LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Greenfield Union School District

CDS Code: 15-63503

School Year: 2021-22

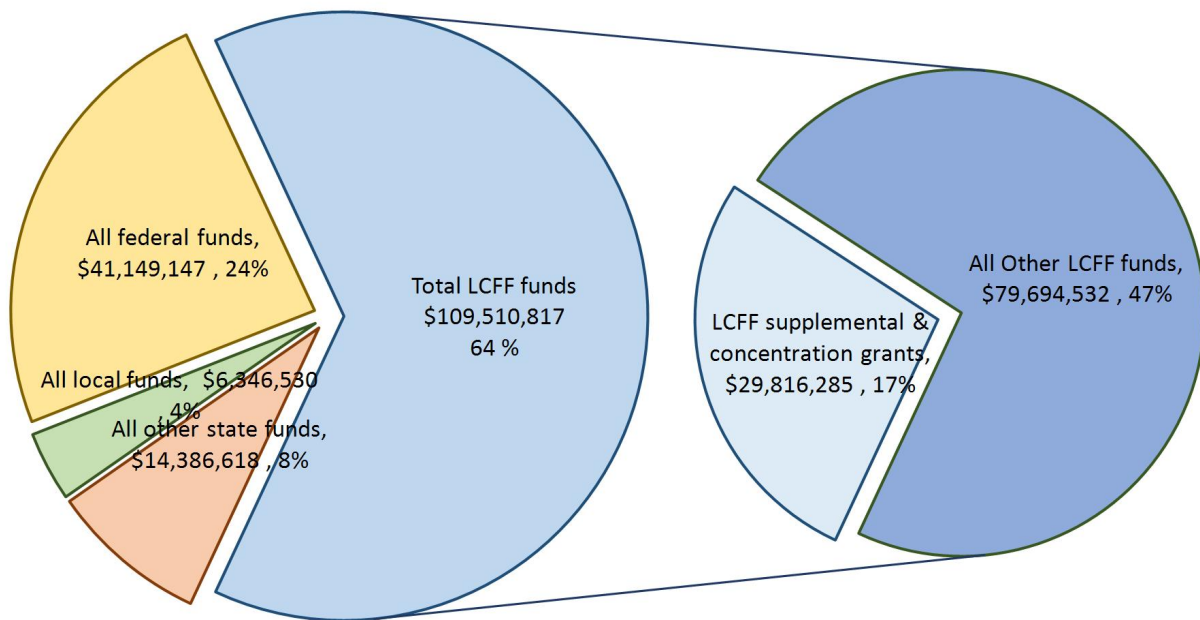LEA contact information:

Ramon Hendrix

Superintendent

hendrixr@gfusd.net

6618376000

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, $41,149,147 , 24%

All local funds, $6,346,530 4%

All other state funds, $14,386,618 , 8%

Total LCFF funds $109,510,817 64 %

LCFF supplemental & concentration grants, $29,816,285 , 17%
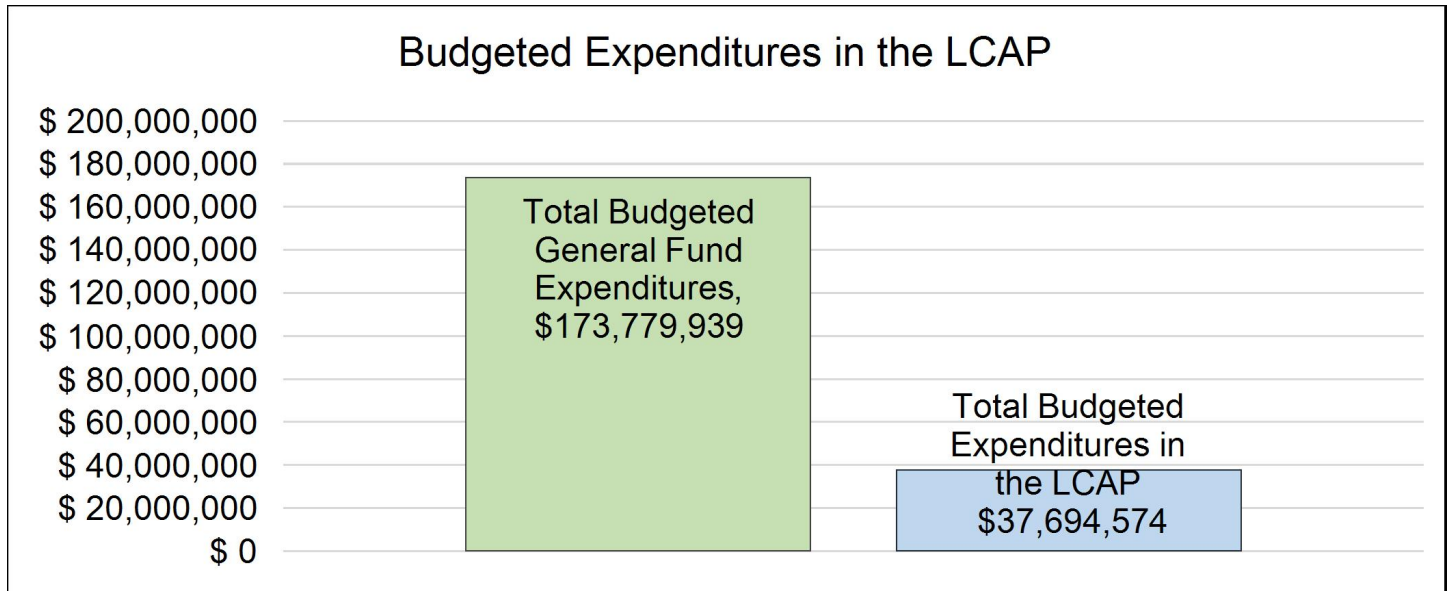
All Other LCFF funds, $79,694,532 , 47%

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

The total revenue projected for Greenfield Union School District is $171,393,112, of which $109,510,817 is Local Control Funding Formula (LCFF), $14,386,618 is other state funds, $6,346,530 is local funds, and

$41,149,147 is federal funds. Of the $109,510,817 in LCFF Funds, $29,816,285 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

$ 200,000,000	
$ 180,000,000	
$ 160,000,000	Total Budgeted General Fund Expenditures, $173,779,939
$ 140,000,000	
$ 120,000,000	
$ 100,000,000	
$ 80,000,000	
$ 60,000,000	Total Budgeted Expenditures in the LCAP $37,694,574
$ 40,000,000	
$ 20,000,000	
$ 0	

This chart provides a quick summary of how much Greenfield Union 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.

Greenfield Union School District plans to spend $173,779,939 for the 2021-22 school year. Of that amount, $37,694,574 is tied to actions/services in the LCAP and $136,085,365 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The budgeted expenditures that are not included in the Local Control and Accountability Plan (LCAP) will be used for the following:
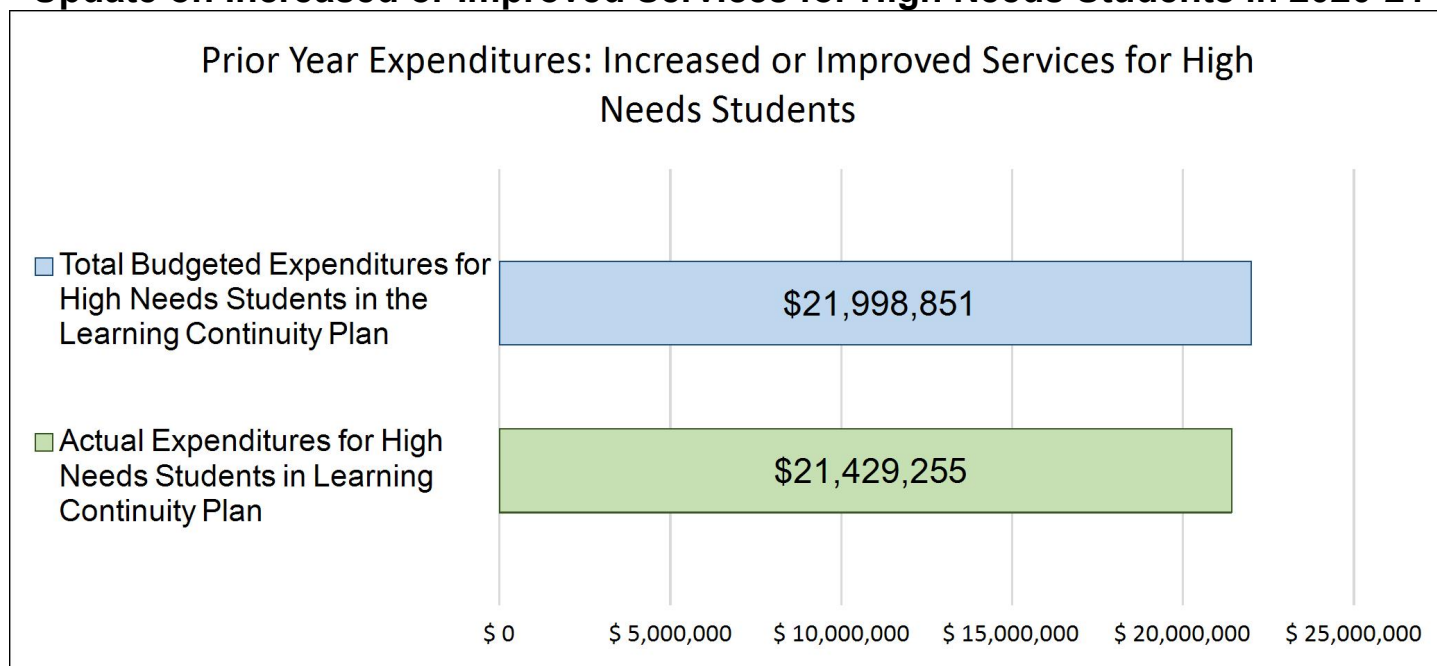Salaries and benefits for certificated teachers, classified personnel, and administrative staff members, and expenditures for books and supplies, services and operating expenditures, and capital outlay

