , 9%

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

The total revenue projected for General Shafter Elementary School District is $3,716,641, of which $2,775,799 is Local Control Funding Formula (LCFF), $244,073 is other state funds, $241,400 is local

funds, and $455,369 is federal funds. Of the $2,775,799 in LCFF Funds, $336,511 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $6,163,061

Total Budgeted Expenditures in the LCAP $466,500

This chart provides a quick summary of how much General Shafter Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

General Shafter Elementary School District plans to spend $6,163,061 for the 2021-22 school year. Of that amount, $466,500 is tied to actions/services in the LCAP and $5,696,561 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund expenditures not in the LCAP are - Salaries and Benefits for Certificated, Classified, Confidential and Administrative staff. Books and supplies purchased for regular education purposes and other outgo such as utilities are not included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, General Shafter Elementary School District is projecting it will receive $336,511 based on the enrollment of foster youth, English learner, and low-income students. General Shafter Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. General Shafter Elementary School District plans to spend $338,000 towards meeting this requirement, as described in the LCAP.

The following actions were created within Goal 1 with these needs, conditions, and circumstances in mind as well as input from our stakeholders. General Shafter believes these actions will increase and or improve services for Foster Youth, English Learners, and Low-Income Students.

Supplemental Curriculum and Assessment Tools
Goal 1: Action 2, which provides for purchasing of supplemental curriculum and assessment tools. General Shafter will purchase supplemental resources in the area of math, reading and EL. Resources are intended to obtain quality data to provide services for better outcomes.

This is a new action. This action is intended to provide an intervention curriculum to support math, reading, and EL. Assessment tools are purchased to provide quality data so we can provide accurate support to our students. While this action is an LEA-Wide Action and all students will benefit from this, we believe that this will close the achievement gap that exists with Foster Youth, English Learners, and Low-Income by increasing the rate of growth as outlined in our state priority metrics.

Professional Development and Support
Goal 1: Action 4, which provides professional development in the area of CCSS and ELD is being continued from 2017-2020 LCAP. This action has been proven to be effective based on trend data from 2017 -20120 which indicate an increase in English Learner Reclassification Rate, Achievement scores on State Assessments as indicated on the California Dashboard.
This action is intended to provide continued training and staff development for staff to utilize the best research based practices with state standards. The action will also incorporate a districtwide data system to be used to measure student progress on local assessments and provide supplemental classroom materials to support the core program when students struggle with academic standards. By providing this action, it will be effective in meeting the goal of our district because staff will have the opportunity to continue learning Common Core Grade level standards and use data to analyze student learning. We will measure the effectiveness of this action by utilizing local benchmark data and state assessment results. While this action is an LEA-Wide Action and all students will benefit from this, we believe that this will close the achievement gap that exists with Foster Youth, English Learners, and Low-Income by increasing the rate of growth as outlined in our state priority metrics.

The following actions were created within Goal 2 with these needs, conditions, and circumstances in mind as well as input from our stakeholders. General Shafter believes these actions will increase and or improve services for Foster Youth, English Learners, and Low-Income Students.

Attendance Campaign and Incentive Program
Goal 2: Action 1, This is a new action and will provide a detailed Attendance Campaign and Incentive Program along with promotional items to create a positive outcome to increase better attendance rates and lower our chronic absenteeism rate. We will measure the effectiveness of this action by utilizing local benchmark data and state assessment results. While this action is an LEA-Wide Action and all students will benefit from this, we believe that this will close the achievement gap that exists with Foster Youth, English Learners, and Low-Income by increasing the rate of growth as outlined in our state priority metrics.

Elementary Physical Education Instructor
Goal 2: Action 5, This is a new action and will allow General Shafter School District the ability to develop healthy students throughout the district and improve pupil outcomes on fitness tests. GSESD will maintain a standardized Elementary Physical Education program. Trained staff will provide targeted assistance to low income, English learners, and Foster Youth, groups who are more likely to have limited participation in physical activity. According to the U.S. Dept. of Health, there is a strong relationship between family income and physical activity, with low income families being the most sedentary.
The effectiveness of this action will be measured by local fitness scores at GSESD and the state fitness test when reinstated. We will measure the effectiveness of this action by utilizing local benchmark data and state assessment results. While this action is an LEA-Wide Action and all students will benefit from this, we believe that this will close the achievement gap that exists with Foster Youth, English Learners, and Low-Income by increasing the rate of growth as outlined in our state priority metrics.

School Psychologist

Goal 2: Action 10, This is a new action and will provide General Shafter the ability to hire one part-time District Psychologist to monitor the Response to Intervention Program, and to provide additional support to students, families, and staff in the area of School Attendance, Trauma Informed Care, and Social Emotional Learning. We will measure the effectiveness of this action by utilizing local benchmark data and state assessment results. While this action is an LEA-Wide Action and all students will benefit from this, we believe that this will close the achievement gap that exists with Foster Youth, English Learners, and Low-Income by increasing the rate of growth as outlined in our state priority metrics.

Translation services for advisory meetings, mailings, and other informational material
Goal 2: Action 12, This is a new action and will allow for translation services to serve our families who do not speak the English language. We will measure the effectiveness of this action by utilizing local benchmark data, state assessment results as well as surveys and sign in sheets. While this action is an LEA-Wide Action and all students will benefit from this, we believe that this will close the achievement gap that exists with Foster Youth, English Learners, and Low-Income by increasing the rate of growth as outlined in our state priority metrics.

The following actions were created within Goal 2 with these needs, conditions, and circumstances in mind as well as input from our stakeholders. General Shafter believes these actions will increase and or improve services for English Learners,
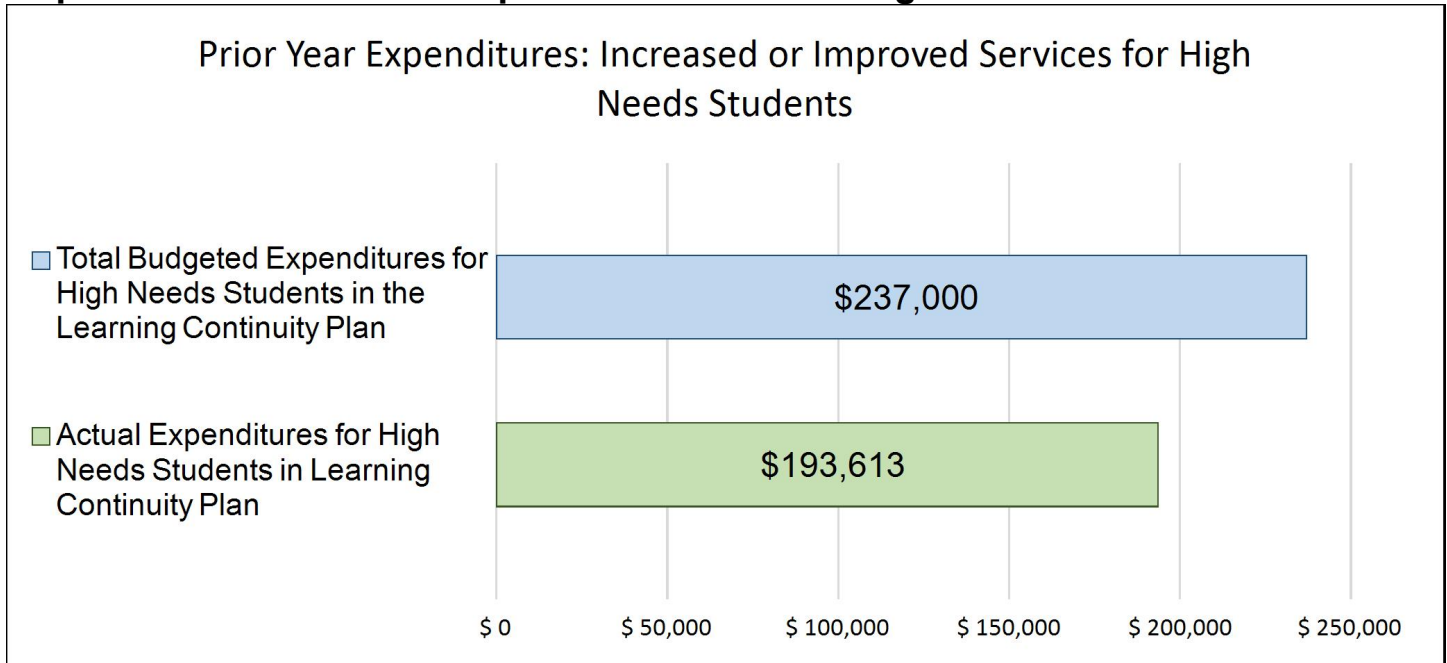
Intervention Specialist
Goal 1: Action 1, This new action will allow the district to hire an intervention specialist to provide reading, math and EL intervention to all TIER 2 or Tier 3 students. We will measure the effectiveness of this action by utilizing local benchmark data and state assessment results. While this action is an LEA-Wide Action we believe that this will close the achievement gap for English Learners, by increasing the rate of growth as outlined in our state priority metrics.

ELA, MATH, ELD Intervention Aids
Goal 1: Action 5, This new action will allow the district to retain one intervention aide, and hire one intervention aide to assist classroom teachers with reading, math and EL intervention.. We will measure the effectiveness of this action by utilizing local benchmark data and state assessment results. While this action is an LEA-Wide Action we believe that this will close the achievement gap for English Learners, by increasing the rate of growth as outlined in our state priority metrics.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21

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

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $237,000

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan — $193,613

(axis: $0, $50,000, $100,000, $150,000, $200,000, $250,000)

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

In 2020-21, General Shafter Elementary School District's Learning Continuity Plan budgeted $237,000 for planned actions to increase or improve services for high needs students. General Shafter Elementary School District actually spent $193,613 for actions to increase or improve services for high needs students in 2020-21.

In areas of In-person instructional offerings, Distance Learning program and Pupil learning loss most of our actions we were able to implement fully except for transportation areas of assessment. During the development process for the Learning Continuity and Attendance Plan we developed and presented a plan estimates as many of the areas we were developing for the first time. Due to COVID-19 protocols we put together a budget with many unknowns, unused budgeted expenditures will be realized in our General fund.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
General Shafter Elementary School District	Mr. Chris Salyards Superintendent	chriss@generalshafter.org (661) 837-1931

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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Goal 1

The district will provide families with opportunities for parent training, picnic days, art shows, science fairs, as well as opportunities for input into district wide decision making, and high level of customer service to Stakeholders, Parents, Students and Staff. Progress will be measured by surveys, attendance logs, and attendance at other school events.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                     Priority 5: Pupil Engagement (Engagement)
                     Priority 6: School Climate (Engagement)
                     Priority 7: Course Access (Conditions of Learning)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority: #3 - Parent Involvement (A) Efforts to seek parent input in making decisions for district and school sites. **19-20** 3A. 100% of families will be actively involved in school activities and school decision making based upon surveys, parent club, and other school events. Measurement of parent participation will be done by amount of parents showing up to events via sign in sheets and surveys turned into the school. **Baseline** By 2018 80% of district families will be actively involved in school events as measured by surveys parent club logs and attendance at other school events. 3A. 80% of families will be actively involved in school activities and school decision making based upon surveys, parent club, and other school events.	80% of district families was actively involved in school events as measured by surveys parent club logs and attendance at other school events. 3A. 80% of families were actively involved in school activities and school decision making based upon surveys, parent club, and other school events.
Metric/Indicator Priority #3- Parent Involvement (B) How district promotes participation of parents for unduplicated pupils.	3B. The school district sent flyers, emails, text, and phone trees to 100% of parents including parents of unduplicated pupils.

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Expected	Actual
19-20 3B. 100% of families will be actively involved due to The school district sending flyers, emails, text, and phone trees to parents of all students including unduplicated pupils. **Baseline** 3B. The school district will send flyers, emails, text, and phone trees to parents of all students including unduplicated pupils.	
Metric/Indicator Priority #3 - Parent Involvement (C) How district promotes participation of parents for pupils with exceptional needs. **19-20** 3C. 100% of families will be actively involved due to General Shafter School district sending flyers, text, emails and phone trees to parents of individuals with exceptional needs. **Baseline** 3C. The General Shafter School district will send flyers, text, emails and phone trees to parents of individuals with exceptional needs.	3C. The General Shafter School district sent flyers, text, emails and phone trees to 100% of parents of individuals with exceptional needs.
Metric/Indicator Priority: #5 - Pupil Engagement (A) School attendance rates. as measured by CA Dashboard **19-20** 5A General Shafter wants to improve an attendance rate of at least 90% as measured by CA Dashboard **Baseline** 5A General Shafter wants to maintain an attendance rate of at least 90% as measured by CA Dashboard	5A General Shafter reduced an attendance rate from 88.7% to 87.5% as measured by Local SIS data.
Metric/Indicator Priority: #5 - Pupil Engagement (B) Chronic absenteeism rates. **19-20** 5B Chronic Absenteeism: Increased to 13.5% from 1.3% for all students as measured by CA Dashboard	5B Chronic Absenteeism: Increased from 12.3% to 13.5% as measured by 2019 CA Dashboard

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Expected	Actual
Baseline 5B Chronic Absenteeism: Reduce from 13.5% as measured by CA Dashboard	
Metric/Indicator Priority #6 - School Climate (A) Pupil Suspension Rate as measured by CA Dashboard **19-20** 6.A General Shafter's suspension rate to not exceed 2%. as measured by CA Dashboard **Baseline** 6.A General Shafter's suspension rate to not exceed 2%. as measured by CA Dashboard	6.A General Shafter's suspension rate was 0% as measured by 2019 CA Dashboard
Metric/Indicator Priority #6 - School Climate (B) Pupil Expulsion Rate as measured by CA Dashboard **19-20** 6.B Will have 0.00% Expulsions **Baseline** 6.B Will have 0.00% Expulsions	6.B Had 0.00% Expulsions as measured by Local SIS data
Metric/Indicator Priority #6 - School Climate (C) Other local measures on sense of safety and school connectedness according to surveys, by pupils, parents, and teachers in regards to school safety issues. **19-20** 6C. 100% of General Shafter families will feel safe according to surveys, by pupils, parents, and teachers in regards to school safety issues. **Baseline** 6C. 100% of General Shafter families will feel safe according to surveys, by pupils, parents, and teachers in regards to school safety issues.	6C. 100% of General Shafter families feel safe according to surveys, by pupils, parents, and teachers in regards to school safety issues.

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Expected	Actual
Metric/Indicator Priority #7 Course Access (A) 100% of students are enrolled in all required areas of broad coursework. 100% of all students are enrolled in P.E. 100% of 3rd-5th grade students are enrolled in VAPA. **19-20** 7A 100% of student will have access to a broad course of study **Baseline** 7A 100% of student will have access to a broad course of study.	100% of students have access to a broad course of study according to local metrics (CALPADS and Master Schedules) Priority #7 Course Access (A) 100% of students are enrolled in all required areas of broad coursework. 100% of all students are enrolled in P.E. 100% of 3rd-5th grade students are enrolled in VAPA.
Metric/Indicator Priority #7 Course Access (B) 100% of unduplicated students are enrolled in all required areas of broad coursework. 100% of unduplicated students are enrolled in P.E. 100% of unduplicated 3rd-5th grade students are enrolled in VAPA. **19-20** 7B 100% of unduplicated pupils are enrolled in programs and services developed to met their needs. **Baseline** 7B 100% of unduplicated pupils are enrolled in programs and services developed to met their needs.	7B 100% of unduplicated pupils are enrolled in programs and services developed to meet their needs according to local metrics (CALPADS and Master Schedules) Priority #7 Course Access (B) 100% of unduplicated students are enrolled in all required areas of broad coursework. 100% of unduplicated students are enrolled in P.E. 100% of unduplicated 3rd-5th grade students are enrolled in VAPA.
Metric/Indicator Priority: #7 - Course Access (C) 100% of students with exceptional needs are enrolled in all required areas of broad coursework. 100% of students with exceptional needs are enrolled in P.E. 100% of students with exceptional needs 3rd-5th are enrolled in VAPA.	7C 100% of students with exceptional needs are enrolled in programs and services developed to meet their needs according to local metrics (CALPADS and Master Schedules) Priority: #7 - Course Access (C) 100% of students with exceptional needs are enrolled in all required areas of broad coursework. 100% of students with exceptional needs are enrolled in P.E. 100% of students with exceptional needs 3rd-5th are enrolled in VAPA.