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

In 2021-22, Greenfield Union School District is projecting it will receive $29,816,285 based on the enrollment of foster youth, English learner, and low-income students. Greenfield Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Greenfield Union School District plans to spend $29,816,285 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 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 — $21,998,851

Actual Expenditures for High Needs Students in Learning Continuity Plan — $21,429,255

$ 0 $ 5,000,000 $ 10,000,000 $ 15,000,000 $ 20,000,000 $ 25,000,000

This chart compares what Greenfield Union 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 Greenfield Union 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, Greenfield Union School District's Learning Continuity Plan budgeted $21,998,851 for planned actions to increase or improve services for high needs students. Greenfield Union School District actually spent $21,429,255 for actions to increase or improve services for high needs students in 2020-21.

The difference between the budgeted and actual expenditures of $-569,596 had the following impact on Greenfield Union School District's ability to increase or improve services for high needs students. Although there was a difference between the budgeted and actual expenditures, GFUSD has seen positive gains in the actions outlined in our 2020-21 Learning Continuity and Attendance Plan in multiple areas, including improved services for high needs students. Some of the significant highlights that were principally directed to our high need students included:

- Chromebooks and access to internet (hotspots)
- Write From the Beginning and Beyond
- STAR reading and math to monitor student growth

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
Greenfield Union School District	Ramon Hendrix Superintendent	hendrixr@gfusd.net 6618376000

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).

Goal 1

The district will provide full implementation of Common Core State Standards and access to technology to promote 21st Century Learning Skills.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                     Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1 Basic Services : Priority 1 (a)Teachers are fully and appropriately credentialed for assignment. Goal is 100% Priority 1 (b) Pupils access to standard aligned materials. 100% - will maintain Priority 1 (c) School facilities maintained in good repair "Exemplary" - will maintain Priority 2 Implementation of State Standards: Priority 2 (a) Implementation of CCSS California Dashboard Reflection Tool # 1 Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below: ELA ELD Math Next Generation Science Standards	Priority 1: Basic Services Priority 1(a) 89% of teachers are fully credentialed and appropriately assigned. Priority 1(b) 100% pupils access to standards-aligned materials. Priority 1(c) All facilities have an overall rating of "Exemplary" as indicated on the FIT report. Priority 2: Implementation of State Standards Priority 2 (a) Implementation of CCSS California Dashboard Reflection Tool # 1 Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below: ELA - 4 ELD - 3 Math - 4 Next Generation Science Standards - 3 History/Social Science - 3

Expected	Actual
History/Social Science Goal is to score a 5 (Full Implementation and Sustainability) in all areas CCSS programs will be monitored by principals using district walk through tool. Based on # 8 of the District Needs Assessment Survey - Common Core State Standards are being implemented within the district for all students, including English language learners, students with disabilities, and those who are gifted. The goal is to have 90% of staff, parents and students agree that the CCSS are being implemented within the District for all students. Priority 2(b) Programs/Services to enable English Learners access to CCSS and ELD standards California Dashboard Reflection Tool # 2 Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught. ELD: Goal is to score a 5(Full Implementation and Sustainability) #10 of the District Needs Assessment - The English learner program is helping English learners to learn English as quickly as possible. The percentile of staff, parents, and students that "don't know" will decrease by 6%. ELD programs monitored by Principals and EL Curriculum Specialist during required walkthroughs.	CCSS were monitored by principals during required walk-through observations. Based on # 8 of the District Needs Assessment - Common Core State Standards are being implemented within the district for all students, including English language learners, students with disabilities and those who are gifted. This questions was renumbered and reworded in the 2019-20 survey. This question now reads #5 Common core State Standards are being implemented within the district for all students. "Agreed" Results: Staff - 85.4% Parents- 84.7 % Students - 67.3% Priority 2(b) Programs/Services to enable English learners access to CCSS and ELD standards: California Dashboard Reflection Tool # 2 Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught. ELD - 1 Based on #10 of the District Needs Assessment - The English learner program is helping English learners to learn English as quickly as possible. This questions was renumbered and reworded in the 2018-19 Survey. The question now reads #7 The district's ELD program supports students acquiring English/We have ELD time every day. The percentile of staff, parents, and students that "don't know".

Expected	Actual
19-20 Priority 1: Basic Services Priority 1(a) Estimated: Maintain 100% of teachers are fully credentialed and appropriately assigned Priority 1(b) Estimated: Maintain pupils access to standards-aligned materials at 100%. Priority 1(c) Estimated: Maintain all facilities have an overall rating of "Exemplary" as indicated on the FIT report Priority 2: Implementation of State Standards Priority 2 (a) Implementation of CCSS California Dashboard Reflection Tool # 1 Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below: Estimated: ELA - 5(Full Implementation and Sustainability) ELD - 5(Full Implementation and Sustainability) Math - 5(Full Implementation and Sustainability) Next Generation Science Standards - 5 (Full Implementation and Sustainability) History/Social Science - 5 (Full Implementation and Sustainability) CCSS monitored by Principals during required walk through observations using district walk through tool.	"Don't Know" Results: Staff -9.4% Parent - 15.2% Student - 22.9% ELD programs were monitored by principals during required walkthroughs.

Expected	Actual
Based on #8 of the District Needs Assessment - Common core State Standards are being implemented within the district for all students, including English language learners, students with disabilities and those who are gifted. "Agreed" Results: Estimated: Staff - 90% Parents- 90% Students - 90% Priority 2(b) Programs/Services to enable English Learners access to CCSS and ELD standards: California Dashboard Reflection Tool # 2 Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught. Estimated: ELD - 5(Full Implementation and Sustainability) Based on#10 of the District Needs Assessment - The English learner program is helping English learners to learn English as quickly as possible. This questions was renumbered and reworded in the 2018-19 Survey. The question now reads #9 The district's ELD program supports students acquiring English/We have ELD time every day. The percentile of staff, parents, and students that "don't know". Estimated "Don't Know" Results: Staff - 5.3% Parent - 6.6% Student - 18%	

Expected	Actual
Estimated: Continue ELD programs monitored by Principals during required walkthroughs **Baseline** Priority 1: Basic Services: Priority 1(a) 91% of teachers are fully credentialed and appropriately assigned. Priority 1(b) The District is 100% compliant with Williams Act. All students have access to core textbooks. Priority 1(c) All facilities are maintained in good repair with "Exemplary" status as indicated on the FIT report. Priority 2 Implementation of State Standards: Priority 2 (a) Implementation of CCSS California Dashboard Reflection Tool # 1 Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below: ELA - 4 (Full Implementation) ELD - 3 (Initial Implementation) Math - 4 (Full Implementation) Next Generation Science Standards - 2 (Beginning Development) History/Social Science - 2 (Beginning Development) CCSS programs will be monitored by principals using district walk through tool.	

Expected	Actual
Based on # 8 of the District Needs Assessment Survey - Common Core State Standards are being implemented within the district for all students, including English language learners, students with disabilities, and those who are gifted. In 2016 - 2017- "Agreed" Results:Staff - 85.3%,Parents - 82.5%,Students - 54.9%	
Priority 2(b) Programs/Services to enable English Learners access to CCSS and ELD standards	
California Dashboard Reflection Tool # 2 Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught. ELD - 3(Initial Implementation)	
Based on #10 of the District Needs Assessment - The English learner program is helping English learners to learn English as quickly as possible. In 2016 -2017 "Don't Know" Results: Staff - 18.8%, Parent - 19.8%, Student - 22.9%	
ELD programs monitored by Principals and EL Curriculum Specialist during required walkthroughs.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 Purchase, replace, and upgrade technology devices for staff and students. Update 21st Century Classroom standard setup. Technology Refresh plan including 1:1 devices. Technology Specialist at each site. This action emphasizes support to low income students, foster youth, and English learners that may not have access to internet or technology at home.	Materials and Supplies. Non Capital Equipment. Unrestricted Concentration/Supplemental $1,990,341 Other Classified Salaries Unrestricted Concentration/Supplemental $471,698 Other Classified Benefits Unrestricted Concentration/Supplemental $335,057	Materials and Supplies. Non Capital Equipment. Unrestricted Concentration/Supplemental $1,896,380 Other Classified Salaries Unrestricted Concentration/Supplemental $471,873 Other Classified Benefits Unrestricted Concentration/Supplemental $324,926
1.2 New teacher support. Provide mentor support for all beginning teachers, and maintain Teacher Induction Program (TIP) training for year 1 and year 2 teachers with an emphasis on instructional strategies for low income students, foster youth, and English learners.	Certificated Salaries Unrestricted Concentration/Supplemental $236,506 Certificated Benefits Unrestricted Concentration/Supplemental $55,089 Materials and Supplies Unrestricted Concentration/Supplemental $3,000 Travel/Conference Unrestricted Concentration/Supplemental $5,000 Other Certificated Salaries (subs) Unrestricted Concentration/Supplemental $20,000 Professional Development/Consulting Unrestricted	Certificated Salaries Unrestricted Concentration/Supplemental $205,948 Certificated Benefits Unrestricted Concentration/Supplemental $58,651 Materials and Supplies Unrestricted Concentration/Supplemental $524 Travel/Conference Unrestricted Concentration/Supplemental $2,059 Other Certificated Salaries (subs) Unrestricted: Locally Defined Concentration/Supplemental $22,530 Professional Development/Consulting Unrestricted

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Concentration/Supplemental $7,500	Concentration/Supplemental $7,000
	printing charges Unrestricted Concentration/Supplemental $2,000	Printing charges Unrestricted Concentration/Supplemental $865
	Other Certificated Benefits (subs) Unrestricted Concentration/Supplemental $237	Other Certificated Benefits (subs) Unrestricted Concentration/Supplemental $1,646
1.3 2019-20 Hire 1 teacher. Maintenance of 10 teachers hired in 2018-19, 2 1/2 teachers hired in 2017-18, 13 teachers hired in 2016-17, 15 teachers hired in 2015-16, 30 teachers hired in 2014-15, and 28 teachers hired in 2013-14 to reduce class size. This service supports instructional strategies that allow for more individual attention for low income students, foster youth, and English learners.	Certificated Teacher Salaries Unrestricted Concentration/Supplemental $6,976,058	Certificated Teacher Salaries Unrestricted Concentration/Supplemental $6,818,427
	Certificated Teacher Benefits Unrestricted Concentration/Supplemental $3,160,026	Certificated Teacher Benefits Unrestricted Concentration/Supplemental $3,129,204
	Certificated Teacher Salary for 1 Teacher hired in 2019-20 Unrestricted Concentration/Supplemental $64,882	Certificated Teacher Salary for 1 Teacher hired in 2019-20 Unrestricted Concentration/Supplemental $147,205
	Certificated Teacher Benefits for 1 Teacher hired in 2019-20 Unrestricted Concentration/Supplemental $30,608	Certificated Teacher Benefits for 1 Teacher hired in 2019-20 Unrestricted Concentration/Supplemental $62,379
1.4 Maintenance of a secretary to assist with monitoring support of program requirements focusing on low income students, English learners, homeless and foster youth.	Clerical, Technical, and Office Staff Salaries Unrestricted Concentration/Supplemental $49,916	Clerical, Technical, and Office Staff Salaries Unrestricted Concentration/Supplemental $50,850
	Clerical, Technical, and Office Staff Benefits Unrestricted Concentration/Supplemental $32,554	Clerical, Technical, and Office Staff Benefits Unrestricted Concentration/Supplemental $32,102

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.5 Maintenance of supplemental writing materials and provide professional development to teachers TK-8 grade on Write From the Beginning and Beyond and CCSS writing strategies targeting low income students, foster youth, and English learners.	Professional/Consulting Services and Operating expenditures. Unrestricted Concentration/Supplemental $15,000 Materials and Supplies Unrestricted Concentration/Supplemental $15,000 Software license Unrestricted Concentration/Supplemental $5,000 certificated salaries(extra duty) Unrestricted Concentration/Supplemental $46,350 certificated benefits(extra duty) Unrestricted Concentration/Supplemental $9,800	Professional/Consulting Services and Operating expenditures. Unrestricted Concentration/Supplemental $22,950 Materials and Supplies Unrestricted Concentration/Supplemental $19,285 Software license Unrestricted Concentration/Supplemental $0 certificated salaries(extra duty) Unrestricted Concentration/Supplemental $46,855 certificated benefits(extra duty) Unrestricted Concentration/Supplemental $8,592
1.6 Maintenance of Systematic ELD materials and provide professional development to teachers with an emphasis to support English learners.	Travel/Conferences Unrestricted Concentration/Supplemental $5,000 Materials and Supplies Unrestricted Concentration/Supplemental $4,000 Software license Unrestricted Concentration/Supplemental $8,000	Travel/Conferences Unrestricted Concentration/Supplemental $3,261 Materials and Supplies Unrestricted Concentration/Supplemental $0 Software license Unrestricted Concentration/Supplemental $4,500
1.7 Maintenance of administrator to monitor support of LCAP requirements focusing on low income students, foster youth, and English learners. Including professional development and supplies.	Certificated Admin. Salaries Unrestricted Concentration/Supplemental $125,078	Certificated Admin. Salaries Unrestricted Concentration/Supplemental $125,078

	Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Certificated Admin. Benefits Unrestricted Concentration/Supplemental $42,054	Certificated Admin. Benefits Unrestricted Concentration/Supplemental $42,385
		Materials and Supplies Unrestricted Concentration/Supplemental $1,000	Materials and Supplies Unrestricted Concentration/Supplemental $1,512
		Travel / Conference Unrestricted Concentration/Supplemental $2,000	Travel / Conference Unrestricted Concentration/Supplemental $0
		Printing Charges Unrestricted Concentration/Supplemental $7,000	Printing Charges Unrestricted Concentration/Supplemental $5,286

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 COVID-19 pandemic did not affect the implementation of this goal. All differences between budgeted and actual expenses were due to an overestimation of funds needed. All unspent funds were applied to the 2020-21 budget. These funds were used toward actions/services to support unduplicated students (low-income, foster youth and English learners) during the 2020- 21 school year , including but not limited to the following:
- Chromebooks and hot spots for students who lacked the access to the internet necessary for distance learning. Technology specialists to assist both staff and families in trouble shooting technology issues.
- Maintain additional certificated staff hired at sites to keep class sizes lower. This action enables teachers to better address student learning loss and accelerate learning, especially during the COVID-19 pandemic.

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

Successes:
During the 2019-20 school year, the district was able to successfully implement all of the actions/services for this goal as planned in spite of the COVID-19 pandemic school closures. Some notable successes of implementation include the following:

- Technology continues to be a district focus to meet the demands of the Common Core State Standards (CCSS), state assessments and distance learning. Action 1.1
- The district continues to hire and maintain additional teachers hired at sites to reduce class size and allow for more small group instruction. Action 1.3
- All new teachers were trained in Thinking Maps, Setting the Stage, Narrative and Response to Text writing. Also, during the summer 40 returning teachers attended an optional training on Thinking Map Compression. Action 1.5
- Monitoring and supporting foster youth continues to be a district focus. Foster Focus allows GFUSD to better coordinate services between the district and the Department of Human Services.

Additionally, the district uses this information to provide the proper services and support to foster students. Action 1.4

Overall the district's efforts to provide full implementation of Common Core State Standards and access to technology to promote 21st Century Learning Skills was successful. Stakeholders (staff, parents and students) responded to the effectiveness of this goal through the District Needs Assessment Survey. The results of this survey showed the following:
- 85.4% of staff and 84.7% of parents agreed that "Common Core State Standards are being implemented with the district for all students". Actions 1.2, 1.3, 1.4, 1.5, and 1.7
- 73% of staff and 73.7% of 4th - 8th grade students use technology in the classroom for 3 or more hours per week. Action 1.1
- 84% of staff and 82.2% of parents agreed that the district's ELD program supports EL students acquiring English. Action 1.6

Challenges:
The district did not experience any challenges in implementing this goal.