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Expected	Actual
19-20 7C 100% of students with exceptional needs are enrolled in programs and services developed to meet their needs. **Baseline** 7C 100% of students with exceptional needs are enrolled in programs and services developed to meet their needs.	
Metric/Indicator .	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Anticipation of this goal being achieved leads to only printing expenditures. General Shafter will continue to monitor and make communication a priority to our parents, and stakeholders. However, we anticipate doing so without significant cost.	Printing cost for promotional and communication items form events and happening at the school. This has proven to be affective in continuing growth in the area of parental involvement. 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 5000.00 Printing 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 5000.00	Printing cost for promotional and communication items form events and happening at the school. This has proven to be affective in continuing growth in the area of parental involvement. 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0.00 Printing 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 500.00
Parent Training	Full Implementation of Outsourced Parent Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $15,000	Full Implementation of Outsourced Parent Training 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 0.00
Contracted with Boys and Girls Club for After School Program in order to meet the needs of after school support for our students. Based on	After School Program staffing and supplies. Services provided by Boys and Girls Club of America.	After School Program staffing and supplies. Services provided by Boys and Girls Club of America.

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
our local and state assessments, there is need for school connectedness (Priority 5) and academic achievement (Priority 4).	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $75,000	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $49922.00
Maintain office staffing levels to offer better customer service. Based on our local and state assessments, there is need for school connectedness (Priority 5) and academic achievement (Priority 4).	Staffing to provide quality service to stakeholder, parents, staff and students. Staffing will provide additional resources to monitor and promote attendance campaign aggressively as we work to improve chronic absenteeism in our district. 2000-2999: Classified Personnel Salaries Supplemental and Concentration $34,000	Staffing to provide greater quality of customer service to our stakeholders, parents, staff and students. 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $35,763.00
	3000-3999: Employee Benefits Supplemental and Concentration $19,000	Employee Health and Welfare Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration $10,876.00
Expansion of Fine Arts & Performing Arts to allow for a broader course access to courses of study. The district will maintain the expansion of Fine Arts & Performing Arts and would not be able to offer these courses without use of supplemental and concentration funding.	Outsourced Instruction for the arts 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $2,000	For the 2019-20 school year there was... 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 0.00
	Supplies and Equipment for the Arts 4000-4999: Books And Supplies Supplemental and Concentration $5,000	Supplies, costumes and equipment for our performing arts program 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0.00
Hands on Field Trip in areas of Science and History. The district will maintain hands on field trips in order to offer more access to a broad course of study. These field trips would not be affordable without use of supplemental and concentration funding.	Transportation to/from trips 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $5,000	Transportation cost for both private and school transportation to/from field trips. 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $2,284.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Field Trip Admission Fee's 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $2,000	Admission Fee's due to Field Trip venues. 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 0.00
Character Counts to bring awareness to school attendance. Studies show great improvement in areas of academic performance, school disciple and attendance through the the implementation of Character Counts. General Shafter ESD will begin the implementation of the program with staff training. Our focus the first year will be to increase enrollment. Studies show that enrollment increased in school districts that implemented the program. In one instance homeless attendance increased from 75% to 95%.	$25,000 4000-4999: Books And Supplies LCFF Supplemental and Concentration 25,000	25,000 4000-4999: Books And Supplies LCFF Supplemental and Concentration 951.00

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The following Actions had material differences
1 -The material difference between Budgeted Expenditures and the Actual Expenditures was due to utilizing in house staffing and no cost resources to implement DOJO and other communication tools. Printing paper cost per copy materials for promotions etc. exceeded our budget.
2 -The material difference between Budgeted Expenditures and the Actual Expenditures was that the district did not implement parent training through an outside source of the district.
#3 – Part 1. The material difference between Budgeted Expenditures and the Actual Expenditures was due to enrollment being projected at 65 students and actual students enrolled was 40.
#3 –Part 2. Increase in classified salaries by 2% was the reason for salaries to be actually higher than what was budgeted.
#4 -The material difference between Budgeted Expenditures and the Actual Expenditures was that the district decided to utilize in house staffing already on staff thus Budgeted expenditures were not realized. Supply budget was less for this action as well due to utilizing items on site.
#5- The material difference between Budgeted Expenditures and the Actual Expenditures was due to there was no outsource cost for instruction in art. Instead we utilized employees on salary to facilitate performing arts events.
#6 The material difference between Budgeted Expenditures and the Actual Expenditures was due to utilizing district vehicles more so than private charters to field trips. Expenditures for admission was less than budgeted due to participating in free admissions to local

field trips more so than out of town trips.

Actions/Services that were not implemented were used to support students, families, teachers, and staff in the following ways:
- Certificated or Classified Staff had 2% Salary Increase that was not included when the original
- Staff training for online (distance) learning and use of online programs to support student learning
- Additional print cost for curriculum packets that were sent home
- Additional cost for cleaning classrooms and feeding students

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We succeeded in implementing most actions and services for this goal. We had faced challenges with actions #2, and #5.
#2- Planned Partial Implementation of parent training did not become a reality in this school year.
#5 Fine and Performing arts did not become are reality in this school year.

Goal 2

Districts students will make progress in Math and Language Arts. As measured by the SBAC, Benchmarking, and ELPAC

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
                      Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority: #2 - State Standards (A) Implementation of CA academic and performance standards. **19-20** District students wiill make progress in Math and Language Arts as measured by state and local assessments. 2A General Shafter will SUBSTANTIALLY implement the common core and all state adopted standards as measured by APS and Administrative observation for all students including our EL population. **Baseline** 90% of Districts students will make progress in Math and Language Arts. As measured by the SBAC, Benchmarking, and CELDT/ELPAC. 2A General Shafter will SUBSTANTIALLY implement the common core, NGSS, and all state adopted standards as measured by APS and Administrative observation for all students including our EL population.	90% of Districts students made progress in Math and Language Arts. As measured by the SBAC, Benchmarking, and CELDT/ELPAC. 2A General Shafter SUBSTANTIALLY implement the common core, NGSS, and all state adopted standards as measured by APS and Administrative observation for all students including our EL population.
Metric/Indicator	2B Using local data (classroom walkthroughs and self reflection survey on CA Dashboard local priorities)100% of EL students

Expected	Actual
Priority: #2 - State Standards (B) How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency. **19-20** 2B 100% of EL students have access to CCSS and ELD standards for purpose of obtaining content knowledge and language proficiency. **Baseline** 2B 100% of EL students have access to CCSS and ELD standards for purpose of obtaining content knowledge and language proficiency.	have access to CCSS and ELD standards for purpose of obtaining content knowledge and language proficiency.
Metric/Indicator Priority: #4 - Student Achievement (A) Statewide assessments. **19-20** 4A 2019-20 CAASPP results met/exceed standards: ELA (All students): 56%, (ELs): 64%. Math: (All) 55%, (ELs): 48%. Met/exceed standards percentages to increase by at least 1%. **Baseline** 4A 2014-15 CAASPP results met/exceed standards: ELA (All students): 31%, (ELs): 28%. Math: (All) 37%, (ELs): 39%. Met/exceed standards percentages to increase by at least 1%.	4A 2019-20 CAASPP results met/exceed standards: ELA (All students): 56.43%, (ELs): 6.25%, Low-Income 65.91% Math: (All students) 54%, (ELs): 12%, Low-Income 46.75%
Metric/Indicator Priority: #4 - Student Achievement (B) Academic Performance Index. **19-20** 4B API: N/A **Baseline** 4B API: N/A	4B API: N/A
Metric/Indicator Priority: #4 - Student Achievement (C) Percentage of pupils completing a-g or CTE sequences/programs **19-20**	4C U/C, CTE: N/A

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Expected	Actual
4C A-G requirements/CTE: N/A **Baseline** 4C U/C, CTE: N/A	
Metric/Indicator Priority: #4 - Student Achievement (D) Percentage of EL pupils making progress toward English proficiency (AMAO 1). **19-20** 4D ELPAC have improvement from 53% to at least 54% **Baseline** 4. CELDT will have improvement from 51% to at least 52%	4. According to the 2019 Dashboard 65.2% of English Learners are making progress towards English Language Proficiency. 26% of EL's maintained ELPI Levels and 8.6% of EL's declined in ELPI Levels.
Metric/Indicator Priority: #4 - Student Achievement (E) English Learner reclassification rate (Using AMAO 2 but log reclass rate). **19-20** 4E General Shafter will have a reclassification rate of 25% **Baseline** 4E General Shafter will have a reclassification rate of 22%	4E According to DataQuest, General Shafter had a reclassification rate of 32.6% in 2019.
Metric/Indicator Priority: #4 - Student Achievement (F) Percentage of pupils passing AP exam with 3 or higher. **19-20** 4F AP Passage: N/A **Baseline** 4F AP Passage: N/A	4F AP Passage: N/A
Metric/Indicator Priority: #4 - Student Achievement (G) % of pupils who participate in and demonstrate college preparedness on EAP (for other).	4G EAP: N/A

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Expected	Actual
19-20 4G EAP: N/A **Baseline** 4G EAP: N/A	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Conduct needs assessment to provide support and training to teachers. We will continue to train teachers in ELD and ELA standards and framework. A comprehensive Professional Development in ELPAC language proficiency levels, rubrics and implementation in classroom will continue to be a focus. Implementation and Monitoring of data from SBAC and local assessments will drive our Professional Development. We will add EL intervention staff (instructional aide) to supplement support for our English Learners.	Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $5,000 EL Staffing 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $42,000 Benefits 3000-3999: Employee Benefits Supplemental and Concentration $18,000 Instructional Aide 2000-2999: Classified Personnel Salaries Supplemental and Concentration Supplemental and Concentration 20,000	Professional Development for Staffing 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 0.00 EL Staffing 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $23,824.00 Health and Welfare Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration $7,363.00 Instructional Aide 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $23,111.00

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Staffing budget projections were close to being realized. Professional Development budgeted expenditures were lower than actual expenses. Many of the training had little or no cost and needed no travel, this caused our expenditures to be lower than expected. We did not hire an instructional aide for the 18-19 school year. General Shafter will continue to evaluate the EL program in the future for staffing level needs.

Actions/Services that were not implemented were used to support students, families, teachers, and staff in the following ways:
- Certificated or Classified Staff had 2% Salary Increase that was not included when the original
- Staff training for online (distance) learning and use of online programs to support student learning
- Additional print cost for curriculum packets that were sent home
- Additional cost for cleaning classrooms and feeding students

A description of the successes and challenges in implementing the actions/services to achieve the goal.

General Shafter had success in the areas of Mathematics based upon statewide assessments as reported on the CA Dashboard.

General Shafter had challenges in the area of ELA based upon statewide assessments as reported on the CA Dashboard.
General Shafter struggled with declining reclassification rate.

Goal 3

The district will provide full implementation of Common Core State Standards and access to technology to create a modern learning environment for all students.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 2: State Standards (Conditions of Learning)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority: #1 - Basic (A) Teachers appropriately assigned and fully credentialed for assignment. Based upon Williams Reporting. **19-20** 1A General Shafter was 100% compliant in the area of appropriately assigned and fully credentialed teachers. **Baseline** 1A General Shafter was 100% compliant in the area of appropriately assigned and fully credentialed teachers.	2019 Dashboard Local Indicator data reports 100% of teachers are fully credentialed in the subject area and for the pupils they are teaching.
Metric/Indicator Priority: #1 - Basic (B) Pupil access to standards-aligned materials, based upon California State Standards. **19-20** 1B Every pupil in the General Shafter school district has access to the standards - aligned instructional materials. **Baseline** 1B Every pupil in the General Shafter school district has access to the standards - aligned instructional materials.	1B Every pupil in the General Shafter school district has access to the standards - aligned instructional materials. Based on Ca School Dashboard (Local Indicators self-reflection) and Admin observations show that 100% of students have standards-aligned materials.
Metric/Indicator	1C All of General Shafter facilities are in good repair and pass Williams Act inspections and FIT tool.

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Expected	Actual
Priority: #1 - Basic (C) School facilities maintained in good repair, based upon FIT tool. **19-20** 1C All of General Shafter facilities are in good repair and pass Williams Act inspections. **Baseline** 1C All of General Shafter facilities are in good repair and pass Williams Act inspections.	
Metric/Indicator Priority: #2 - State Standards (A) Implementation of CA academic and performance standards. **19-20** 2A. General Shafter to continue to fully implement all state standards, including math and ELA Common Core standards, which includes a full implementation of STEM as determined by the APS and administrative observations. **Baseline** 2A General Shafter to fully implement NGSS, all state standards, including math and ELA Common Core standards as determined by the APS and administrative observations.	The CA Dashboard Local Priority Self-Reflection Tool showed that 100% teachers trained in CCSS and CCSS substantially implemented into daily instruction.
Metric/Indicator Priority: #2 - State Standards (B) How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency. **19-20** 2B General Shafter will provide designated and integrated ELD to enable English learners to meet state standards and language proficiency. **Baseline** 2B General Shafter will provide designated and integrated ELD to enable English learners to meet state standards and language proficiency.	Local Master Schedules show English Learners receive 30-45 minutes daily in designated ELD. Maintain full implementation of ELA Curriculum with integrated ELD. Maintain implementation of integrated ELD instruction in all content areas.

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Expected	Actual
Metric/Indicator Priority: #8 - Other Student Outcomes (A) Pupil outcomes in subjects described in 51210/51220. **19-20** 8 5th and 7th grade students to improve aerobic capacity and body composition scores by 12% from baseline scores in the identified need. **Baseline** 8 All 5th and 7th grade student will improve aerobic capacity and body composition. Results will be measured by Physical Fitness testing.	8 All 5th and 7th grade students improved aerobic capacity and body composition. Results will be measured by Physical Fitness testing.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Purchase Chromebooks and hardware for 40 students	Technology and Sofware 4000-4999: Books And Supplies Supplemental and Concentration $25,000	Chromebook purchase to include 100% of Student population K-8. 4000-4999: Books And Supplies LCFF Supplemental and Concentration $7,020.00
Professional Development in areas of Math, Language Arts, Science and History.	Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $7,000.00	Professional Development 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 0.00
Physical Fitness Staffing for TK through 8th grade. This will support state priority 8 and bring awareness to a healthy body and mind that is needed in our community. Student access to curriculum and skill to be healthy and fit are limited therefore this will be principally directed to unduplicated students. This will provide more opportunities for students to succeed at school and will provide for a well-rounded "whole child" based education.	Physical Fitness Teacher Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $60,000 N/A Not Applicable Not Applicable 0.00 Physical Fitness Teacher Benefits 3000-3999: Employee Benefits	Physical Fitness Teacher Salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $91,146.00 Physical Fitness Teacher Benefits 3000-3999: Employee Benefits

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration $18,000.00 N/A Not Applicable Not Applicable N/A	LCFF Supplemental and Concentration $15,122.00
Modern Classroom Learning Environment	Work Surfaces 4000-4999: Books And Supplies LCFF Supplemental and Concentration $15,000	Work Surfaces 4000-4999: Books And Supplies LCFF Supplemental and Concentration $10,917.91

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The following Actions had material differences
1 -The material difference between Budgeted Expenditures and the Actual Expenditures was because the district has purchased a Chromebook for every student. The budgeted amount was for potential growth in the population. The growth was not realized, and the actual expenditures were less because of it.
2 -The material difference between Budgeted Expenditures and the Actual Expenditures was due to Professional Development within our district did take place without cost however. General Shafter was fortunate to take advantage of local PD through our County office with no charges attached.
3- The material difference between Budgeted Expenditures and the Actual Expenditures was due to EL Staffing was mistakenly duplicated in this goal as an action. Cost for this action was realized in Goal 2.
4 -The material difference between Budgeted Expenditures and the Actual Expenditures was due to Certificated labor negotiations and the placement of the Title 1 teacher on the salary schedule. Benefits were budgeted to low by mistake.
For actions 1, 2 and 3 where expenditures were less than what was budgeted.