Goal 2

All students will achieve academic proficiency levels based on local and state assessments.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 4: Pupil Achievement Priority 4 (a) Statewide Assessments: Smarter Balanced Assessment Consortium (SBAC) SBAC Met or Exceeded Standard The goal is to increase each subgroup in ELA and math by 8%. Science Advanced or Proficient The District set the goal of increasing each subgroup by 8%. Priority 4(b) API: N/A Priority 4(c) Percentage of pupils completing A-G or CTE sequences/programs: N/A	Priority 4: Pupil Achievement Priority 4 (a) Statewide Assessments: Smarter Balanced Assessment Consortium (SBAC) Due to the COVID-19 Pandemic, the CAASPP was not administered in 2019-20. Results for 2018-19 are provided below. SBAC Met or Exceeded Standard ELA: All Students:51.2%, Special Education:7.6%, English Learners:5.9%, Re-designated:60.4% Math - All Students:37.4%, Special Education:4.9%, English Learners:6.5%, Re-designated:43.3% Science Met or Exceeded Standard: All students 29.93% Priority 4(b) API: N/A Priority 4(c) Percentage of pupils completing A-G or CTE sequences/programs: N/A

Expected	Actual
Priority 4(d)Percentage of EL pupils making progress towards English proficiency: Percent of students that advance at least one CELDT level	Priority 4(d) Percentage of EL pupils making progress towards English proficiency:
Priority 4(e)English Learner Reclassification Rate: Goal is to increase 8% each year	ELPAC: Due to the COVID-19 Pandemic, no results for the English Learner Progress Indicator (ELPI) were published on the 2020 Dashboard. Results from the 2019 Dashboard are provided below. Level 4(Well Developed):9.31 % Level 3(Moderately Developed):39.9 %
Priority 4(f)Percentage of pupils passing AP exam with 3 or higher: N/A	The district goal is to increase level 3 and 4 by 6% each year. Priority 4(e)English Learner Reclassification Rate:42.7%
Priority 4(g) Percentage of pupils who participate in and demonstrate college preparedness on EAP: N/A	
Priority 7: Course Access Priority 7(a)Extent to which pupils have access to and are enrolled in a broad course of study, including unduplicated and students with exceptional needs: All students have access to district programs. 100% of unduplicated pupils are provided with programs and services based on state standards and student needs as indicated by local assessment data. Goal is to maintain 100%.	Priority 4(f) Percentage of pupils passing AP exam with 3 or higher: N/A Priority 4(g) Percentage of pupils who participate in and demonstrate college preparedness on EAP: N/A Priority 7: Course Access Priority 7(a) All students had access to district programs. All students (grades 1 -8) have access to the following courses: English language arts, mathematics, social science/history, science, and physical education. 70% of 7th-8th students have equal access to the following courses and electives: fine arts, drama, life skills, music/band, computer/technology, and foreign language due to other educational requirements and time limitations within the daily schedules.
Priority 7 (b)Elective Classes offered at Middle Sites: Goal is to maintain availability of class selection. **19-20** Priority 4: Pupil Achievement Priority 4 (a) Statewide Assessments: Smarter Balanced Assessment Consortium (SBAC) Estimated: Met or Exceeded Standard ELA: All Students:51%, Special Education:16.6%, English Learners:23.9%, Re-designated: 68.7%	Priority 7 (b) The district maintained availability of elective classes offered at middle school sites: Band, Beginning Band, Intermediate Band, Advanced

Expected	Actual
Math - All Students:44%, Special Education:13.2%, English Learners:16.8%, Re-designated: 52.4%	Band, Choir, Exploring Technology, Journalism, Drama, Spanish, Life Skills, Study Skills, and Fine Arts.
Estimated: Science In 2018-19, the CST Science was administered. We will began using the CST Science test to establish a baseline score for next year	Priority 7(c) Extent to which students have access to and are enrolled in programs/services for students with exceptional needs. All students with disabilities are provided with programs and services based on state standards and student needs as indicated by the Individualized Education Plan (IEP) 7th-8th students with disabilities do not all have equal access to the following courses and electives: fine arts, drama, life skills, music/band, computer/technology, and foreign language due to other educational requirements and time limitations within the daily schedules.
Priority 4(b) API: N/A	
Priority 4(c) Percentage of pupils completing A-G or CTE sequences/programs: N/A	
Priority 4(d) Percentage of EL pupils making progress towards English proficiency: Estimated: ELPAC: Level 4(Well Developed): 31.9% Level 3(Moderately Developed): 45.1% The district goal is to increase level 3 and 4 by 6% each year.	
Priority 4(e)English Learner Reclassification Rate: Estimated:38%	
Priority 4(f) Percentage of pupils passing AP exam with 3 or higher: N/A	
Priority 4(g) Percentage of pupils who participate in and demonstrate college preparedness on EAP: N/A	
Priority 7: Course Access Priority 7(a) Extent to which pupils have access to and are enrolled in a broad course of study.	

Expected	Actual
Estimated: All students have access to district programs.	
Priority 7 (b) Estimated: The district will maintain availability of elective classes offered at middle school sites: Band, Beginning Band, Intermediate Band, Advanced Band, Choir, Photography, Exploring Technology, Lab Science, Journalism, Drama, Spanish, Life Skills, Student Aide, Keyboarding, Computer Basics, Historical Studies, Forensics, Study Skills, Music 6, and Fine Arts. The district will maintain the 21 classes offered.	
Priority 7(c) Extent to which students have access to and are enrolled in programs/services for students with exceptional needs. Estimated: 100% of students with exceptional needs are enrolled in programs and services based on state standards and student needs as indicated by local assessment data.	
Baseline Priority 4: Pupil Achievement Priority 4 (a) Statewide Assessments: Smarter Balanced Assessment Consortium (SBAC) SBAC Met or Exceeded Standard ELA: All Students:35%, Special Education:6%, English Learners: 8%, Redesignated:49% Math - All Students: 28%, Special Education:5%, English Learners:9%, Redesignated:38 % Science Advanced or Proficient Science: 5th Grade - All Students:51%, Special Education:28%, English Learners:17%, Redesignated:71% Science: 8th Grade - All Students:57%, Special Education:0%, English Learners:14%, Redesignated:65%	

Expected	Actual
Priority 4(b) API: N/A Priority 4(c) Percentage of pupils completing A-G or CTE sequences/programs: N/A Priority 4(d) Percentage of EL pupils making progress towards English proficiency: Percent of students that advance at least one CELDT level 2016-17 - 51.2% Goal is to increase by 8% each year Priority 4(e)English Learner Reclassification Rate: 22.0% Priority 4(f) Percentage of pupils passing AP exam with 3 or higher: N/A Priority 4(g) Percentage of pupils who participate in and demonstrate college preparedness on EAP: N/A Priority 7: Course Access Priority 7(a) Extent to which pupils have access to and are enrolled in a broad course of study, including unduplicated and students with exceptional needs: All students have access to district programs. 100% of unduplicated pupils are provided with programs and services based on state standards and student needs as indicated by local assessment data. Priority 7 (b) The district has been able to maintain availability of elective classes offered at middle school sites: Band, Beginning Band, Intermediate Band, Advanced Band, Choir, Photography,	

Expected	Actual
Exploring Technology, Lab Science, Journalism, Drama, Spanish, Life Skills, Student Aide, Keyboarding, Computer Basics, Historical Studies, Forensics, Study Skills, Music 6, and Fine Arts. The district offered 21 electives classes in 2016-2017.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Renewal of STAR Early Literacy, Reading and Mathematics Assessment Programs and STAR 360. K-8 grades to identify under-performing students, low income students, foster youth, and English learners to target gaps in skills/standards.	Professional/Consulting Services and Operating Expenditures Unrestricted Concentration/Supplemental $135,000	Professional/Consulting Services and Operating Expenditures Unrestricted Concentration/Supplemental $135,000
2.2 Provide equitable services for After School Program for all students, targeting low income students, foster youth, and English learners.	Classified Instructional Salaries. Unrestricted Concentration/Supplemental $496,302 Classified Instructional Benefits Unrestricted Concentration/Supplemental $98,050 Materials and Supplies Unrestricted Concentration/Supplemental $60,000	Classified Instructional Salaries. Unrestricted Concentration/Supplemental $152,083 Classified Instructional Benefits Unrestricted Concentration/Supplemental $42,429 Materials and Supplies Unrestricted Concentration/Supplemental $39,756
2.3 Renewal supplemental math intervention materials, including adding ALEKS to all sites 3rd - 8th grades with an emphasis to support low income students, foster youth, and English learners.	Professional / Consulting Services and Operating Expenditures. Unrestricted Concentration/Supplemental $120,000	Professional / Consulting Services and Operating Expenditures. Unrestricted Concentration/Supplemental $117,000
2.4 To help prepare students especially low income students, foster youth, and English learners for high school, college, and/or career	Professional/Consulting Services and Operating Expenditures. Unrestricted	Professional/Consulting Services and Operating Expenditures.