Actions/Services that were not implemented were used to support students, families, teachers, and staff in the following ways:
- Certificated or Classified Staff had 2% Salary Increase that was not included when the original
- Staff training for online (distance) learning and use of online programs to support student learning
- Additional print cost for curriculum packets that were sent home
- Additional cost for cleaning classrooms and feeding students

A description of the successes and challenges in implementing the actions/services to achieve the goal.

A success to our rural district has been in actions and services for this goals being generally implemented as planned, our students have modern technology, modern work spaces and equitable access to learning in the 21st century.

Our challenges have been having a slower than anticipated roll out due to lack of knowledge regarding technology within our students and families.

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Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Hire additional certificated employee for in-person instruction to offer additional support to students to mitigate learning loss.	55,000	30,542	Yes
Purchase additional PPE for all students and staff	15,000	9,586	No
Purchase meal equipment to deliver lunches to rooms	1,000	1,726	No
Purchase additional supplies and or equipment for disinfecting and cleaning.	8,000	2,860	No
Purchase dividers and or other equipment to ensure distancing practices	2,000	4,049	No
Implement multiple transportation opportunity to ensure distancing practices	10,000	0.00	No
Purchase air purifiers for each room and office space.	16,000	23,861	No
Purchase SMART boards to create more educational spaces for additional technology support to provide instruction for our students to mitigate learning loss.	30,000	23,976	Yes
N/A	N/A	N/A	

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

During the budget development process for the Learning Continuity and Attendance Plan expenditures were developed and presented as estimates as many of the items we were unfamiliar with purchasing such as mask, screens, shields, etc. Due to COVID-19 protocols we put together a budget with many unknowns. Most in-Person actions were implemented fully except for transportation.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

During the 2020-21 school year we had many successes that we have been able to look back on. Our #1 success was being able to open up for in-person instruction very early in the school year due to receiving a State of California approved waiver. Our teachers union members and classified staff worked together to make in-person instruction a reality. Our students benefited greatly. As stated before this was our #1 success. Below is a summary of our year and the areas we had success. General Shafter was cleared by our local health agency in September for In-Person instruction. Students were socially distanced in their classrooms as per CDPH guidelines. Below is our schedule and our plan we successfully executed. Considering the non-ideal circumstances due to Covid-19, stakeholder feedback from students, staff, and parents praised the district and staff for their efforts to help support our community.

Week 1 - September 15, 2020
Kindergarten Students only -
Week 2 - September 22, 2020
Kindergarten & 1st Grade -
Week 3 - September 29, 2020
Kindergarten, 1st Grade & Second Grade -
2nd Quarter
Kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade and 5th grade –
2nd Semester
Kindergarten through 8th grade (6th -8th subject to State guidelines) –

COHORTS:
COHORTS will remain together throughout the day during instructional time, recess, and lunch periods. Face-coverings are required by all student's 3rd grade to 8th grade. Kindergarten to 2nd Grade we STRONGLY encourage face-coverings. Each class will have face-coverings available for those who do not bring their own. If a student refuses to wear a mask, parents will be contacted to come and pick up their student.

MEALS:
COHORTS will have their lunch delivered to their classroom and will eat at their designated spot on campus continuing to social distance.
Note: Kindergarten Students will receive their lunch as they leave to go home.

TEMPERATURE CHECKS:
Students will have their temperature checked daily in their classroom. Students who are identified to have a temperature of 100.4 or greater will be removed from class and their parents will be called to pick them up. Students who become ill throughout the day will be quarantined in the ANNEX and their parents will be called to pick up their student.

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CLEANING:
Cleaning will continue to take place through the day. Restrooms will be cleaned hourly, doorknobs, railings and high trafficked areas will be cleaned hourly as well. Monday's the entire campus will be deep cleaned. A minimum of 2 MOT Staff will work their shifts in the afternoon after other staff leave to deep clean rooms, etc
.
TRANSPORTATION:
General Shafter will provide transportation to students on a limited basis to those students who live greater than 5 miles from the school. The busses will have limited seating and the district will have limited stops. Every person utilizing school transportation will be required to wear a face covering. Transportation services will not begin until October 13, 2020.

SCHEDULE:
In-Person and Distance Learning instruction will take place Tuesday - Friday 8:20am to 2:20pm.
Kindergarten In-Person and Distance learning instruction will take place Tuesday - Friday 8:20am to 11:30am. Extremely limited transportation MAY be available.
On Monday staff will engage with students utilizing Google classroom, email, DOJO, or ZOOM. Staff will be on duty 8:00am to 12:00pm.
Our number one priority at General Shafter School District is the safety and well being of our Students, Staff and Community. We will strive to maintain a safe and sanitized environment while serving our families and educating our children.
Prior to re-opening we will:
Inspect all buildings, facilities, equipment, materials, etc. and determine status and needs for resuming and maintaining operations. Maintain records on what needs to be done prior to occupancy and the ongoing maintenance that is done after reopening. Consider acquiring hand washing stations for distribution across various campus locations (e.g. playground and common areas) to provide easy access without students and staff having to wait in long lines to wash their hands and/or touchless soap dispensers for all sinks to be used for hand washing; touchless trash cans if they are not already in use; and no-contact thermometers. Obtain the necessary cleaning supplies, hand sanitizer with at least 60% alcohol and face covering; identify new vendors for these supplies if necessary. Use cleaning products approved for use against COVID-19 on the Environmental Protection Agency (EPA)-approved list and follow product instructions and Cal/OSHA requirements Clean facility per CDC guidelines. Change air conditioning/heater filters. Thoroughly ventilate the facility. Posting the CDC posters (hand washing, cover while sneezing/coughing) in classrooms and common areas. Consider installing sneeze guards in high traffic areas, especially offices the cafeteria and the nurse's office. Prepare an isolation area within the school or district building for use in the event a student or staff member becomes ill while at the school. Inspect and clean buses PPE will be provided to every students TK - 8th grade. Cleaning will take place every hour to high traffic areas and door knobs etc. Schoolwide deep cleaning will happen every day after pupils leave. Due to the closure of drinking fountains, our school board has requested a bottle of drinking water per student each day. Students may refill their bottle at the filling station on campus.

Although looking back on our year we have recognized many successes. We have realized we had challenges as well. We realized our number one challenge was the fact we were not as prepared as we thought we were. As a school district we did not fully

comprehend the challenges of students and their very different needs after spending a few months away from school and living in a pandemic. Getting students to a place that they were not afraid of getting sick, learning to socialize and learning what school was going to look like for this year was a challenge. However, we are please to report these challenges were temporary but still challenges to the process. Ongoing assessment has begun to take place through our online platform to determine learning loss for all students. Data is being compiled to allow General Shafter school district the capability to provide the best academic program each student to meet their specific needs. An increase in staff allocation has been provided to offer greater assistance to our EL, homeless and special needs pupils. Our staff will be cognoscente of social -emotional well being of our student population

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Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase additional Chromebook to ensure every student has a device.	30,000	34,875	Yes
Purchase Hotspots for families that need additional WIFI services	10,000	10,590	Yes
Provide Transportation to students implementing social distancing. Cost increased due to capacity reduction on bus.	10,000	0.00	No
Additional substitute employees for in-person instruction to offer additional support to students to mitigate learning loss.	20,000	29,542	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

During the budget development process for the Learning Continuity and Attendance Plan expenditures were developed and presented as estimates as many of the items we were unfamiliar with purchasing. Due to COVID-19 protocols we put together a budget with many unknowns. In most areas of Distance learning Actions we implemented fully except for transportation.

Due to Covid-19 restrictions, we had to reduce the amount of transportation stops provided to and from the school therefore the cost were not as budgeted. Actions/Services that were not implemented were used to support students, families, teachers, and staff in the following ways:
- Staff training for online (distance) learning and use of online programs to support student learning
- Additional print cost for curriculum packets that were sent home
- Additional cost for cleaning classrooms and feeding students

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

General Shafter school district provided a distance learning program for all of our students to participate in due to COVID-19 restrictions. Due to the concept of distance learning being new to our district we ran into a few challenges, both school and at the

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homes of students. Our biggest challenge was internet connectivity for family living our rural areas. There is a very limited supply of providers who provide internet service to this area. Our district was able to purchase and supply families who needed hotspots for connectivity. Although the hotspot service helped tremendously, the challenge of consistent internet has remained a challenge to this day. The other challenge we faced was families who did not know how to operate a computer, this took time to train, and communicate instructions as we did both via the phone due to social distancing and other protocols. Lastly, our staff was challenged to learn a new platform for learning. After trial and error our staff chose to utilized Google Classroom instead of CANVAS. This took many hours of training and developing. Once complete, staff trained their students and parents. Below our distance learning program guidelines and expectations for staff, students and parents. Considering the non-ideal circumstances due to Covid-19, stakeholder feedback from students, staff, and parents praised the district and staff for their efforts to help support our community.

General Shafter School District Distance Learning Program with consist of the following:

1. Be adequately trained on the appropriate delivery of distance learning. Staff will be provided initial training and refresh training with programs/software not limited to Google Classroom, Google Meet, Canvas, Zoom, and LMS systems) Staff will be on-campus during normal working hours every Monday through Friday. Monday staff will be a prep day for onsite instruction and distance learning, participate in training, and meet with their professional learning community.
2. Communicate with Parents regarding distance learning guidelines and expectation of staff, students, and parents. General Shafter will provide appropriate use guidelines for the use of district issued technology.
3. Provide Access to Technology: General Shafter will provide each of our students and staff members the appropriate technology needed to have success with online instruction. Chromebooks, Laptops, and hotspots will be provided upon need. A release form will be provided, and the hotspots will be monitored for appropriate use. (If usage of a hotspot is deemed inappropriate it may be removed from the borrower.
4. Expectations for Instructional Time: As we are aware, many families have more than one child and may have limited access to technology at home, resulting in the entire family sharing technological devices. The district has set for the following guidelines regarding screen time. Grades TK K– 180 minutes per day, grades 1-3- 230 Minutes per day, grades 4-8 – 240 Minutes per day. Independent reading, and independent study packets may be required. Students will have access to Core curriculum standards based instruction using district adopted textbooks that also has virtual access for students. Students will have access to Core curriculum, use of technology, and supplemental material will be the same regardless of distance learning or in-person instruction. As more fully described below, staff are expected to fulfill their work requirements and be available during their normal contractual work hours. Certificated teachers' work duties include communication with students, parents, fellow staff, administrators and the creation, delivery, and grading of instructional lessons.
5. General Shafter staff will make contact engage daily and be available during their normal work hours 8:00am – 3:30pm. Emails received by a student or parent will be answered within 24 hours of receipt email. It is recommended that certificated staff review emails at least twice2020-21 daily during the work week. Staff will not send emails to students, parents after hours or on weekends. Staff will not be required to answer emails on weekends. If a student is struggling the classroom teacher will make contact and every attempt to provide professional assistance during their normal workday. Parents and students have a responsibility to contact teachers with questions regarding schoolwork and expectations. Open communication is vital to the success of our students. If students/parents

do not respond to the teacher by way of technology, the teacher will inform the principal and communication will be attempted. When a teacher is making a phone call their phone setting will be set to private caller or the use of a number blocking feature on their cell phone. We recommend that staff do not provide their personal numbers to parents and students. Class Dojo messages, videos, Zoom, class website, and emails, etc. are all forms of communication and methods of instruction from the school staff. Teachers will turn in their weekly lesson plans on Friday and their communication logs to the principal.

7. Staff will be on-campus during normal working hours on Monday's 8:00am – 3:30pm to prep for onsite instruction and distance learning, participate in training, grading, and meet with their professional learning community.

8. Special Education: What are the expectations for staff who provide services to students with disabilities? Has the following guidance provided by the California Department of Education been reviewed? https://www.cde.ca.gov/ls/he/hn/specialedcovid19guidance.asp

• Special Education teachers should work collaboratively with core content teachers via a virtual platform to adapt lessons to meet the needs of students in a digital learning environment and help ensure that lessons and activities are appropriate, in consideration of the student's IEP. Special Education teachers should document contacts provided to students with disabilities.

• Resource Specialists (RSP) teachers should provide daily support for providing students' access to grade level curriculum, considering current IEP goals. RSP teachers should document contacts provided to students with disabilities.

• Speech and Language Pathologists (SLP) should hold virtual, small group or individualized sessions to continue to provide services and document service minutes provided. These lessons may be conducted via email, telephone, or other virtual tools, as appropriate.

• Psychologists should continue to manage assessment timelines for assigned students, complete existing reports and begin work on upcoming initial and triennial reports, to the extent feasible. Psychologists should be available to assist students remotely with mental health support, as necessary and appropriate, particularly for students adversely affected by COVID-19, or if a student has behavioral support needs or educationally related mental health services included in the student's IEP.

9. Instructional Aides will be available to assist administration, classroom teachers and nutritional staff in a variety of ways which include but not limited to: Family contact via phone calls etc. yard duty, office duty, support with instruction.

10. Grading will be the standard grading pre -COVID-19. Grades will be entered every Friday for parents and students to maintain record progress of their student.

Access to Devices and Connectivity

As General Shafter School District begins the 2020-21 school year in a full distance learning environment and prepares for the possibility that much of the school year could be via distance learning, ensuring access to devices and connectivity for all students is imperative. Based on data collected form parent surveys, our district was able to determine a technology need for 68% of our students. We use this information to determine how many Chromebook and wifi devices etc. to provide for our students. The technology gaps identified at the outset of school closures deepened the District's understanding of inequities that existed prior to COVID-19 and will continue to require attention even after students and staff have fully returned to an in-person instructional model. General Shafter School District's efforts to provide all students with access to devices and connectivity in the spring have significantly reduced the identified gaps. However, needs remain, particularly in ensuring that all students have access to sufficient connectivity to engage in distance learning. During the spring school closures, General Shafter School District distributed Chromebook devices to 100% of our student population. In planning for the fall, the district

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has prepared sufficient devices for all students. In addition, General Shafter designed a device pickup schedule for all student. Parents picked up Chromebook and wif-fi devices on these days. Any families who did not come to the school for pickup was notified and provided another pickup time. Hotspots were provided to all families who notified the district of their need for internet connectivity. During the distance learning implementation, As General Shafter School District will continue to assess technology access and support needs. The Alternative Program Administrator will continue to connect students and families to support services. This includes specific technology support following home visits conducted for students who are hard to reach.