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
readiness the following will be provided: AVID curriculum and strategies, speakers, and informational meetings.	Concentration/Supplemental $16,300	Unrestricted Concentration/Supplemental $0
2.5 Provide District Curriculum Specialist (3 positions) to coordinate curriculum needs with school sites, train teachers on programs, lessons and progress monitoring, emphasizing data analysis for low income students, foster youth, and English learners.	Certificated Teacher Salaries Unrestricted Concentration/Supplemental $292,217 Certificated Teacher Benefits Unrestricted Concentration/Supplemental $110,894 Materials and Supplies Unrestricted Concentration/Supplemental $2,500 Travel/Conference Unrestricted Concentration/Supplemental $5,000 4000's Technology Unrestricted Concentration/Supplemental $7,500 Printing Unrestricted Concentration/Supplemental $2,000	Certificated Teacher Salaries Unrestricted Concentration/Supplemental $303,731 Certificated Teacher Benefits Unrestricted Concentration/Supplemental $114,243 Materials and Supplies Unrestricted Concentration/Supplemental $0 Travel/Conference Unrestricted Concentration/Supplemental $1,270 4000's Technology Unrestricted Concentration/Supplemental $6,946 Printing Unrestricted Concentration/Supplemental $0
2.6 Gifted and Talented Education (GATE) training, program materials, and supplies for grade 4th - 8th students, principally directed to support the needs of low income students, foster youth, and English learners.	Materials and Supplies. Unrestricted Concentration/Supplemental $10,000 Other Certificated Salaries (subs) Unrestricted Concentration/Supplemental $15,000 Travel/Conferences Unrestricted Concentration/Supplemental $10,000	Materials and Supplies. Unrestricted Concentration/Supplemental $237 Other Certificated Salaries (subs) Unrestricted Concentration/Supplemental $1,273 Travel/Conferences Unrestricted Concentration/Supplemental $0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Printing charges Unrestricted Concentration/Supplemental $1,000	Printing charges Unrestricted Concentration/Supplemental $151
	Unrestricted software license Unrestricted Concentration/Supplemental $12,000	Unrestricted software license Unrestricted Concentration/Supplemental $14,326
	Other Certificated Benefits(subs) Unrestricted Concentration/Supplemental $3,300	Other Certificated Benefits(subs) Unrestricted Concentration/Supplemental $159
2.7 Maintenance of classes for Project Lead the Way (PLTW) for middle school students, including low income students, foster youth, and English learners.	Materials and Supplies Unrestricted Concentration/Supplemental $90,000	Materials and Supplies Unrestricted Concentration/Supplemental $58,096
	4000's Equipment Unrestricted Concentration/Supplemental $15,000	4000's Equipment Unrestricted Concentration/Supplemental $9,568
	Travel/ Conference Unrestricted Concentration/Supplemental $10,200	Travel/ Conference Unrestricted Concentration/Supplemental $18,114
	Professional/Consulting Services Unrestricted Concentration/Supplemental $3,000	Professional/Consulting Services Unrestricted Concentration/Supplemental $2,962
	Other Certificated Salaries(subs) Unrestricted Concentration/Supplemental $2,000	Other Certificated Salaries(subs) Unrestricted Concentration/Supplemental $1,780
	Other Certificated Salaries(subs) Unrestricted Concentration/Supplemental $440	Other Certificated Salaries(subs) Unrestricted Concentration/Supplemental $355

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.8 Provide IO Education to monitor achievement of all students in K - 8th grades, including low income students, foster youth, and English learners.	Materials and Supplies Unrestricted Concentration/Supplemental $72,000	Materials and Supplies Unrestricted Concentration/Supplemental $69,256
2.9 Maintenance of Academic Coaches at each campus. Academic Coaches will work collaboratively with site and district staff to improve instructional practices, and monitor academic achievement of at-risk students, low income students, foster youth, homeless, white students, and English learners. They will provide small group academic support/intervention.	Other Certificated Teacher Salaries Unrestricted Concentration/Supplemental $1,043,017 Other Certificated Teacher Benefits Unrestricted Concentration/Supplemental $401,049 NA Unrestricted Concentration/Supplemental NA NA Unrestricted Concentration/Supplemental NA	Other Certificated Teacher Salaries Unrestricted Concentration/Supplemental $1,049,196 Other Certificated Teacher Benefits Unrestricted Concentration/Supplemental $406,288 NA Unrestricted Concentration/Supplemental NA NA Unrestricted Concentration/Supplemental NA
2.10 Field trips for enrichment of educational experience for all students, but especially for low income students, foster youth, and English learners to specifically meet the Common Core State Standards (Including Camp KEEP for 6th grade).	Consulting/Operation Unrestricted Concentration/Supplemental $630,000 Certificated Salaries (extra duty/stipends) Unrestricted Concentration/Supplemental $28,185 Classified Salaries (extra duty) Unrestricted Concentration/Supplemental $33,341 Other Certificated Salaries (subs) Unrestricted Concentration/Supplemental $16,674	Consulting/Operation Unrestricted Concentration/Supplemental $492,410 Certificated Salaries (extra duty/stipends) Unrestricted Concentration/Supplemental $14,975 Classified Salaries (extra duty) Unrestricted Concentration/Supplemental $36,267 Other Certificated Salaries (subs) Unrestricted Concentration/Supplemental $10,105

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5600's Rental Vehicles Unrestricted Concentration/Supplemental $600	5600's Rental Vehicles Unrestricted Concentration/Supplemental $0
	Certificated Benefits (extra duty/stipends) Unrestricted Concentration/Supplemental $7,500	Certificated Benefits (extra duty/stipends) Unrestricted Concentration/Supplemental $2,821
	Classified Benefits (extra duty) Unrestricted Concentration/Supplemental $8,335	Classified Benefits (extra duty) Unrestricted Concentration/Supplemental $6,833
	Classified Benefits (subs) Unrestricted Concentration/Supplemental $3,326	Classified Benefits (subs) Unrestricted Concentration/Supplemental $1,317
	NA Unrestricted Concentration/Supplemental NA	District Transportation Unrestricted Concentration/Supplemental $1,171
2.11 Maintenance of four elementary music teachers. This action will provide music instruction to students with an emphasis on low income students, foster youth, and English learners. Materials, supplies, and instruments.	Certificated Teachers Salaries Unrestricted Concentration/Supplemental $229,621	Certificated Teachers Salaries Unrestricted Concentration/Supplemental $231,253
	Certificated Teacher Benefits Unrestricted Concentration/Supplemental $116,585	Certificated Teacher Benefits Unrestricted Concentration/Supplemental $113,778
	Materials and Supplies Unrestricted Concentration/Supplemental $80,000	Materials and Supplies Unrestricted Concentration/Supplemental $62,275
	Repairs Unrestricted Concentration/Supplemental $16,000	Repairs Unrestricted Concentration/Supplemental $18,408

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Printing Charges Unrestricted Concentration/Supplemental $1,000	Printing Charges Unrestricted Concentration/Supplemental $0
	Travel/Conferences Unrestricted Concentration/Supplemental $5,000	Travel/Conferences Unrestricted Concentration/Supplemental $0
	Music Field Trips Unrestricted Concentration/Supplemental $8,000	Music Field Trips Unrestricted Concentration/Supplemental $18,408
	Certificated Salaries(extra duty for field trips) Unrestricted Concentration/Supplemental $2,085	Certificated Salaries(extra duty for field trips) Unrestricted Concentration/Supplemental $756
	Certificated Benefits (extra duty for field trips) Unrestricted Concentration/Supplemental $415	Certificated Benefits (extra duty for field trips) Unrestricted Concentration/Supplemental $137
2.12 Provide reading intervention program (Read 180) to 4th - 8th grade at-risk students, targeting low income students, foster youth, and English learners.	materials and supplies Unrestricted Concentration/Supplemental $40,000	materials and supplies Unrestricted Concentration/Supplemental $12,166
	Software license Unrestricted Concentration/Supplemental $50,000	Software license Unrestricted Concentration/Supplemental $60,198
2.13 Provide algebra math classes for 8th grade students and maintain accelerated math classes for 7th grade students, targeting low income students, foster youth, and English learners.	materials and supplies Unrestricted Concentration/Supplemental $38,000	materials and supplies Unrestricted Concentration/Supplemental $24,210
2.14 Provide additional transitional kindergarten classes to prepare students for kindergarten, principally developed to support the preparation of low income students, foster youth, and English learners for academic success.	Certificated Salaries Unrestricted Concentration/Supplemental $411,159	Certificated Salaries Unrestricted Concentration/Supplemental $412,359
	Classified Salaries Unrestricted Concentration/Supplemental $291,814	Classified Salaries Unrestricted Concentration/Supplemental $287,502

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Employee Benefits Unrestricted Concentration/Supplemental $256,924	Employee Benefits Unrestricted Concentration/Supplemental $254,528
2.15 Provide reading programs to differentiate reading instruction for students of all abilities, principally directed to support the needs of low income students, foster youth, and English learners. Including Lexia Core 5 Reading, Power Up Literacy ,Accelerated Reader, and Reading A to Z	software license Unrestricted Concentration/Supplemental $195,000 Printing charges Unrestricted Concentration/Supplemental $5,000	Software license Unrestricted Concentration/Supplemental $129,836 Printing charges Unrestricted Concentration/Supplemental $0
2.16 Provide reading intervention program (Reading Plus) for 3rd - 8th grade at risk students, principally directed to support the needs of low income students, foster youth, and English learners.	software license Unrestricted Concentration/Supplemental $95,000	software license Unrestricted Concentration/Supplemental $94,391
2.17 Provide Site Academy services for all students, principally directed to support the needs of low income students, foster youth, and English learners.	Certificated Salaries (extra duty) Unrestricted Concentration/Supplemental $52,000 Classified Salaries (extra duty) Unrestricted Concentration/Supplemental $12,000 Certificated Benefits (extra duty) Unrestricted Concentration/Supplemental $11,400 Classified Benefits (extra duty) Unrestricted Concentration/Supplemental $4,000	Certificated Salaries (extra duty) Unrestricted Concentration/Supplemental $24,211 Classified Salaries (extra duty) Unrestricted Concentration/Supplemental $4,147 Certificated Benefits (extra duty) Unrestricted Concentration/Supplemental $4,783 Classified Benefits (extra duty) Unrestricted Concentration/Supplemental $1,187
2.18 Provide equitable services for summer programs for all students, principally directed to support the needs of low income students, foster youth, and English learners.	Certificated Salaries Unrestricted Concentration/Supplemental $52,000	Certificated Salaries Unrestricted Concentration/Supplemental $700

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Classified Salaries Unrestricted Concentration/Supplemental $15,000	Classified Salaries Unrestricted Concentration/Supplemental $0
	Materials and supplies Unrestricted Concentration/Supplemental $25,000	Materials and supplies Unrestricted Concentration/Supplemental $1,719
	Field Trips Unrestricted Concentration/Supplemental $15,000	Field Trips Unrestricted Concentration/Supplemental $0
	Certificated Benefits Unrestricted Concentration/Supplemental $11,400	Certificated Benefits Unrestricted Concentration/Supplemental $0
	Classified Benefits Unrestricted Concentration/Supplemental $4,400	Classified Benefits Unrestricted Concentration/Supplemental $140
2.19 Provide assessment programs to monitor instruction for all TK/K students, principally directed to support the needs of low income students, foster youth, and English learners. Including ESGI and DAZZEL.	software license Unrestricted Concentration/Supplemental $12,000	software license Unrestricted Concentration/Supplemental $11,580

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 were not implemented fully in 2019-20 due to COVID-19 school closures:
- Provide Equitable After School Program for all students. Action 2.2
- To prepare students for high school, college and or career readiness. Action 2.4
- Gifted and Talented Education (GATE) training, program materials, and supplies for grade 4th - 8th students. Action 2.6
- Maintenance of classes for Project Lead the Way (PLTW) for middle school students. Action 2.7
- Field trips for enrichment of educational experience for all students, but especially for low-income students, foster youth, and English learners to specifically meet the Common Core State Standards. Action 2.10
- Provide Site Academies for all students. Action 2.17
- Provide equitable services for summer programs for all students. Action 2.18

All unspent funds for Goal # 2 were applied to the 2020-21 budget. These funds were used toward actions/services to support unduplicated students (low-income, foster youth and English learners) during the 2020- 21 school year, including but not limited to the following:

- Reading software programs to differentiate reading instruction to better meet the needs of students with learning loss and accelerate reading skills. These include programs such as Lexia and Reading Plus.
- Math software programs to differentiate math instruction to better meet the needs of students with learning loss and accelerate math skills. These include programs such as Freckle Math and Next Gen Math.
- STAR Reading and Mathematics Assessment Programs to determine and target learning gaps.

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

Successes:
Overall the district considers this goal to be successful. GFUSD has seen continued growth overall in progress on the CA dashboard in English language arts (ELA). According to the 2019 CA Dashboard the district overall indicator increased from "yellow" to "green" for English language arts (ELA). The district is proud of our continued growth in ELA. The district's 2019 CAASPP results showed 51.2% of all students scored standard met or standard exceeded in ELA, and 37.4% of all students scored standard met or standard exceeded in mathematics. In 2018, the district CAASPP results showed 49% of all students scored standard met or standard exceeded in ELA, and 36% of all students scored standard met or standard exceeded in mathematics. These results show a 2.2% increase in ELA and a 1.4% increase in mathematics of students that scored met or exceeded. The district's goal is to increase the percent of all students scoring standard met or standard exceeded in ELA and math by 8% each year.

Though GFUSD did not see the results we had hoped for in the CAASPP math scores, overall the district has seen steady growth in student achievement. We believe over time student achievement will continue to advance. Therefore, this goal (Actions 2.1 -2.19) was deemed effective.

According to the District Needs Assessment, 93.1% of staff stated they were happy with the current actions in the LCAP. Additionally, this survey showed parents and students see a need to continue interventions for struggling students (Actions 2.3,2.12,2.15, and 2.17). During stakeholder meetings, staff and parents stated they were happy with the overall implementation of the Goal # 2 actions (2.1-2.19).

Challenges:
The COVID -19 pandemic was the main challenge in implementing some of the actions in this goal:

- The funds allocated to prepare students for high school, college and or career readiness were unspent because some speakers were provided at no cost and some programs ,such as AVID, were paid for with site funds. Additionally, some of the professional learning for this action was cancelled due to the COVID-19 pandemic.

Action 2.4
- The Gifted and Talented Education (GATE) program was not able to continue Action 2.6
- Many of the Project Lead the Way (PLTW) for middle school students were unable to continue due to the hands-on nature of these classes. Action 2.7
- Students were not able to participate in field trips due to COVID-19 restrictions. Action 2.10
- Due to the challenges of distance learning for the district and families, GFUSD was unable school interventions and summer programs and after school classes were offered online. Actions 2.2, 2.17, 2.18

Goal 3

The district will maintain a safe and positive learning environment through communication and collaboration.

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 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 3: Parental Involvement Priority 3(a) Efforts to seek parent input in making decisions for district and school sites:All sites had a fully functioning SSC and ELAC. Goal is to maintain at all sites. Parent Participation in the District Needs Assessment Survey Goal is to increase parent participation by 15% each year. Sites will hold a Parent/Community informational meeting at the beginning of school year. Goal is 100% of sites. Priority 3 (b) Efforts to seek participation of parents for unduplicated pupils:District goal is 100% of parents of unduplicated students will attend academic performance conferences. Meet with 100% of our parents of special needs students over the course of the year, through IEP process.	Priority 3: Parental Involvement Priority 3(a) All sites had a fully functioning SSC and ELAC. Parent Participation in the District Needs Assessment Survey.: 52% 100% of sites hold a Parent/Community informational meeting at the beginning of school year. Priority 3 (b) Efforts to seek participation of parents for unduplicated pupils: District wide 86.0% of parents of unduplicated students attended academic performance conferences. Priority 3 (c) Efforts to seek participation of parents for pupils with exceptional needs: Meet with 100% of our parents of special needs students over the course of the year.