Measuring Attendance During Distance Learning

General Shafter School District Instructional Services department provided each teacher, student, and family a daily schedule that includes instructional time blocks for each instructional day. Teachers will assign student lessons and activities using Google Classroom, Zoom etc., the district learning management system.
Throughout each instructional day, students and teachers will be engaged in synchronous lessons and activities as well as asynchronous activities. Teachers will monitor and document student engagement and progress on each activity and will provide feedback to students
based on both formative and summative assessment. Grades, progress reports, and report cards will follow the District Board policy guidelines on grading. General Shafter School District have common expectations for reporting and certifying the time value of pupil work
and will coordinate their reporting forms during professional learning communities to ensure equity and consistency of instruction. To track students whether they are
engaged or unengaged as well as engagement and participation in distance learning, teachers will document participation in each lesson and activity assigned for each instructional day using the a district provided documentation form that will be signed by the principal. Each lesson and activity is assigned a
time value. In the district provided form, teachers will assign a time value for each activity and document each student's participation an engagement daily. This allows for student engagement analysis at the district, grade, and classroom levels.

Flexibility with Student Assignments

General Shafter School District Instructional Services Department along with teacher curriculum teams created standards-based content modules and activities in Google Classroom for each grade level and content area for all district teachers. The modules and activities provide teachers with choices that allow for flexibility in how students show mastery toward grade level standards. Teachers have access to sample lessons across curricular areas to use or modify when planning for instruction. Progress will be measured using informal feedback, common formative
assessments, and interim assessments. Instructional Services will continue to provide teachers with professional development regarding the provision of instruction in a distance learning environment, and when we transition to a choice model or back to in-class instruction.

Consistency on General Shafter School Site

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General Shafter personnel will contact the parent or guardian of each student who is deemed absent. classified staff will offer support when contact cannot be made. If students miss 60% of the instructional week and/or are not engaged in any activities for an instructional day on a consistent basis, site administration will make contact; such as providing resources and supporting family engagement with social services and physical well-being services. Daily attendance is documented in our Student Information System (SCHOOLWISE). Individual work completion activity as well as participation is documented in Google Classroom for the teacher. All communication regarding pupil participation and engagement will be translated into Spanish. The District will also provides translation services for other languages as needed.

Distance Learning Professional Development

General Shafter staff were adequately trained on the appropriate delivery of distance learning. Staff will be provided initial training and refresh training with programs/software not limited to Google Classroom, Google Meet, Canvas, Zoom, and LMS systems) Staff will be on campus during normal working hours every Monday through Friday. Monday staff will be a prep day for onsite instruction and distance learning, participate in training, and meet with their professional learning community. Staff attended online training and workshops provided by KCSOS. Paper resources have been purchased to provide insight into the Distance Learning world.

Staff Roles and Responsibilities

General Shafter staff will make class contact daily and be available during their normal work hours 8:00am – 3:30pm. Emails received by a student or parent will be answered within 24 hours of receipt email. It is recommended that certificated staff review emails at least twice daily during the work week. Staff will not send emails to students, parents after hours or on weekends. Staff will not be required to answer emails on weekends. If a student is struggling the classroom teacher will make contact and every attempt to provide professional assistance during their normal workday. Parents and students have a responsibility to contact teachers with questions regarding schoolwork and expectations. Open communication is vital to the success of our students. Modifications made to staff roles and responsibilities to meet the academic and social-emotional needs of students while also ensuring the health and safety of staff and students in the TCSD Distance Leaning program as a result of COVID-19 include the following:
-Establish structures and protocols for checking in with the teachers and staff responsible for executing distance learning.
- Access all virtual classrooms through the LMS and periodically check in with those classrooms during their scheduled distance learning time.
- Establish a mechanism for tracking student engagement and interaction while also accounting for student attendance.
- Ensure that updates and expectations about the school's distance learning program are communicated to students and families including tips for student success and directions for accessing online platforms.
- Ensure that a Special Education Distance Learning plan is developed for all students with IEPs in the school by their special education teacher and/or other school-based staff with knowledge of the student, and that each child's plan is shared and discussed with their family.
- Communicate to parents, students, and staff regularly throughout the implementation of the Distance Learning model in the District. The teacher roles and responsibilities reflect the changes to an employee's original role or responsibility when it is not feasible in a

remote learning environment in the TCSD Distance Leaning program implementation as a result of COVID-19 include the following:
- Utilize the district adopted Learning Management System for the purpose of monitoring instruction and assignment completion. Access to all LMS accounts are made available to site and special education administration, as applicable.
- Establish expectations for defined synchronous and asynchronous learning time for students that include expectations for live learning.
- Establish Instructional schedule expectations that support distance learning alignment to Grade level/content standards through grade level and content area collaboration.
- Develop a plan to utilize non-certificated staff in the virtual classroom environment as appropriate for individual and small group support.
- Monitor student daily engagement in distance learning and document the daily participation of every student for each school day during which distance learning is provided.
- Utilize the District's attendance system for tracking student attendance during Distance Learning.
- Communicate regularly with parents and students to ensure daily live interaction with all students.

Supports for Pupils with Unique Needs

Special Education: What are the expectations for staff who provide services to students with disabilities? Has the following guidance provided by the California Department of Education been reviewed? https://www.cde.ca.gov/ls/he/hn/specialedcovid19guidance.asp
Special Education teachers should work collaboratively with core content teachers via a virtual platform to adapt lessons to meet the needs of students in a digital learning environment and help ensure that lessons and activities are appropriate, in consideration of the student's IEP. Special Education teachers should document contacts provided to students with disabilities. Resource Specialists (RSP) teachers should provide daily support for providing students' access to grade level curriculum, considering current IEP goals. RSP teachers should document contacts provided to students with disabilities. Speech and Language Pathologists (SLP) should hold virtual, small group or individualized sessions to continue to provide services and
document service minutes provided. These lessons may be conducted via email, telephone, or other virtual tools, as appropriate.
Psychologists should continue to manage assessment timelines for assigned students, complete existing reports and begin work on upcoming initial and triennial reports, to the extent feasible. Psychologists should be available to assist students remotely with mental health support, as necessary and appropriate, particularly for students adversely affected by COVID-19, or if a student has behavioral support needs or educationally related mental health services included in the student's IEP.
Instructional Aides will be available to assist administration, classroom teachers and nutritional staff in a variety of ways which include but not limited to: Family contact via phone calls etc. yard duty, office duty, support with instruction.
English Learners: Teachers will incorporate designated and integrated English Language Development in their synchronous whole-group and small-group sessions. Using technology, teachers will be intentional about (1) breakout rooms for small-group conversations, sometimes with
aides supporting, to interpret, collaborate, and communicate; (2) applying language in academic tasks; and (3) using visual cues and tools to explicitly describe language and be purposeful. Further, 95% curriculum and Read Naturally will be utilized to improve the foundational
aspects of listening, speaking, writing, and reading. Instructional aides will be utilized for small group activities and one-on-one virtual

call support. Lastly, teachers will work to (1) provide activities that parents can facilitate at home that enrich the language experience (even in
home language); (2) use technology (i.e. talking points, google translate, Canvas) to translate tasks; (3) translating materials and providing meetings in Spanish or native language; (4) encourage parents to join academic activities; and (5) communicate directly with staff that are working with food distribution to relay a message.

Exceptional needs: The supplemental services listed above will also support students with exceptional needs. However, each IEP will guide decisions on support for students. Students needing speech support will receive services through an existing online vendor -- one that teachers and students are already experienced with using. Students with developmental disabilities will have virtual classroom support from a special educator and/or aide. Students who are medically fragile will be prioritized for in-person learning and special considerations will be made if students have trouble social distancing or wearing masks. If a student is unable to engage with online learning in a meaningful way, the IEP team will work (including parents) to devise a plan that best meets the student's needs. These will likely include regular one-on-one sessions with the special educator and parent or student. The district will seek out training from the local SELPA and county office to improve online learning for students with exceptional needs.

Foster care and homelessness: The district does not currently have foster care or homeless students. However, if students come into the system, the district will ensure that the social worker is case managing immediately. The social worker will maintain consistent contact with parent or guardian and teacher, serving as the primary liaison between the school and home environment

A continued challenge for General Shafter is that we are a small school located in outer northwest of Bakersfield. Because of this it is difficult to get any substitutes and additional support so staff can attend any professional development. All the supplemental programs and technology subscriptions require staff to learn on their own time due to a lack of available support. While these programs support students, our staff is working hard to learn how to use them by working together with an internal professional development at the site.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Increased Implementation of our attendance initiative to increase student attendance, focus on increasing attendance for low income, foster youth, and English Learners.	2,000	1,024	Yes
Implement DIBELS assessment to measure the acquisition of literacy skills to those students who have experience learning loss. A special focus on low income, foster youth and English Learner pupils.	15,000	200	Yes
Purchase additional Chromebook to ensure every student has a device.	30,000	34,874	Yes
Provide Transportation to students implementing social distancing. Cost increased due to capacity reduction on bus. Budgeted under in person instruction .	10,000	0.00	No
PPE, Sanitation devices, Personnel for cleaning and disinfecting.	70,000	33,678	No
Increase Instructional Aide services to provide classroom support and help for student experiencing learning loss. Low income, foster youth and English learner pupils are a focus area.	35,000	17,400	Yes
Purchase Hotspots for families that need additional WIFI services	10,000	10,590	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Substantive differences in our Pupil Learning Loss budgeted expenditures were in the area of assessment acquisition and transportation. In most areas of Pupil Learning loss Actions we implemented fully except for transportation, PPE, and assessments acquisition.
PPE and Assessments for students were lower than expected planned budget. Due to Covid-19 restrictions, we had to reduce the amount of transportation stops provided to and from the school therefore the cost were not as budgeted.

Actions/Services that were not implemented were used to support students, families, teachers, and staff in the following ways:
- Staff training for online (distance) learning and use of online programs to support student learning

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- Additional print cost for curriculum packets that were sent home
- Additional cost for cleaning classrooms and feeding students

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

General Shafter School District greatest success in the area of Pupil Learning Loss was our ability's to attain a waiver from the State and provide in-person instruction to our students. Due to the ability to educate the majority of our students via a "NORMAL" model was huge in ability to negate large learning loss. Many of our students were able to be caught up due to our class sizes being small due to social distancing and a greater ability to utilize resources at each students level. Our challenge this year continued to be in the area of distance learning. Connectivity issues lead to inconsistent instruction at times. Although staff was available to assist, the challenge remained. Below is our plan for addressing Learning loss within our district. Considering the non-ideal circumstances due to Covid-19, stakeholder feedback from students, staff, and parents praised the district and staff for their efforts to help support our community.

Through the utilization of Local assessments General Shafter School District will obtain data to determine if English learners need skills practice or language practice. Teachers will use Star renaissance, Next Gen. Math and IXL, both LA and MATH, which will help students overcome vocabulary and background knowledge gaps that may be evident among low income students. Assessment reports will facilitate the timely transfer of data for all students including, special ed, EL, foster youth or homeless students who transfer from school to school or across district lines as their foster placements or living arrangements change. The District will be using Google Classroom. The primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through synchronous (live) instructional time. At Tier 1, all students will receive standards-aligned instruction focused on priority standards. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area. Tier 2 supports will be provided primarily through synchronous (live), small-group instruction that is targeted to identified student needs. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support. Both whole class and small group sessions will take a 'just in time' rather than 'just in case' approach. This entails the focusing of small group sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information for the whole class. For example, one or more students who are having difficulty adding fractions of different denominators might need to first know how to add with the same denominator and/or find the lowest common denominator. A teacher, upon identifying the gap, might arrange a small group session with other students who have the same earning need or an individual session. These sessions would allow the teacher to provide more individualized attention to students and support them in mastering the prerequisite skills so that they can fully participate in the lessons that are occurring for the whole class.
Programs that will be implemented in a full distance model include:
- Use of Google Classroom as the Learning Management System (LMS)

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- Teacher collaboration built into the weekly schedule
- Daily live instruction via zoom.
- Targeted, structured support for small groups and/or individual students
- Specific supports for students with IEPs and for English Learners
- Interim assessments aligned with content and core instruction
- Regular communications to parents including progress reports, content to be taught, and assignment details
- Professional learning to support the above processes and strategies for effectively managing a classroom and student relationships in the distance learning environment

Effectiveness of Implemented Pupil Learning Loss Strategies

The effectiveness of our services or supports provided to address learning loss will be measured by Star's benchmarking and progress
- monitoring data, initial assessment data from the Next Gen Math student grouping tool, Renaissance, as well as local assessments. growth will be compared from the first assessment of the new school year to each subsequent assessment, yielding a Student Growth Percentile for individual students, an entire class, or the whole grade level. Basic literacy and math skills: The district will rely on longitudinal data from Acadience/DIBELS assessments to understand the extent of pupil learning loss. More specifically, the district will return to beginning of year data from prior years to understand how significant the gap is between those years and the new baseline year (2020). The same will be done for middle/end-of-year assessment scores. With this information, the leadership team will establish target goals for the district AND students in grades 3-8. If assessments demonstrate students are not progressing from their baseline, the district's leadership team will convene to re-examine plans and troubleshoot any high-leverage problems of practice. Additionally, PLC teams will consistently examine this data and make adjustments to instruction accordingly. Common core literacy and math skills: The district will adopt the same process listed above to understand common core literacy and math skills; however, staff will utilize the Illuminate tool to understand student progress.

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Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Our staff did a wonderful job listening and looking for social and emotional issues within our student body. Not only did our staff look out for students mental health but they also looked out for each other. Administration listened to parents concerns about their students being fearful upon returning to in-person instruction. Staff communicated possible issues and worked together to make our school a safe haven for our students, which resulted in a better learning environment. According to end of year surveys by our parents and students, our district received high marks for students feeling safe at school and students wanting to come to school. As a staff, we celebrate in the survey results. Moving forward we will continue to keep mental health and a priority in our district. Considering the non-ideal circumstances due to Covid-19, stakeholder feedback from students, staff, and parents praised the district and staff for their efforts to help support our community. Parents have asked for anit-bullying on the internet classes, substance abuse classes, we will strive to be a positive resource in our community and provide training in these areas.

Our plan going into this school year was as follows:

To effectively support the social and emotional well-being of students and staff during the school year, throughout the year lessons will be developed to supplement instruction and complement the academic curriculum. Themes include self-awareness, self-management, social awareness, relationship skills, responsible decision making, and more. The District will continue to utilize the following on a as needed basis and contract out for School Psychologists, Behavior Intervention Assistants, and Social Workers to meet the individual needs of both students and staff. Teacher referrals will be carefully monitored and students receiving services will continue with those opportunities. With an awareness of significant stressors due to changes in school and family dynamics. Schedules will be developed to work with students and families to develop groups with social skills needs and individual support. Group and individual sessions can occur weekly using video-based conferencing tools and phone conversations. To address positive mental health for all students, Social Workers will provide age-appropriate online learning opportunities for groups of students who are in need of structured opportunities for relational learning. Once we return to traditional instruction, General Shafter School District will continue to support students and families through the transition process. Ongoing training will also be provided for staff to support students who have experienced trauma as well as staff members who need additional support.

Mentoring program: Each student Kindergarten - 8th grade will be assigned to a staff mentor. Every employee of the district will be matched to 3-5 students. Mentors will be trained on effective mentoring strategies and the importance of each student feeling cared for and connected to school. Staff will be directed to contact their student mentees once per week. The SSS team will develop scripts, questions, and conversation starters for appropriate, professional conversations with students. Classified and Certificated staff will work together to develop ideas on how to contact the students such as through phone calls, facetime, cards etc. Staff will also be instructed to speak to each parent prior to beginning regular contact with students. Student contact progress will be monitored by Parent Liaison and School Community Coordinator and during biweekly staff meetings. This was critical in maintaining positive mental health and school connections in Spring 2020, so we are looking to revamp and improve this process for this school year.

Staff mental health supports: Staff needing mental health supports will be advised to contact the human resources department. Human resources can let staff know how to access services through their insurance providers and help describe associated costs (if

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any). Also, the administration will devote regular time in staff meetings to simply check in to see how team members are doing. This will come in the form of conversation prompts or small group activities. Human resources will work on building a list of substitutes that might help support team members during a time of crisis.

A continued challenge for General Shafter is that we are a small school located in outer northwest of Bakersfield. Because of this it is difficult to get any substitutes and additional support so staff can attend any professional development. All the supplemental programs and technology subscriptions require staff to learn on their own time due to a lack of available support. While these programs support students, our staff is working hard to learn how to use them by working together with an internal professional development at the site.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

A key area for our school district annually is. reminder to our staff to communicate with parent and students regularly . Not only communicate, but document the communication . Due to COVID-19 and the introduction to a distance learning platform our staff was forced to communicate and document. Our staff gained much needed experience and also met the challenge and succeeded in their communication and engaging with parents and students. Based on surveys from parents they were "extremely" pleased with the engagement of our staff. Challenges we face were with technical issues with families and their lack of internet service. We were able to to help with this challenge by offering Hotspots to all families in need. However, the rural area of many of our families continues to be a challenge. Considering the non-ideal circumstances due to Covid-19, stakeholder feedback from students, staff, and parents praised the district and staff for their efforts to help support our community. Below was our plan for the year.
Pupil engagement and outreach: Teachers will track daily/weekly attendance and minutes using a weekly engagement record spreadsheet. A mark on minutes for synchronous connection (whole-class, small-group, and one-on-one / phone call) will indicate the student was present
for the day. A time value will be assigned to each assignment prior to giving to students. Once an assignment is submitted, the teacher will assign the time value to that student on the same weekly engagement record. The record spreadsheet will tabulate the weekly number of
minutes, ensuring grades TK-3 receive 3.5 hours daily minimum and grades 4-8 receive 4 hours daily minimum. The weekly totals will be color coded into blue, green, yellow, and red based on the total number of minutes for the week. The parent liaison and community school coordinator will be responsible for monitoring the spreadsheets and intervening with any yellow or red students. Additionally, teachers will be required to make at least two phone call attempts home when students are not participating in wholegroup synchronous instruction. After the two calls, teachers document their efforts and send the information to the parent liaison and school community coordinator. If necessary, those staff do home video calls, phone calls, or home visits to address any challenges the parents might be having. Staff will refer a case to the counselor if unable to address the attendance challenge. The counselor will determine if the services should go to the: (1) counselor; (2) AmeriCorps mentor; (3) school social worker; or (4) Medi-Cal behavioral health provider. The parent liaison, school community coordinator, counselor and social worker are all bilingual employees and can

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communicate with English and Spanish speaking parents. In addition, the district hires a district translator and several instructional assistants who are available to assist teachers with non English speaking parents.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Due to General Shafter School District being open to IN-Person instruction very early in the school year (September) we were able to serve almost all of our students on a daily basis. Even though our doors were open to In-Person instruction our nutritional services offered grab and go lunches and breakfast to anyone ages 2-18. Due to the Seamless Summer status all of our students were able to receive a lunch without the burden of qualifying for free or reduced status. This was a huge success for our district. Challenges for our nutritional services department was having students who were not on campus to show up to distribution locations throughout our district.

Below is the plan General Shafter Nutrition services operated under:

In-person: When students are participating in in-person instruction, students will receive a free breakfast and lunch daily. School will add additional breakfast and lunch periods to accommodate for social distancing. When weather conditions permit, students will eat outdoors. When eating indoors, dividers will be used to separate each student. Distance learning: When participating in distance learning, the district will provide four (3) meal locations. Meals will be prepared in the district's cafeteria and transported in coolers to each location. A minimum of two staff members will be assigned to each meal location. Graband-go meals will be distributed from 9:30 a.m. to 11:00 a.m. Monday through Thursday. On Thursday, children will receive meals for Thursday and Friday, with clear instructions on how to properly store and prepare the meals.

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Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	N/A	N/A	N/A	
N/A	N/A	N/A	N/A	
N/A	N/A	N/A	N/A	
N/A	N/A	N/A	N/A	
N/A	N/A	N/A	N/A	
N/A	N/A	N/A	N/A	
N/A	N/A	N/A	N/A	

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

N/A

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

As General Shafter School District (GSESD) moves forward to our 2021-2024 LCAP we will see that, Interventions will remain a priority as well as overall pupil achievement including English learners. GSESD will have added emphasis on our facility needs making sure all of our pupils are being taught with the most updated resources in safe environments. Professional Development will be featured in this LCAP. Moving forward school attendance, parent training, maintaining modern learning environments, and customer service will be key elements for improvement and implementation. A districtwide physical education program will be a goal of ours over the next 3 years. We also, will emphasize mental health and will look for resources and Professional development opportunities to help our staff be better equipped to identify and help our student populations.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

General Shafter has identified the need to address pupil learning loss in our LCAP for 2021-2024 by hiring an Intervention Specialist. We will also hire ELA, MATH, ELD Intervention Aids to assist classroom teachers with reading, math and EL intervention. The extra support will work as a team to support English Learners and Low-Income students. The support will include additional time to master grade level standards with small group and 1 on 1 support as well as supplemental curriculum for increased language acquisition and grade level support. We will measure the effectiveness of these actions by utilizing local benchmark data and state assessment results. While these action are an LEA-Wide Action we believe that this will close the achievement gap for English Learners.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

In areas of In-person instructional offerings, Distance Learning program and Pupil learning loss most of our actions we were able to implement fully except for transportation areas of assessment. During the development process for the Learning Continuity and Attendance Plan we developed and presented a plan estimates as many of the areas we were developing for the first time. Due to COVID-19 protocols we put together a budget with many unknowns, unused budgeted expenditures will be realized in our General fund.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Through reflection upon past LCAPs and reflecting upon our response to COVID -19 through our Learning Continuity Plan, along with information gathered through the COVID-19 school year with assessments etc. we have learned a lot about our district. Some positives we have learned through surveys, and correspondence with stakeholders, staff, and students.

- General Shafter has committed staff. This was evident in their initiating communication wanting our students back to in-person instruction. Staff has been willing to face the challenges of teaching through distant learning and doing whatever it takes to step our of their comfort zone to develop and implement their plan for their class. They looked forward to and participated in professional development understanding there were challenges ahead of them. All of our staff realized we could adapt to numerous changes throughout the school year.
- We realized our commitment to customer service from past LCAPs paid dividends through the pandemic. Responses from surveys show our parents and guardians gave our district high marks for the communication and information being delivered through the pandemic. Many of our parents noted the office staff being helpful during the check-out and troubleshooting of hotspots and Chromebooks.
- General Shafter Students want to be at school. Although our dashboard for attendance is in the "red". We have found our students want to attend school and be active in their school.
- We have community support. Through the pandemic we found our support from our parent group has been extremely supportive and have worked with us as guidelines changed many times throughout the year.

During reflections of the past LCAPS and our most recent LCP plan we also recognized areas of struggle.

- Our mindset of what "NORMAL" is. Our staff struggled at times with student outcomes that were not "NORMAL" due to many factors such as illness, distant learning, family illness, fear etc.
- We realized as a staff we were not ready for distant learning. Although, our staff was willing to jump in and face the challenge, we realized we were nor prepared. Throughout the year our staff struggles less and less.
- As a district, we were not prepared for an emergency of this type. We are prepared for many other types of emergencies, but we were not prepared for long term school closure.

As we move forward into the next LCAP cycle we are using our past reflection to develop quality plans and goals for our district. In some instances we are using our reflection to build off of what has already been started and creating plans to maintain and grow the success to a higher level. For instance, we want to maintain our high level of customer service to our community and stakeholders. We will look for ways to improve and provide better service. Attendance, continues to be a goal of ours. We will be looking at our programs throughout our district along with adding additional offerings throughout the school day to promote student attendance. Supplemental electives programs, will be additions to this LCAP cycle. We are pleased with the progress our EL students have made. We will continue to serve these pupils and make the intervention program a priority in our LCAP. We will continue with our current plan and

will be looking to add additional resources to achieve the best possible outcomes for our EL pupils. Students with special needs will continue to receive services at a high level. We will continue to strive to grow and look for ways to better serve this student population. Lastly, from input from our surveys, our parent group had identified mental health services as a priority. Cyber bullying, family help with substance abuse are two of the areas that have been identified. We will look to meet these needs by hiring personnel who have expertise in these areas.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year
Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

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- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

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- o Pupil Participation and Progress,
- o Distance Learning Professional Development,
- o Staff Roles and Responsibilities, and
- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	402,000.00	278,799.91
LCFF Supplemental and Concentration	57,000.00	278,799.91
Not Applicable	0.00	0.00
Supplemental and Concentration	345,000.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

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General Shafter Elementary School District

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Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	402,000.00	278,799.91
	20,000.00	0.00
1000-1999: Certificated Personnel Salaries	102,000.00	114,970.00
2000-2999: Classified Personnel Salaries	34,000.00	58,874.00
3000-3999: Employee Benefits	55,000.00	33,361.00
4000-4999: Books And Supplies	70,000.00	18,888.91
5000-5999: Services And Other Operating Expenditures	15,000.00	2,784.00
5800: Professional/Consulting Services And Operating Expenditures	106,000.00	49,922.00
Not Applicable	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	402,000.00	278,799.91
	Supplemental and Concentration	20,000.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	114,970.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	102,000.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	58,874.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	34,000.00	0.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	0.00	33,361.00
3000-3999: Employee Benefits	Supplemental and Concentration	55,000.00	0.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	40,000.00	18,888.91
4000-4999: Books And Supplies	Supplemental and Concentration	30,000.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	15,000.00	2,784.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	2,000.00	49,922.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	104,000.00	0.00
Not Applicable	Not Applicable	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

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Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	192,000.00	100,296.00
Goal 2	85,000.00	54,298.00
Goal 3	125,000.00	124,205.91

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$137,000.00	$96,600.00
Distance Learning Program	$70,000.00	$75,007.00
Pupil Learning Loss	$172,000.00	$97,766.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$379,000.00	$269,373.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$52,000.00	$42,082.00
Distance Learning Program	$10,000.00	
Pupil Learning Loss	$80,000.00	$33,678.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$142,000.00	$75,760.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$85,000.00	$54,518.00
Distance Learning Program	$60,000.00	$75,007.00
Pupil Learning Loss	$92,000.00	$64,088.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$237,000.00	$193,613.00

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Local Control 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
General Shafter Elementary School District	Mr. Chris Salyards Superintendent	chriss@generalshafter.org (661) 837-1931

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

General Shafter School District is a school district that is comprised of one K-8 school. General Shafter School District was founded in 1904 and is located in a rural part Kern County located in the south eastern end of Bakersfield. Generally, enrollment at General Shafter remains under 200 students. Currently General Shafter serves 180 students. Our one school has all self-contained classes for each grade level. Historically, the General Shafter Community has been a very tight group of people who are proud of their community school. General Shafter successfully serves our communities needs by offering intervention programs and resources for our student populations. Many of our students succeed beyond high school and become responsible citizens that benefit our community. General Shafter School district is looking to the future with the possibility of growth via the expansion of the Tejon Grapevine Development. General Shafter School District is very proud of the accomplishments made throughout the years and this past year and look forward to continued growth through student achievement and community involvement.

Reflections: Successes

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

COVID-19 brought many challenges to our school district. With all students experiencing some level of learning loss and apprehension by many of our students throughout the year due to media and other outside sources. Our staff overcame many obstacles in educating students that will not show up on a California School Dashboard. Locally, we celebrate in the successes in all of our students and community as they persevered. We have witness successes in the following areas. We are not satisfied with one year successes, we want to maintain success year after year. We have experienced many positive trend data on the Ca Dashboard:

CA Dashboard ELA Data:
All Student Group

2017 (-17.3) DFS
2018 (0.6) DFS
2019 (-3.7) DFS

SED Student Group
2017 (-22) DFS
2018 (-8) DFS
2019 (-14) DFS

CA Dashboard Math Data:
All Student Group
2017 (-21) DFS
2018 (-4) DFS
2019 (1) DFS

SED Student Group
2017 (-25) DFS
2018 (-15) DFS
2019 (-8) DFS

We plan on building on the successes we have done by continuing to focus on our goals outlined in the LCAP as well continued partnership with our parents and community.

1.Our district has continued to make customer service and communication a priority. We obtained high marks from our stakeholders via survey and in person comments regarding our customer service. Through advertisements, and the creation of opportunities for parents to be on campus more we look forward to our parent involvement being greater.
2. General Shafter ESD has put a greater emphasis on Professional Development. Our staff is beginning to see the rewards and benefits of such priorities. Staff has been able to learn new techniques to better educate pupils in their classroom. Due to having one teacher per grade, PD has opened doors for collaboration with other grade levels teachers outside of our district. Staff verbally informs administration of the great things they have received from PD.
3 General Shafter ESD students have benefited from implementation of the creation of a modern learning environment in each classroom by updating furniture and technology in the classroom setting to improve and promote hands on learning. We will maintain our learning environments as we move forward. Our district has a Chromebook for each student at a 1 to 1 ratio.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Due to COVID-19 we realized as a district we were not as prepared for a disruption to our educational system of this magnitude. We also learned we needed to introduce distance learning and maintain training in this platform. Our district needs to continue on the path of mental health awareness. PD will be a priority for our staff in the coming years. Additionally below are areas our district needs to improve.
1.According to the DATA present on the Dashboard, General Shafter ESD has one "RED" performance category in the are of Chronic Absenteeism. We will strive to make progress in this area. Our goal is to be in the "Yellow" performance category in the area of Chronic Absenteeism in the coming years. We understand the challenges we face as a small rural school and will implement an attendance campaign with incentives for school attendance. Educating families and students on the importance of being in school on a daily basis will be a priority as well. English Learners will continue to be a priority of our district.
2. General Shafter has identified a greater quality of customer service to our stakeholders, parents, staff and students as a need. Continue communication with parents/guardians, having employees available to answer questions in a prompt and accurate manner.
3. General Shafter staff and parents both have identified parent training as a priority for success of our students. We will look for ways to offer parent training. General Shafter intends to work closely with community leaders to identify the type of parent training needed.
4. A greater emphasis on the sciences especially with anticipated curriculum adoption. We look forward to providing professional development for staff members and promote growth in the area of science.
5. All classrooms in the district need to have modern learning resources, by way of technology and furniture etc. to promote hands on learning.

LCAP Highlights

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

Prior to COVID-19 General Shafter was working to continue through the 3 year goals of our LCAP which focused on parental and community involvement, EL education as a priority, modern learning facilities and appropriate training for our staff to educate all of our students including those pupils with special needs. Due to COVID-19 guidelines and protocols our goals did not change, however, we had to implement in different ways that we were not familiar with. We were put in a place to where we had to put resources towards creating a different kind of safe environment. Safety items that became a emphasis were masks, office shields, cleaning supplies, disinfecting supplies, software for zoom calls, training for distance learning, hardware for distance learning. General Shafter was able to open our doors to in-person instruction in September of 2020 which helped our students and community deal with COVID-19 and make us all feel a little bit more of normalcy. Prior to COVID - 19 in our LCAP one would see that General Shafter School District worked very hard to grow parental and community support through various activities and expenditures. GESD utilized such things as ART shows, BBQ's and meetings to incorporate the family and community. In this LCAP student achievement was a high priority. EL pupils garnered much attention with the continued development of our EL program. Curriculum and personnel was some highlighted expenditures. Because of this hard work we witnessed tremendous growth. Also, overall student achievement was realized through the hard work of our staff and proof provided by bench marking etc. As GESD moves forward, EL pupils will remain a priority as well as overall pupil achievement. GESD will have added emphasis on our facility needs making

sure all of our pupils are being taught with the most updated resources. Professional Development will be a highlighted feature in this LCAP. Moving forward parent training, emphasis on science, maintaining modern learning environments, and customer service will be key elements for improvement. A districtwide physical education program will be a goal of ours over the next 3 years. We also, will emphasize mental health and will look for resources and Professional development opportunities to help our staff be better equipped to identify and help our student populations.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The General Shafter School District is committed to significant and purposeful engagement with students, parents, bargaining units, community groups and other stakeholders in the development of the LCAP and the budget process. The General Shafter ESD LCAP is a product engagement that included strategic planning, data, accountability, with improvement across the state priorities and district locally identified priorities.