Expected	Actual
Priority 5: Pupil Engagement Priority 5(a):School Attendance Rate:Increase 1% growth each year. Priority 5(b);Chronic absenteeism Rate:Decrease each year by 1%. Priority 5(c):Middle School Dropout Rate:Maintain zero status. Priority 5(d):High School Dropout Rate:N/A Priority 5(e):High School Graduation Rate:N/A Priority 6: School Climate Priority 6(a) Suspension Rate:The District goal is to continue to decrease suspension rates by 1% each year and maintain at 2%. Priority 6(b) Expulsion Rate:The District goal is to maintain a zero status. Priority 6(c) Other local measures on sense of safety and school connectedness: 7 of our 11 campus's continue to participate in Positive Behavior Interventions and Supports (PBIS). # 3 of the District Needs Assessment - Students look forward to coming to school each day. Goal is to increase by 8% #12 of the District Needs Assessment - Students feel safe at school. Goal is to increase by 8%. 5th and 7th grade students feel connected at school based on the California Healthy Kids Survey. This survey is administered every two years. The goal is to improve by 8%. 5th and 7th grade students feel very safe at school based on the California Healthy Kids Survey, goal is to improve by 8%.	Priority 5: Pupil Engagement Priority 5(a)School Attendance 2019 CA Dashboard Rate:95.4% 2020-21 Rate:94.5% Priority 5(b)Chronic absenteeism 2019 Rate: 9.7% 2020-21 Rate:17% Priority 5(c)Middle School Dropout Rate: 0% Priority 5(d)High School Dropout Rate: N/A Priority 5(e):High School Graduation Rate: N/A Priority 6:School Climate Priority 6(a) Suspension 2018-19 CA Dashboard Rate:2.4% 2019-20 Rate (prior to March school closures): 2% 2020-21: We have 0% suspension rate as we were not suspending students during distance learning. Priority 6(b) Expulsion Rate: Maintain: 0.0 % Priority 6(c) Other local measures on sense of safety and school connectedness: 12 campuses (including Community School) continue to participate in Positive Behavior Interventions and Supports (PBIS). 68.7% of students look forward to coming to school each day based on #2 of the District Needs Assessment. 67.2% of students feel safe at school based on #9 of the District Needs Assessment.

Expected	Actual
Priority 8: Other Pupil Outcomes Priority 8(a)Physical Fitness Tests:5th and 7th Grade students participate in the Physical Fitness Tests. The district will set the goal of improving all sections by 7%. **19-20** Priority 3: Parental Involvement Priority 3(a) Estimated: All sites had a fully functioning SSC and ELAC. Parent Participation in the District Needs Assessment Survey. Estimated:47% Estimated:100% of sites hold a Parent/Community informational meeting at the beginning of school year. Priority 3 (b) Efforts to seek participation of parents for unduplicated pupils: District wide Estimated:100% of parents of unduplicated students attended academic performance conferences. Priority 3 (c) Efforts to seek participation of parents for pupils with exceptional needs: Estimated:Meet with 100% of our parents of special needs students over the course of the year. Priority 5: Pupil Engagement Priority 5(a)School Attendance Estimated Rate:96.2% Priority 5(b)Chronic absenteeism Estimated Rate: 7.9%	The California Healthy Kids survey is only administered every two years Data for 2019-2020: 71% of 5th graders feel connected at school 60% of 7th graders feel connected at school 75% of 5th grades feel very safe at school 57% of 7th grade students feel very safe at school Priority 8: Other Pupil Outcomes Priority 8(a)Physical Fitness Tests: 2019-20 5th and 7th grade students Physical Fitness Test results. Aerobic Capacity:5th-53.4% /7th-54.7%, Body Composition:5th- 50.8%/7th- 55.0%, Abdominal Strength:5th- 59.6%/ 7th- 71.5%, Trunk Extension Strength:5th-85.2%/7th- 91.2% Upper Body Strength:5th- 57.6%/7th- 66.2%, Flexibility:5th-68.7%/7th- 76.0%.

Expected	Actual
Priority 5(c)Middle School Dropout Estimated Rate: 0% Priority 5(d)High School Dropout Estimated Rate:N/A Priority 5(e):High School Graduation Estimated Rate:N/A Priority 6:School Climate Priority 6(a) Suspension Estimated Rate:2.0% Priority 6(b) Expulsion Rate:Maintain Estimated: 0.0 % Priority 6(c) Other local measures on sense of safety and school connectedness: Estimated: 12 campuses (including Community School) continue to participate in Positive Behavior Interventions and Supports (PBIS). Estimated:73.7% of students look forward to coming to school each day based on #3 of the District Needs Assessment. 76.0% of students feel safe at school based on #12 of the District Needs Assessment. Estimated:The California Healthy Kids survey is only administered every two years.Data for 2019-2020: 58%of 5th graders feel connected at school 33%of 7th graders feel connected at school 86% of 5th grades feel very safe at school 69% of 7th grade students feel very safe at school Priority 8: Other Pupil Outcomes Priority 8(a)Physical Fitness Tests:5th and 7th Grade students participate in the Physical Fitness Tests.	

Expected	Actual
Estimated: Aerobic Capacity:5th- 64.5% /7th- 63.8%, Body Composition:5th- 53.5%/7th-61.3%, Abdominal Strength:5th- 71.4%/ 7th- 72.1%, Trunk Extension Strength:5th- 96.6%/7th- 96.2%, Upper Body Strength:5th-66.9%/7th-69.7%, Flexibility:5th-73.8%/7th- 79.4%. **Baseline** Priority 3: Parental Involvement Priority 3(a) All sites had a fully functioning SSC and ELAC. Parent Participation in the District Needs Assessment Survey 2016 -2017 school year was 18.2% 100% of sites had a Parent/Community informational meeting at the beginning of school year. Priority 3 (b) Efforts to seek participation of parents for unduplicated pupils: District wide 85.8% of parents of unduplicated students attended academic performance conferences. Priority 3 (c) Efforts to seek participation of parents for pupils with exceptional needs: Met with 100% of our parents of special needs students over the course of the year. Priority 5: Pupil Engagement Priority 5(a)School Attendance Rate:96.07% Priority 5(b)Chronic absenteeism Rate:4.06%	

Expected	Actual
The baseline Chronic Absenteeism was reported incorrectly. The correct Chronic Absenteeism rate was 7.8%. Priority 5(c)Middle School Dropout Rate: 0% Priority 5(d)High School Dropout Rate:N/A Priority 5(e):High School Graduation Rate:N/A Priority 6:School Climate Priority 6(a) Suspension Rate:5.2% Priority 6(b) Expulsion Rate:Maintain a 0% status. Priority 6(c) Other local measures on sense of safety and school connectedness: 7 of our 11 campus's continue to participate in Positive Behavior Interventions and Supports (PBIS). 70% of students look forward to coming to school each day based on #3 of the District Needs Assessment. 71.0% of students feel safe at school based on #12 of the District Needs Assessment. The California Healthy Kids survey is only administered every two years. Therefore, our baseline data is from 2015-2016. 60%of 5th graders feel connected at school 54%of 7th graders feel connected at school 77% of 5th grades feel very safe at school 65% of 7th grade students feel very safe at school based on the California Healthy Kids Survey. Priority 8: Other Pupil Outcomes Priority 8(a)Physical Fitness Tests:5th and 7th Grade students participate in the Physical Fitness Tests.	

Expected	Actual
Aerobic Capacity:5th-68.9%/7th-51.3%, Body Composition: 5th-56.1%/7th-52.6%, Abdominal Strength:5th-60.2% /7th-67.3%, Trunk Extension Strength:5th- 82.9 %/7th- 86.4%, Upper Body Strength:5th- 56.3%/7th- 54.3%, Flexibility:5th- 69.8%/7th- 69.4%.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 Maintain Bully prevention training to ensure all students are able to learn in a safe and supportive environment with an emphasis on low income students, foster youth, and English learners.	Travel and Conferences Unrestricted Concentration/Supplemental $5,000	Travel and Conferences Unrestricted Concentration/Supplemental $0
3.2 Maintenance of program implementation of Positive Behavioral Interventions and Supports (PBIS) to all campuses to ensure all students are able to learn in a positive environment with an emphasis on low income students, foster youth, English learners, homeless students, and white students. Materials and supplies include incentives for preferred behavior. Funds are distributed by percentage of unduplicated students at each site in increments of $2,500, $2,000, or $1,500.	Other Classified Salaries Unrestricted Concentration/Supplemental $39,410 Other Classified Benefits Unrestricted Concentration/Supplemental $29,410 Teacher Salaries (subs) Unrestricted Concentration/Supplemental $834 Other Certificated Salaries (Stipend) Unrestricted Concentration/Supplemental $9,177 Materials and Supplies Unrestricted	Other Classified Salaries Unrestricted Concentration/Supplemental $39,769 Other Classified Benefits Unrestricted Concentration/Supplemental $28,955 Teacher Salaries (subs) Unrestricted Concentration/Supplemental $0 Other Certificated Salaries (Stipend) Unrestricted Concentration/Supplemental $3799.95 Materials and Supplies Unrestricted