During the 2019-20 school year, Board, Administration, Certificated staff, Classified staff, ELAC, DELAC and SELPA provided input in the LCAP. The district also used the following resources: Surveys from parents, students and staff. The District held a district-wide public meeting on May 8th, at 1:30pm. A meeting was held on January 22nd, at 8:00am to discuss the goals, outcomes and receive input from representation from parent group, board of trustees, administration (including principals), classified staff, CTA as well as management. All meetings reviewed and discussed the progress the district made to achieve LCAP goals from 2018-19 and also received input for goals to the 2019-20 LCAP. The Board of Trustees held a public hearing on June 4th 2019 to review the LCAP and Budget. The Board of Trustees approved the LCAP and Budget on June 22nd, 2019. There were no questions that needed a written response. The LCAP will continually be reviewed for appropriate updates as needed.

In March 2020 COVID-19 brought many changes to our district. We are continue to navigate these changes. During the 2020 school year the LCAP process was put on hold due to COVID-19. However, we continued dialogue with parents, staff and board members, and stakeholders to develop our Learning Continuity Plan in September 2020. Without the ability to meet in person, we held our meetings through ZOOM. All of our meeting were advertised via class dojo, email, phone calls and flyers. Zoom meetings with parents were held in both English and Spanish to summarize the 2020-21 school year, report progress and to receive input as we develop the 2021-22 LCAP. Included in planning has been the Board of Trustees, CTA, Classified staff , and Administration. Social media was unitized more extensively to communicate with our community. Our Facebook and Instagram pages were updated with information and school happenings. We utilized Surveymonkey to send surveys to parents regarding reopening, school services and requesting input and feedback for planning purposes. SELPA meeting was held on April 30th, 2021, District English Learner Parent Advisory Meeting was held on April 21, 2021. Parent Advisory meeting in both English and Spanish were held on April 21st, 2021. All meetings were held via zoom. There were no questions from these meetings that needed a written response. Our public hearing date was June 7th and our board approval date was June 21st.

A summary of the feedback provided by specific stakeholder groups.

During LCAP input this year and at the end of the 2019-2020 school year, there were many patterns and trends largely influenced by COVID-19 school closures and the implementation of distance learning. Input gathered in 2019-2020 was reflected again in suggestions and concerns gathered during 2020-2021 input. The following are summaries of information gathered.
STUDENTS:
Students reported their pleasure in having the ability to come to school every day. Students indicated, distance learning was really hard and many did have the proper access to internet which caused zoom to freeze or take them out of meeting. They indicated being on campus with

their teachers and friends made their lives easier and the work was easier when they were as school in-person. They did indicate they would like to be on campus for more hours and could not wait until the modified schedules would go away.

DISTRICT ADMINISTRATION
Having time to implement existing and additional programs was expressed multiple times by this group. The addition of Google classroom and related systems, Go Guardian, class dojo, Weekly Attendance Accounting, online report cards, online monitoring and support of students, professional development to support staff and the overall burden of COVID-19 security measures and reporting has been a huge undertaking led by this group. Recommendations include adding a psychologist to support behaviors, behavior plans and implement discussions around topics parents identified in their surveys Additional clerical staffing to address added reporting due to COVID-19. Infrastructure needs, while being addressed, a desire to continue to expand 21st Century technology. Availability of staff and opportunities to extend hours to support students and parents has been expressed as a critical need. Additional instructional aides and EL staffing to address learning loss and our EL redesignation rate. Fix tripping hazards on-site due to concrete malfunctions. Communication from the teachers to parents is remaining a target.

STAFF (Teachers and Classified)
Staff indicated they have been impacted by COVID-19 in relation to their stress for health concerns. Staff has inquired about physical ways to relieve their mental and social emotional concerns. With the impact distance learning and learning loss, the staff has fealty overwhelmed with burden for student achievement.

PARENTS/DISTRICT ADVISORY COUNCILS
Parents have expressed thanks for administrators, teachers, Classified and support staff. for their persistence, motivation, and support of students. Feedback was consistent amongst all stakeholder groups and students. Positive words were said about or handling of COVIDS-19 and the communication between the district and stakeholders. Areas in which stakeholders would like to see addressed are as follows:
> Parent engagement and participation in school activities was a top priority.
> Supplemental Programs - Music, Art, etc.
> Physical Education
> Parent Support by in areas of cyber bullying, substance abuse.

LOCAL BARGAINING GROUPS
Discussions with General Shafter Teacher's Association (GSTA) revolved around safety, scheduling, and ensuring staff had required resources. Staff inquired about how they could help administration accelerate the process in getting students back to full time in-person instruction. Professional Development and scheduling input was also a topic of discussion.

SCHOOL BOARD
The General Shafter School Board focused on safety first followed closely with ensuring students and staff had what they needed to implement distance learning and to move back to in-person instruction. Specific focuses on equity, mental health, and continuous growth in academic achievement and mitigating learning loss have been at the forefront. The Board wishes to get school back to full time in-person instruction as soon as possible.

SELPA
General Shafter administration met with SELPA to discuss our plans and goals. We also shared our areas of concern and areas of strength.

School Strengths, Weaknesses, Goals, Priorities were discussed. Input received from parent group, Certificated, Classified staff, Board, Administration and surveys from parents, students and staff formed updated goals and priorities are reflected in the LCAP. All groups have been pleased with the progress and outcomes of the school district over the past year. However, staff and parents agreed that work need to

continue specifically with parent engagement and participation in school activities. Communication from the teachers to parents is a target. The District EL program will continue to improve.
All items were responded to in public hearing for the LCAP on June 7, 2021.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The 2021-2024 General Shafter School District LCAP and goals is a produce of input and involvement received from parent groups, Certificated, Classified staff, Board, Administration. Surveys from parents, students and staff helped form goals and priorities and are reflected in the LCAP. The 2021-24 LCAP will have 3 goals focused on engagement/customer service/parent involvement, standards based academic achievement/professional development/English Language development, school climate/student engagement/attendance. Input provided from all stakeholder groups guided our writing of this LCAP goals.

Goal 1: Increase academic achievement in the core areas for all student groups, including students with disabilities and unduplicated pupils. Including a redevelopment of the Districtwide English Learner program, with a renewed focus on the use of academic vocabulary in speaking and writing in order to engage with complex language and text as measured by classroom observations utilizing a district developed classroom observation tool for Designated English Language Development and the Integrated English Language Development. Improve the English proficiency and academic achievement of English Learners. As measured by the SBAC, Benchmarking, and ELPAC testing. Staff will benefit from professional development and EL specific training.

Based upon classroom walks, input from teachers and parents we will address the decline in core areas due COVID-19 related outcomes. Based on current ELPAC and local assessment data our English Language Development Program will benefit from focused intensity intended to improve student outcomes for English Learners. Prior to COVID -19 our we had shown modest improvements, however we were not at "standard". Due to the COVID-19 pandemic we have moved further away from "standard". Our program will be developed with a focus to address English Language Development. This goal is an outcome of many discussions and data, including input from English Learner Parents and the Advisory Committee that hope for a higher redesignation rate and want to see instruction modified to address continuous improvement of students. The addition of instructional staff comes from a desire from administration to provide a more focused instruction and a collection of better quality data to guide our English Learners through their studies. Student broken up into smaller practice groups, will facilitate better achievement. Concerns over performance in core classes revolve around a lack of knowledge of conceptual vocabulary and students express their frustration with not understanding.

Goal 2: Communicate district resources and opportunities for parent training along with students, staff, and the community by providing services and personnel to further open lines of communication fostering a safe and welcoming educational environment through which all stakeholders are actively engaged in an equitable learning process. Create a school climate that is conducive while engaging all students in the learning process and promotes school attendance.

Attendance:
Prior to COVID-19 the district had made gains with students achieving lower absence levels, especially in the area of Excessive Excused absences, a significant portion of the population has been identified as Chronically Absent. Our was in the beginning stages of implanting

Character Counts as a resource to build off of and deter absenteeism. The district 2018-2019 Dashboard indicates a placement of "RED" tier. Students with Disabilities have been identified as a Red on the Dashboard due to significant increases to absences. The impact of COVID-19 has changed the landscape of absenteeism. Our attendance rate improved dramatically during COVID-19. This is due to the change in reporting requirements and definitions. As we move forward we anticipate a need for a renewed enfaces on absenteeism. Our staff and administration agree we will create a detailed incentive program for students who are at school. Special days, field trips, awards etc. will all be included in the program. Administration agrees the revival of Character Counts will be a catalyst to seeing success. Parents, Staff and Administration agree there needs to be an emphasis on healthy bodies. Many students have "spent to much time in front of their screens" and need to exercise more. We anticipate a robust PE program schoolwide will help with student illness and ultimately with absence rates. Students who are not in school are missing class time and intervention, to make them up impacts others.

The Chronic Absenteeism rate is:
- 13.5% for all students. (orange tier)
- 21.3% for English Learners (red tier)
- 15.4% Socioeconomically Disadvantaged (orange tier)
- 25% White

School Climate:
Stakeholder input from Parents, Community, Students, Local Bargaining Units, Teachers, Other School Personnel, Community, and Parent Committees (DELAC and PAC) overwhelmingly gave our district and site administration high marks for their ability to communicate during COVID-19. Students and families feel safe at school and feel the facilities are well taken care of and sanitized regularly. Administration has indicated the need for a psychologist to provide physical, social emotional, and mental health services based upon responses indicating a need in our district survey. Our district safety plan actions utilizing personnel and programs funded through LCAP will promote a safe environment. Go Guardian is being purchased and implemented beginning in August 2021 to indicate real-time access to student engagement and oversight of use of technology in appropriate manners. This product has been sampled during the 4th quarter of 2020-21 school year and was very well received this year due to distance learning and input suggests continued use to support small group instruction and differentiated instruction. General Shafter feels that this input has influenced Goal #2 and all the actions embedded within this goal addresses stakeholder input.

STAFF (Teachers and Classified)
Staff indicated they have been impacted by COVID-19 in relation to their stress for health concerns. Staff has inquired about physical ways to relieve their mental and social emotional concerns. With the impact distance learning and learning loss, the staff has fealty overwhelmed with burden for student achievement. General Shafter feels that this input has influenced Goal #2 and all the actions embedded within this goal addresses stakeholder input from staff.

LOCAL BARGAINING GROUPS
Discussions with General Shafter Teacher's Association (GSTA) revolved around safety, scheduling, and ensuring staff had required resources. Staff inquired about how they could help administration accelerate the process in getting students back to full time in-person instruction. Professional Development and scheduling input was also a topic of discussion. General Shafter feels that this input has

influenced Goal #1 and all the actions embedded within this goal addresses stakeholder input from Local Bargaining Groups.

Parent Stakeholder:
Through parent stakeholder surveys meaningful communication and conversations to promote expanding engagement have been a topic of all stakeholder input sessions. Basic implementation of skills, strategies, and communication is a priority of our district. Parents have indicated their desire to be educated regarding the educations system and terminologies. Basic implementation of training in the area of skill, strategies and the importance of daily school attendance are reasons why this goal was created. General Shafter feels that this input has influenced Goal #1 and all the actions embedded within this goal addresses stakeholder input from parents.

Student Survey Input:
Survey data indicates many students do not feel engaged or have a sense of school pride. Students also wanted to be with their peers. General Shafter feels that this input has influenced Goal #2 and all the actions embedded within this goal addresses stakeholder input from students.

Administration:
Administration feels, if proper training for parents were to be in place then family engagement would improve. Administration will meet on a regular basis to answer questions, a trained professional will offer resources and guidance in areas of need as presented by parents. Many of our parents in need are Spanish speaking and we need to provide translation services for such meeting and conversations. Advisory group will be vital throughout our district while also identifying specific needs of groups. Personnel, programs, and outreach materials will be necessary to promote tools for advocacy and support independence and interdependence, as opposed to codependence, throughout the school community and stakeholders. General Shafter feels that this input has influenced Goal #1 and #2 and all the actions embedded within these goals addresses stakeholder input from administration.

Points of discussion from stakeholders:
> Parent engagement and participation in school activities was a top priority. (From Parent Advisory Committee and ELPAC)
> Communication from the teachers to parents is a target.
>Supplemental Programs - Music, Art, etc. (From Parent, Student Stakeholders, PAC, and ELPAC)
> Physical Education (From Parent, Teachers, Student Stakeholders, PAC, and ELPAC)
> Parent Support by in areas of cyber bullying, substance abuse (Parent Stakeholder Surveys)

We believe the stakeholder input from all stakeholders are captured within all Goals and Actions identified within the LCAP.

Goals and Actions

Goal

Goal #	Description
1	Increase academic achievement in the core areas for all student groups, including students with disabilities and unduplicated pupils. Including a redevelopment of the Districtwide English Learner program, with a renewed focus on the use of academic vocabulary in speaking and writing in order to engage with complex language and text as measured by classroom observations utilizing a district developed classroom observation tool for Designated English Language Development and the Integrated English Language Development. Improve the English proficiency and academic achievement of English Learners.

An explanation of why the LEA has developed this goal.

Based upon classroom walks, local and state data, input from teachers and parents we will address the decline in core areas due COVID-19 related outcomes. Based on current ELPAC and local assessment data our English Language Development Program will benefit from focused intensity intended to improve student outcomes for English Learners. Prior to COVID -19 our we had shown modest improvements, however we were not at "standard". Due to the COVID-19 pandemic we have moved further away from "standard'. Our program will be developed with a focus to address English Language Development. This goal is an outcome of many discussions and data, including input from English Learner Parents and the Advisory Committee that hope for a higher redesignation rate and want to see instruction modified to address continuous improvement of students. The addition of instructional staff comes from a desire from administration to provide a more focused instruction and a collection of better quality data to guide our English Learners through their studies. Student broken up into smaller practice groups, will facilitate better achievement. Concerns over performance in core classes revolve around a lack of knowledge of conceptual vocabulary and students express their frustration with not understanding.

State Data shows the following from the 2019 California Dashboard:
2019 Ca Dashboard results met/exceed standards: ELA (All students): 33%, (ELs): 30%. Math: (All) 39%, (ELs): 41%.

English Language Arts
All Students -3.7 average distance from standard
(Yellow, Change level declined from prior year)
English Learners-42.8 average distance from standard
(Orange, Change level declined significantly from prior year)
Low Income students -14.3 average distance from standard
(Orange, Change level declined from prior year)

Mathematics
All Students .8 average distance above standard
(Green, Change level maintained from prior year)

English Learner -34 average distance from standard
(Orange, Change level declined from prior year)

Low Income students -8 average distance from standard
(Green, Change level increased from prior year)

We plan to improve academic achievement and a positive school environment though the actions within this goal. The actions are designed and intended to help support and improve student learning. General Shafter will measure progress towards our goal utilizing the metrics identified below.

State Priorities used in Goal #1
2, 4, 7

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority: #2 - Implementation of State Standards (A) Implementation of state board adopted academic content and performance standards for all students.	From the California Dashboard Local Indicators self-reflection tool and classroom walkthroughs, Data reflects100% of classrooms implement CCSS on a daily basis.				Using the California Dashboard Local Indicator self-reflection tool we will maintain Survey Data that reflects 100% of teachers received Professional Development in CCSS. Classroom observations will show that the CCSS are substantially implemented.
Priority: #2 - Implementation of State Standards (B) How do the program and services will	100% of EL students have access to CCSS and ELD standards for purpose of obtaining content knowledge				100% of EL students have access to CCSS and ELD standards for purpose of obtaining content knowledge

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
enable English Learners to access the CCSS & ELD standard for purpose of gaining academic content knowledge and English language proficiency.	and language proficiency as measured by Local Survey Data, Master Schedule, and Admin Walk-Throughs (Min of 30 minutes or more of Daily ELD).				and language proficiency as measured by Local Survey Data, Master Schedule, and Admin Walk-Throughs (Min of 30 minutes or more of Daily ELD).
Priority: #4 - Pupil Achievement (A) Statewide assessments administered.	2019 Ca Dashboard results met/exceed standards: ELA (All students): 33%, (ELs): 30%. Math: (All) 39%, (ELs): 41%. English Language Arts All Students -3.7 average distance from standard (Yellow, Change level declined from prior year) English Learners-42.8 average distance from standard (Orange, Change level declined significantly from prior year) Low Income students -14.3 average distance from standard				California Dashboard results met/exceed standards: ELA (All students): 37%, (ELs): 35%. Math: (All) 45%, (ELs): 45%. English Language Arts All Students -2.0 average distance from standard English Learners -38.0 average distance from standard Low Income students -12 average distance from standard Mathematics All Students 0 average distance from standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(Orange, Change level declined from prior year) Mathematics All Students .8 average distance above standard (Green, Change level maintained from prior year) English Learner -34 average distance from standard (Orange, Change level declined from prior year) Low Income students -8 average distance from standard (Green, Change level increased from prior year) CAST (Science Data) All Students-9.09% Met or Exceeded Low Income- 4.55% Met or Exceeded				English Learners -30 average distance from standard Low Income students -7.0 average distance from standard CAST (Science Data) All Students-15% Met or Exceeded Low Income- 10% Met or Exceeded
Priority: #4 - Pupil Achievement (B % of pupils that have	N/A				N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
successfully completed A-G requirements.					
Priority: #4 - Pupil Achievement (C) % of pupils that have successfully completed CTE pathways	N/A				N/A
Priority: #4 - Pupil Achievement (D) % of pupil who have completed both B & C.	N/A				N/A
Priority: #4 - Pupil Achievement (E) % of EL who make progress toward English proficiency as measure by English Learner Progress Indicator	The 2019 Ca Dashboard English Learner Progress Indicator shows that 65.2% of our EL students made progress toward English proficiency.				English Learner Progress Indicator Data will show 68% of our EL students made progress toward English proficiency.
Priority: #4 - Pupil Achievement (F) EL reclassification rate.	Local Data reflects that the District's Redesignation Rate for 2019-2020 was 10%.				The District's Redesignation Rate for 2023-2024 will be 15% or higher.
Priority: #4 - Pupil Achievement (G) % of pupils that pass AP exams with a score of 3 or higher	N/A				N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority: #4 - Pupil Achievement (H) % of pupils prepared for college by the EAP (ELA/Math CAASPP Score of 3 or higher)	N/A				N/A
Priority: #7 - Course Access (A) to the extent to which students have access to and are enrolled in a broad course of study.	Review of Master Schedules and Ca Dashboard self-reflection tool used for local indicators reflects 100% of students have access to a broad course of study. 100% of students are enrolled in all required areas of broad coursework. 100% of students are enrolled in Physical Education. 100% of students grades 3-5 are enrolled in VAPA.				Review of Master Schedules and CA Dashboard self-reflection tool used for local indicators will reflect 100% of students have access to a broad course of study. 100% of students are enrolled in all required areas of broad coursework. 100% of students are enrolled in Physical Education. 100% of students grades 3-5 are enrolled in VAPA.
Priority: #7 Course Access (B) to programs and services for low income, English learner and foster youth.	Review of Master Schedules and Ca Dashboard self-reflection tool used for local indicators reflects 100% of unduplicated students are enrolled in all				Review of Master Schedules and CA Dashboard self-reflection tool used for local indicators will reflect 100% of unduplicated students are enrolled

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	required areas of broad coursework. 100% of TK - 6th grade have access to art and music class. 100% of English Learners received targeted English Language Development during Designated and Integrated English Language Development instruction I00% of identified English Learners receive appropriate supports during Integrated ELD as identified by classroom walkthrough tool to be implemented 2021-2022. 100% of enrolled foster youth and their families are aware of programs and services and have access to desired programs and services.				in all required areas of broad coursework. 100% of TK - 6th grade will have access to art and music class. 100% of English Learners will receive targeted English Language Development during Designated and Integrated English Language Development instruction I00% of identified English Learners receive appropriate supports during Integrated ELD as identified by classroom walkthrough observations. 100% of enrolled foster youth and their families will be aware of programs and services and have access to desired programs and services.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority: #7 Course Access (C) to program and services for student with disabilities.100% of students with disabilities are enrolled in all required areas of broad coursework.	Review of Master Schedules and Ca Dashboard self-reflection tool used for local indicators reflects 100% of students with disabilities are enrolled in all required areas of broad coursework. 100% of students with disabilities are enrolled in Physical Education. 100% of students with disabilities in grade 3-5 are enrolled in VAPA.				Review of Master Schedules and CA Dashboard self-reflection tool used for local indicators will reflect 100% of students with disabilities are enrolled in all required areas of broad coursework. 100% of students with disabilities are enrolled in Physical Education. 100% of students with disabilities in grade 3-5 are enrolled in VAPA.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Intervention Specialist	The district will hire an intervention specialist to provide supplemental support in reading, math, and ELD. The specialist will utilize local data from classroom assessments to refine instruction and curriculum for all TIER 2 or Tier 3 students. They will also work together with all staff to implement necessary strategies to close the achievement gaps of English Learners, Low-Income, and any Foster Youth students.	$90,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Purchasing supplemental Curriculum and Assessment tools	General Shafter will purchase supplemental resources in the area of math, reading, and EL. Resources are intended to obtain quality data to provide services for better outcomes in grade level mastery of the standards and to support language acquisition. The supplemental materials and resources will be used for academic intervention.	$3,000.00	Yes
4	Professional Development in areas of Math, Language Arts, Science and History.	We will provide Professional Development for trainings for all teachers, SPED teachers, and support staff in the area of math, reading, and ELD. This Professional Development will allow our focus to remain on academic achievement to utilize best practices and increase English Language acquisition.	$5,000.00	Yes
5	Support Staff	The district will retain one and hire one intervention aid to assist classroom teachers with reading, math and EL intervention. These instructional assistants will provide instructional support and small group instruction for English Learners, Foster Youth, and pupils of low socio-economic status. The support works in coordination with the Intervention Team to assist mastery of grade level standards including English Language Development.	$40,000.00	Yes

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Communicate district resources and opportunities for parent training along with students, staff, and the community by providing services and personnel to further open lines of communication fostering a safe and welcoming educational environment through which all stakeholders are actively engaged in an equitable learning process. Create a school climate that is conducive while engaging all students in the learning process and promotes school attendance.

An explanation of why the LEA has developed this goal.

Attendance:
Prior to COVID-19 the district had made gains with students achieving lower absence levels, especially in the area of Excessive Excused absences, a significant portion of the population has been identified as Chronically Absent. Our was in the beginning stages of implanting Character Counts as a resource to build off of and deter absenteeism. The district 2018-2019 Dashboard indicates a placement of "RED" tier. Students with Disabilities have been identified as a Red on the Dashboard due to significant increases to absences. The impact of COVID-19 has changed the landscape of absenteeism. Our attendance rate improved dramatically during COVID-19. This is due to the change in reporting requirements and definitions. As we move forward we anticipate a need for a renewed enfaces on absenteeism. Our staff and administration agree we will create a detailed incentive program for students who are at school. Special days, field trips, awards etc. will all be included in the program. Administration agrees the revival of Character Counts will be a catalyst to seeing success. Parents, Staff and Administration agree there needs to be an emphasis on healthy bodies. Many students have "spent to much time in front of their screens" and need to exercise more. We anticipate a robust PE program schoolwide will help with student illness and ultimately with absence rates. Students who are not in school are missing class time and intervention, to make them up impacts others.

The Chronic Absenteeism rate is:
- 13.5% for all students. (orange tier)
- 21.3% for English Learners (red tier)
- 15.4% Socioeconomically Disadvantaged (orange tier)
- 25% White

School Climate:
Stakeholder input overwhelmingly gave our district and site administration high marks for their ability to communicate during COVID-19. Students and families feel safe at school and feel the facilities are well taken care of and sanitized regularly. Administration has indicated the need for a psychologist to provide physical, social emotional, and mental health services based upon responses indicating a need in our district survey. Our district safety plan actions utilizing personnel and programs funded through LCAP will promote a safe environment. Go Guardian is being purchased and implemented beginning in August 2021 to indicate real-time access to student engagement and oversight of use of technology in appropriate manners. This product has been sampled during the 4th quarter of 2020-21 school year and was very

well received this year due to distance learning and input suggests continued use to support small group instruction and differentiated instruction.

Parent Stakeholder:
Through parent stakeholder surveys meaningful communication and conversations to promote expanding engagement have been a topic of all stakeholder input sessions. Basic implementation of skills, strategies, and communication is a priority of our district. Parents have indicated their desire to be educated regarding the educations system and terminologies. Basic implementation of training in the area of skill, stratagies and the importance of daily school attendance are reasons why this goal was created.

Student Survey Input:
Survey data indicates many students do not feel engaged or have a sense of school pride.

Administration:
Administration feels, if proper training for parents were to be in place then family engagement would improve. Administration will meet on a regular basis to answer questions, a trained professional will offer resources and guidance in areas of need as presented by parents. Many of our parents in need are Spanish speaking and we need to provide translation services for such meeting and conversations. Advisory group will be vital throughout our district while also identifying specific needs of groups. Personnel, programs, and outreach materials will be necessary to promote tools for advocacy and support independence and interdependence, as opposed to codependence, throughout the school community and stakeholders.

We plan to improve communication and a positive school environment though the actions within this goal. The actions are designed and intended to help support and improve school climate. General Shafter will measure progress towards our goal utilizing the metrics identified below.

State Priorities used in Goal #2
1, 3, 5, 6, 8

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority #5E- High School Graduation Rates	N/A				N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Section 51210 and 51220(a)-(i), as applicable.	During the 18-19 school year, Physical Fitness Scores were; (recorded as % in Health Fitness Zone) 5th Grade 7th Grade Aerobic Capacity 30% 45% Body Composition 25% 50% Abdominal Strength 50% 95% Trunk Extension 100% 90% Upper Body Strength 65% 80% Flexibility 80% 70%				2 percentage point improvement for all areas on the Physical Fitness Scores Based upon the Physical Fitness test. All pupils participating in physical activities regularly based on local assessment.
Priority: #3 - Parent Involvement (A) Efforts to seek parent	0% of our families are engaged in parent training offered by				50% of our families are engaged in parent

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
input in making decisions for district and school sites.	General Shafter School District				training offered by General Shafter.
Priority #3- Parent Involvement (B) How district promotes participation of parents for unduplicated pupils	Using local communication tools (emails, flyers, phone tree service) 100% of all parent engagement opportunities were advertised and delivered to unduplicated students and families.				Using local communication tools (emails, flyers, phone tree service, DOJO) General Shafter will maintain baseline of 100% of all parent engagement opportunities were advertised and delivered to unduplicated students and families.
Priority #3 - Parent Involvement (C) How district promotes participation of parents for pupils with exceptional needs.	Using local communication tools (emails, flyers, phone tree service) 100% of all parent engagement opportunities were advertised and delivered to Students with Disabilities and families.				Using local communication tools (emails, flyers, phone tree service) General Shafter will maintain baseline of 100% of all parent engagement opportunities were advertised and delivered to Student with Disabilities and families.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1 (a): Basic Services-Teachers appropriately assigned and full credentialed for assignment.	From the California Dashboard Local Indicators self-reflection tool shows 100% are fully credentialed and assigned appropriately.				Using the California Dashboard Local Indicator self-reflection tool we will maintain 100% fully credentialed and appropriately assigned teachers.
Priority 1 (b): Pupils access to standards-aligned materials.	From the California Dashboard Local Indicators self-reflection tool, 100% of students have access to standards-aligned materials.				Using the California Dashboard Local Indicator self-reflection tool we will maintain 100% of students will have access to standards-aligned materials.
Priority 1 (c): School facilities maintained and in good repair.	Facilities have an overall rating of "Exemplary" as indicated on FIT Report.				Facilities will maintain an overall rating of "Exemplary" as indicated on FIT Report.
Priority 5 (a): School attendance rates	According to CalPads and Local Data, the District's Attendance Rate for 2020-2021 was 86.5%.				The California Dashboard will reflect the District's Attendance Rate for 2023-2024 will be 90%.
Priority 5 (b): Chronic absenteeism rates	According to the California Dashboard, the District's Chronic Absenteeism Rate in 2018-2019 was • 13.5% for all students.				According to the California Dashboard, the District's Chronic Absenteeism Rate for 2023-2024 will be: • 5% for all students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• 21.3% for English Learners • 15.4% Socioeconomically Disadvantaged • 25% White				• 10% for English Learners • 10% Socioeconomically Disadvantaged • 10% White
Priority 5 (c); Middle school drop-out rates	According to DataQuest, the Middle School Drop-Out Rate was 0 in 2018-2019.				Using Local data and DataQuest, the Middle School Drop-Out Rate will maintain as 0.
Priority 5 (d): High school drop-out rates	N/A				N/A
Priority 6 (a): Pupil suspension rates	According to the California Dashboard, the District's Suspension Rate for 2018-2019 was .05%. As measured by our Student Information System, the referral rate was .05%.				Using the California Dashboard, the District's Suspension Rate for 2023-24 will be 0. As measured by our Student Information System, the referral rate was 0.
Priority 6 (b): Pupil expulsion rates	Local Data reflects that the District's Expulsion Rate for 2018-2019 was 0.				Local Data will reflect the District's Expulsion Rate for 2023-24 will maintain 0.
Priority 6 (c): Other Local Measures on	Based on Local Measurement of				Based on student surveys will reflect

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
sense of safety and school connectedness	student surveys regarding safety and school connectedness: 93% enjoy school 85% feel safe at school 91% feel academic expectations are high.				100% enjoy school 90% feel safe at school 95% feel academic expectations are high.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Attendance Campaign and Incentive Program	Create a detailed Attendance Campaign and Incentive Program along with promotional items to create a positive outcome to increase better attendance rates and lower our chronic absenteeism rate.	$6,000.00	Yes
2	Performing Arts	Create and maintain a quality performing arts program that includes introduction to musical instruments, singing and on stage performances. General Shafter School District understands the importance of performing arts in the lives of our students. Therefore, it is our goal to utilize supplemental funds to offer these programs.	$40,000.00	No
3	Fine Arts	Create and Maintain a fine arts program that includes student art shows and events to promote students creativity. General Shafter School District understands the importance of Fine arts in the lives of our students. Therefore, it is our goal to utilize supplemental funds to offer these programs.	$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
4	Maintain modern classroom learning environment	General Shafter School District will continue to purchase modern classroom furniture and equipment to facilitate better learning. Included purchases include, student desks, science lab equipment.	$20,000.00	No
5	Elementary Physical Education Instructor	The General Shafter School District will develop healthy students throughout the district and improve pupil outcomes on fitness tests. GSESD will maintain a standardized Elementary Physical Education program. Trained staff will provide targeted assistance to low income, English learners, and Foster Youth, groups who are more likely to have limited participation in physical activity. According to the U.S. Dept. of Health, there is a strong relationship between family income and physical activity, with low income families being the most sedentary. The effectiveness of this action will be measured by local fitness scores at GSESD and the state fitness test when reinstated.	$122,000.00	Yes
6	History based field trip or activity annually.	General Shafter will conduct one history based field trip or activity per grade level annually.	$5,000.00	No
7	Science based field trip or activity	General Shafter school will conduct one science based field trip or activity per grade level annually.	$5,000.00	No
8	Character Counts	Character Counts to bring awareness to school attendance. Studies show great improvement in areas of academic performance, school disciple and attendance through the the implementation of Character Counts. General Shafter ESD will begin the implementation of the program with staff training. Our focus the first year will be to increase attendance. Studies show that enrollment increased in school districts that implemented the program. In one instance homeless attendance increased from 75% to 95%.	$3,500.00	No

Action #	Title	Description	Total Funds	Contributing
9	Purchase educational technology	Purchase and maintain technology for students will have equitable tools that are needed to learn in the classroom.	$5,000.00	No
10	School Psychologist	General Shafter hire one part-time District Psychologist to monitor the Response to Intervention Program, and to provide additional support to students, families, and staff in the area of School Attendance, Trauma Informed Care, and Social Emotional Learning.	$25,000.00	Yes
11	Resources for families with pupils with exceptional needs.	General Shafter will seek and distribute resources to families within our district with students with exceptional needs.	$25,000.00	No
12	Translation services for advisory meetings, mailings, and other informational material.	Translation Services to serve our families who do not speak the English language.	$47,000.00	Yes

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
21.74%	$336,511

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

Goal 1

Increase academic achievement in the core areas for all student groups, including students with disabilities and unduplicated pupils. Including a redevelopment of the Districtwide English Learner program, with a renewed focus on the use of academic vocabulary in speaking and writing in order to engage with complex language and text as measured by classroom observations utilizing a district developed classroom observation tool for Designated English Language Development and the Integrated English Language Development. Improve the English proficiency and academic achievement of English Learners. As measured by the SBAC, Benchmarking, and ELPAC testing. Staff will benefit from professional development and EL specific training.

The following needs, conditions, and circumstances were assessed for Foster Youth, English Learners, and Low-Income students in developing Actions for the 2021-24 LCAP.

Academic/Engagement Achievement Gaps
From the 2019 California Accountability System the current English Learners and Low-Income in the General Shafter School District performance levels were as follows:

English Language Arts
All Students 5.3 average distance from standard
(Orange, Change level declined from prior year)

English Learners -42.8 average distance from standard
(Orange, Change level declined significantly from prior year)
Low Income students -16.4 average distance from standard
(Orange, Change level declined from prior year)

Met/Exceed standards:

ELA (All students): 56.43%
(ELs): 6.25%
Low-Income 65.91%

Mathematics
All Students -.9 average distance from standard
(Yellow, Change level maintained from prior year)
English Learners -34 average distance from standard
(Orange, Change level declined from prior year)
Low Income students -10.1 average distance from standard
(Green, Change level increased from prior year)

Math: (All students) 54%
(ELs): 12%
Low-Income 46.75%

From the 2019 Summative ELPAC
Level 4- 10%
Level 3- 48%
Level 2- 39%
Level 1- 3%

From the 2019 CA Dashboard Chronic Absenteeism Indicator
All Students 13.5%
(Orange, Change level increased from prior year 12.3%)
English Learners 21.3%
(Red, Change level increased from prior year 12.8%)
Low-Income students 15.4%
(Orange, Change level increased from prior year 14.1%)

During the 18-19 school year, Physical Fitness Scores were; (recorded as % in Health Fitness Zone)
5th Grade   7th Grade

Aerobic Capacity   30%   45%
Body Composition   25%   50%
Abdominal Strength   50%   95%
Trunk Extension   100%   90%
Upper Body Strength   65%   80%
Flexibility   80%   70%

2018-2019 PFT results for Economically Disadvantaged Students

5th Grade	7th Grade	
Aerobic Capacity	26.7%	43.8%
Body Composition	26.7%	50%
Abdominal Strength	46.7%	93.8%
Trunk Extension	100%	93.8%
Upper Body Strength	66.7%	81.2%
Flexibility	80%	62.5%

Additional Conditions and Circumstances
General Shafter is a rural area located on the south eastern edge of Kern County in the state of California.
While the goal is that the General Shafter School District has and will continue to improve accessibility using multi-tiered levels of support, it is the intent of district's educators to integrate socio-emotional learning into the introduction of district wide curriculum, instructional strategies and teaching resources to provide learning experiences specified to comprehensive individual learning for all students district wide. While our goals are outlined to meet this need, we cannot ignore the conditions and circumstances our students face. These include:

>exposure to academic language outside of school
>familial resources to support their education at home
>access to technology
>opportunities to demonstrate content knowledge separate from their language development
>Lack of resources for extra academic or social emotional supports
>Attendance is impacted due to transportation needs
>There is a lack of community sports programs available to students due to rural area and cost associated with programs that families would not be able to afford.
>There is a lack of safe recreational space for students
>The impact on how personal hygiene, healthy lifestyle, and working with others is minimal due to rural area

The following actions were created within Goal 1 with these needs, conditions, and circumstances in mind as well as input from our stakeholders. General Shafter believes these actions will increase and or improve services for Foster Youth, English Learners, and Low-Income Students.

Goal 1

Increase academic achievement in the core areas for all student groups, including students with disabilities and unduplicated pupils. Including a redevelopment of the Districtwide English Learner program, with a renewed focus on the use of academic vocabulary in speaking and writing in order to engage with complex language and text as measured by classroom observations utilizing a district developed classroom observation tool for Designated English Language Development and the Integrated English Language Development. Improve the English proficiency and academic achievement of English Learners. As measured by the SBAC, Benchmarking, and ELPAC testing. Staff will benefit from professional development and EL specific training.

Intervention Specialist
Goal 1: Action 1, The district will hire an intervention specialist to provide supplemental support in reading, math, and ELD. This is a new action and will utilize local data from classroom assessments to refine instruction and curriculum for all TIER 2 or Tier 3 students. They will also work together with all staff to implement necessary strategies to close the achievement gaps of English Learners, Low-Income, and any Foster Youth students.

Supplemental Curriculum and Assessment Tools
Goal 1: Action 2, which provides for purchasing of supplemental curriculum and assessment tools. General Shafter will purchase supplemental resources in the area of math, reading and EL. Resources are intended to obtain quality data to provide services for better outcomes.
This is a new action. This action is intended to provide an intervention curriculum to support math, reading, and EL. Assessment tools are purchased to provide quality data so we can provide accurate support to our students. While this action is an LEA-Wide Action and all students will benefit from this, we believe that this will close the achievement gap that exists with Foster Youth, English Learners, and Low-Income by increasing the rate of growth as outlined in our state priority metrics.

Professional Development and Support
Goal 1: Action 4, which provides professional development in the area of CCSS and ELD is being continued from 2017-2020 LCAP. This action has been proven to be effective based on trend data from 2017 -20120 which indicate an increase in English Learner Reclassification Rate (2017-18 was 27.9% and 2019-20 was 32.6%), Achievement scores on State Assessments as indicated on the California Dashboard (Low-Income DFS for ELA was -22 in 2017, -8.2 in 2018, and -14.3 in 2019/ Low-Income DFS for Math was -25.4 in 2017, -15.7 in 2018, and -8 in 2019).
This action is intended to provide continued training and staff development for staff to utilize the best research based practices with state standards. The action will also incorporate a districtwide data system to be used to measure student progress on local assessments and provide supplemental classroom materials to support the core program when students struggle with academic standards. By providing this action, it will be effective in meeting the goal of our district because staff will have the opportunity to attain Mastery of Common Core Grade level standards and use data to analyze student learning. We will measure the effectiveness of this action by utilizing local benchmark data and state assessment results. While this action is an LEA-Wide Action and all students will benefit from this, we believe that this will close

the achievement gap that exists with Foster Youth, English Learners, and Low-Income by increasing the rate of growth as outlined in our state priority metrics.

ELA, MATH, ELD Intervention Aids
Goal 1: Action 5, The district will retain one and hire one intervention aid to assist classroom teachers with reading, math and EL intervention. This action is being continued from 2017-2020 LCAP. This action has been proven to be effective based on trend data from 2017 -20120 which indicate an increase in English Learner Reclassification Rate (2017-18 was 27.9% and 2019-20 was 32.6%), Achievement scores on State Assessments as indicated on the California Dashboard (Low-Income DFS for ELA was -22 in 2017, -8.2 in 2018, and -14.3 in 2019/ Low-Income DFS for Math was -25.4 in 2017, -15.7 in 2018, and -8 in 2019). These instructional assistants will provide instructional support and small group instruction for English Learners, Foster Youth, and pupils of low socio-economic status. The support works in coordination with the Intervention Team to assist mastery of grade level standards including English Language Development.

General Shafter will monitor the effectiveness of these actions for English Learners, Low-Income, and Foster Youth through the use of State and local assessments, parent, student, and staff surveys; and input from stakeholders during feedback sessions.

Goal 2

Increase academic achievement in the core areas for all student groups, including students with disabilities and unduplicated pupils. Including a redevelopment of the Districtwide English Learner program, with a renewed focus on the use of academic vocabulary in speaking and writing in order to engage with complex language and text as measured by classroom observations utilizing a district developed classroom observation tool for Designated English Language Development and the Integrated English Language Development. Improve the English proficiency and academic achievement of English Learners. As measured by the SBAC, Benchmarking, and ELPAC testing. Staff will benefit from professional development and EL specific training.

The following actions were created within Goal 2 with these needs, conditions, and circumstances in mind as well as input from our stakeholders. General Shafter believes these actions will increase and or improve services for Foster Youth, English Learners, and Low-Income Students.

Attendance Campaign and Incentive Program
Goal 2: Action 1, This is a new action and will provide a detailed Attendance Campaign and Incentive Program along with promotional items to create a positive outcome to increase better attendance rates and lower our chronic absenteeism rate. Stakeholder Feedback from parents of Low Income and English Learner families state that their students need to feel a sense of belonging at school. Creating a positive school climate is a goal of General Shafter and our Attendance Campaign will help support this initiative.
We will measure the effectiveness of this action by utilizing school attendance, reduction of chronic absenteeism, local benchmark data, and state assessment results. While this action is an LEA-Wide Action and all students will benefit from this, we believe that this will close the

achievement gap that exists with Foster Youth, English Learners, and Low-Income by increasing the rate of growth as outlined in our state priority metrics.

Elementary Physical Education Instructor
Goal 2: Action 5, This is a new action and will allow General Shafter School District the ability to develop healthy students throughout the district and improve pupil outcomes on fitness tests. GSESD will maintain a standardized Elementary Physical Education program. Trained staff will provide targeted assistance to low income, English learners, and Foster Youth, groups who are more likely to have limited participation in physical activity. According to the U.S. Dept. of Health, there is a strong relationship between family income and physical activity, with low income families being the most sedentary.
The effectiveness of this action will be measured by local fitness scores at GSESD and the state fitness test when reinstated. We will measure the effectiveness of this action by utilizing local benchmark data and state assessment results. While this action is an LEA-Wide Action and all students will benefit from this, we believe that this will close the achievement gap that exists with Foster Youth, English Learners, and Low-Income by increasing the rate of growth as outlined in our state priority metrics.

School Psychologist
Goal 2: Action 10, This is a new action and will provide General Shafter the ability to hire one part-time District Psychologist to monitor the Response to Intervention Program, and to provide additional support to students, families, and staff in the area of School Attendance, Trauma Informed Care, and Social Emotional Learning. Stakeholder Feedback from parents of Low Income and English Learner families state that their students need to feel a sense of belonging at school.
Creating a positive school climate is a goal of General Shafter and our School Psychologist will provide resources and training to parents and staff.
We will measure the effectiveness of this action by utilizing school attendance, reduction of chronic absenteeism, local benchmark data, and state assessment results. While this action is an LEA-Wide Action and all students will benefit from this, we believe that this will close the achievement gap that exists with Foster Youth, English Learners, and Low-Income by increasing the rate of growth as outlined in our state priority metrics.

Translation services for advisory meetings, mailings, and other informational material
Goal 2: Action 12, This is a new action and will allow for supplemental translation services to serve our families who do not speak the English language. These services have been requested by our stakeholders and we have been able to provide additional resources to families in their home language. This action also allows additional information gathered from English Learner families. We will measure the effectiveness of this action by utilizing local benchmark data, state assessment results as well as surveys and sign in sheets. While this action is an LEA-Wide Action and all students will benefit from this, we believe that this will close the achievement gap that exists with Foster Youth, English Learners, and Low-Income by increasing the rate of growth as outlined in our state priority metrics.

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

General Shafter is a small school that incorporates services for all kids in our actions. While we consider the needs of English Learner, Foster Youth, and Low-Income Students first, we feel that our actions outlined meet those needs, therefore do not have any targeted actions.

The actions and services being provided LEA-wide are increased or improved and meet and/or exceed the totality of the required percentage increase as compared to all services for all students.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$466,500.00				$466,500.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$350,000.00	$116,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Intervention Specialist	$90,000.00				$90,000.00
1	2	English Learners Foster Youth Low Income	Purchasing supplemental Curriculum and Assessment tools	$3,000.00				$3,000.00
1	4	English Learners Foster Youth Low Income	Professional Development in areas of Math, Language Arts, Science and History.	$5,000.00				$5,000.00
1	5	English Learners Foster Youth Low Income	Support Staff	$40,000.00				$40,000.00
2	1	English Learners Foster Youth Low Income	Attendance Campaign and Incentive Program	$6,000.00				$6,000.00
2	2	All	Performing Arts	$40,000.00				$40,000.00
2	3	All	Fine Arts	$25,000.00				$25,000.00
2	4	All	Maintain modern classroom learning environment	$20,000.00				$20,000.00
2	5	English Learners Foster Youth Low Income	Elementary Physical Education Instructor	$122,000.00				$122,000.00
2	6	All	History based field trip or activity annually.	$5,000.00				$5,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	7	All	Science based field trip or activity	$5,000.00				$5,000.00
2	8	All	Character Counts	$3,500.00				$3,500.00
2	9	All	Purchase educational technology	$5,000.00				$5,000.00
2	10	English Learners Foster Youth Low Income	School Psychologist	$25,000.00				$25,000.00
2	11	All	Resources for families with pupils with exceptional needs.	$25,000.00				$25,000.00
2	12	English Learners Foster Youth Low Income	Translation services for advisory meetings, mailings, and other informational material.	$47,000.00				$47,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$338,000.00	$338,000.00
LEA-wide Total:	$338,000.00	$338,000.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Intervention Specialist	LEA-wide	English Learners Foster Youth Low Income	All Schools	$90,000.00	$90,000.00
1	2	Purchasing supplemental Curriculum and Assessment tools	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	$3,000.00
1	4	Professional Development in areas of Math, Language Arts, Science and History.	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	$5,000.00
1	5	Support Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	$40,000.00
2	1	Attendance Campaign and Incentive Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,000.00	$6,000.00
2	5	Elementary Physical Education Instructor	LEA-wide	English Learners Foster Youth Low Income	All Schools	$122,000.00	$122,000.00
2	10	School Psychologist	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	$25,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	12	Translation services for advisory meetings, mailings, and other informational material.	LEA-wide	English Learners Foster Youth Low Income	All Schools	$47,000.00	$47,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

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

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

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

o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose
A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions
This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **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.

  - o **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.

  - o **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 K-5), 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".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.