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Concentration/Supplemental $37,600	Concentration/Supplemental $26,900
	Travel/Conferences Unrestricted Concentration/Supplemental $20,000	Travel/Conferences Unrestricted Concentration/Supplemental $15,415
	PBIS Association Membership Unrestricted Concentration/Supplemental $200	PBIS Association Membership Unrestricted Concentration/Supplemental $308
	Printing Charges Unrestricted Concentration/Supplemental $3,400	Printing Charges Unrestricted Concentration/Supplemental $369
	Consultants(and SWIS License) Unrestricted Concentration/Supplemental $9,000	Consultants(and SWIS License) Unrestricted Concentration/Supplemental $9,580
	Teacher Benefits (subs and stipends) Unrestricted Concentration/Supplemental $1,996	Teacher Benefits (subs and stipends) Unrestricted Concentration/Supplemental $755
3.3 Maintenance of parent education classes to increase home supports of student academics including Parent Institute for Quality Education (PIQE). These parent programs provide strategies targeting low income students, foster youth and English learners.	Professional/Consulting Services and Operating Expenditures Unrestricted Concentration/Supplemental $42,000	Professional/Consulting Services and Operating Expenditures Unrestricted Concentration/Supplemental $18,000
	Classified Salaries Unrestricted Concentration/Supplemental $2,500	Classified Salaries Unrestricted Concentration/Supplemental $1,671
	Materials and Supplies Unrestricted Concentration/Supplemental $2,000	Materials and Supplies Unrestricted Concentration/Supplemental $112
	Classified Benefits Unrestricted Concentration/Supplemental $800	Classified Benefits Unrestricted Concentration/Supplemental $237

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.4 Provide parent and student nutrition education (Including family wellness), emphasizing the nutrition needs of low income students, foster youth, and English learners.	Classified Salaries Unrestricted Concentration/Supplemental $82,569 Classified Benefits Unrestricted Concentration/Supplemental $42,267 Materials and Supplies Unrestricted Concentration/Supplemental $3,000 Travel/Conference Unrestricted Concentration/Supplemental $350 Rentals Unrestricted Concentration/Supplemental $650 Printing Charges Unrestricted Concentration/Supplemental $1,000 Transportation Unrestricted Concentration/Supplemental $100	Classified Salaries Unrestricted Concentration/Supplemental $70,157 Classified Benefits Unrestricted Concentration/Supplemental $37,569 Materials and Supplies Unrestricted Concentration/Supplemental $1,403 Travel/Conference Unrestricted Concentration/Supplemental $235 Rentals Unrestricted Concentration/Supplemental $0 Printing Charges Unrestricted Concentration/Supplemental $1,076 Transportation Unrestricted Concentration/Supplemental $0
3.5 District to provide home-to-school communication to discuss academic support, discipline, and attendance to all parents targeting communication to parents of low income students, foster youth, and English learners. Includes Aeries Communication and Attention 2 Attendance. Administrators will use Attention 2 Attendance to monitor student attendance and provide support regarding chronic absenteeism to all parents with an emphasis on Filipino, White, Two or more races, Asian and Homeless student groups.	Materials and Supplies Unrestricted Concentration/Supplemental $90,000	Materials and Supplies Unrestricted Concentration/Supplemental $90,767
3.6 Maintain 3 additional 5.5 hrs, security guards hired in Spring of 2018, and additional 5.5 hrs.security guards for middle schools in 2014-15. To help maintain safety for all students, emphasizing safety for low income students, foster youth, and English learners.	Classified Salaries Unrestricted Concentration/Supplemental $107,329 Classified Benefits Unrestricted Concentration/Supplemental $31,974	Classified Salaries Unrestricted Concentration/Supplemental $100,213 Classified Benefits Unrestricted Concentration/Supplemental $28,827

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.7 Maintenance of site support staff, continue safety and discipline programs (PBIS Admin., etc.), to provide academic supports/intervention classes, continue progress monitoring of students performing below grade level, emphasizing student data analysis for low income, foster youth, and English learners, and coordinate/schedule academic interventions. (Assistant Principals, Program Asst.- library, bi-lingual assistant, safety intervention facilitator and includes School Resource Officer contracted by KC Sheriff's Dept.) The School Resource Officer will communicate and provide support regarding chronic absenteeism to parents of low income students, English learner, foster youth, Filipino, White, Two or more races, Asian and Homeless student groups. Materials and supplies are site discretionary and included in SPSA. Funds are used to enhance school environment and provide interventions for students working below grade level, targeting low income students, foster youth, and English learners.	Certificated Salaries Unrestricted Concentration/Supplemental $180,141 Classified Salaries Unrestricted Concentration/Supplemental $814,392 Employee Benefits Unrestricted Concentration/Supplemental $447,422 Certificated Salaries (site discretionary) Unrestricted Concentration/Supplemental $119,347 Classified Salaries (site discretionary) Unrestricted Concentration/Supplemental $409,529 Employee Benefits(site discretionary) Unrestricted Concentration/Supplemental $179,001 Materials and Supplies Unrestricted Concentration/Supplemental $374,357 Services and Operating Expenses Unrestricted Concentration/Supplemental $345,220 Professional Consulting Services (Resource Officer Contract) Unrestricted Concentration/Supplemental $145,500	Certificated Salaries Unrestricted Concentration/Supplemental $179,528 Classified Salaries Unrestricted Concentration/Supplemental $794,639 Employee Benefits Unrestricted Concentration/Supplemental $429,055 Certificated Salaries (site discretionary) Unrestricted Concentration/Supplemental $62,925 Classified Salaries (site discretionary) Unrestricted Concentration/Supplemental $264,993 Employee Benefits(site discretionary) Unrestricted Concentration/Supplemental $94,857 Materials and Supplies Unrestricted Concentration/Supplemental $521,477 Services and Operating Expenses Unrestricted Concentration/Supplemental $275,629 Professional Consulting Services (Resource Officer Contract) Unrestricted Concentration/Supplemental $135,198

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.8 In 2019-20 hire 12 Behavior Intervention Assistants, a Health Ed. Nurse and Licensed Vocational Nurse(LVN). Maintenance of Support Services staff (Health Aides (5), Transportation Aides (5), Program Assistants: SDC (5), Psychologist (4), Nurse (1), LVN - Health Aide (1) from 2014-15. Nurse, Psychologist, and Program Specialist from 2016-2017. Maintain Speech Pathologist from 2017-18. Maintain Speech Pathologist and 4 additional Program Assistants hired in 2018-19. These services will support all students with an emphasis to support special education students, low income students, foster youth, and English learners.	Certificated Salaries Unrestricted Concentration/Supplemental $1,211,183 Classified Salaries Unrestricted Concentration/Supplemental $330,102 Employee Benefits Unrestricted Concentration/Supplemental $700,534 Hire Health Ed. Nurse salaries Unrestricted Concentration/Supplemental $82,745 Hire 12 Behavior Intervention Assistants salaries (1 per site) Unrestricted Concentration/Supplemental $243,300 Hire LVN salary Unrestricted Concentration/Supplemental $35,558	Certificated Salaries Unrestricted Concentration/Supplemental $1,203,751 Classified Salaries Unrestricted Concentration/Supplemental $330,895 Employee Benefits Unrestricted Concentration/Supplemental $653,824 Health Ed. Nurse salaries Unrestricted Concentration/Supplemental $82,745 12 Behavior Intervention Assistants salaries (1 per site) Unrestricted Concentration/Supplemental $243,300 LVN salary Unrestricted Concentration/Supplemental $35,558
3.9 Parent Involvement. Materials to promote parent involvement in student education with an emphasis on supporting the needs of low income students, foster youth, and English learners.	Materials and Supplies Unrestricted Concentration/Supplemental $10,000 Certificated Salaries Unrestricted Concentration/Supplemental $2,000 Classified Salaries Unrestricted Concentration/Supplemental $1,000 Printing Unrestricted Concentration/Supplemental $4,000	Materials and Supplies Unrestricted Concentration/Supplemental $1,267 Certificated Salaries Unrestricted Concentration/Supplemental $70 Classified Salaries Unrestricted Concentration/Supplemental $0 Printing Unrestricted Concentration/Supplemental $0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Certificated Benefits Unrestricted Concentration/Supplemental $450	Certificated Benefits Unrestricted Concentration/Supplemental $14
	Classified Benefits Unrestricted Concentration/Supplemental $300	Classified Benefits Unrestricted Concentration/Supplemental $0
3.10 District will support after school enrichment programs to help promote school pride, a positive climate, and physical activity targeting low income students, foster youth, and English learners.	Certificated Stipends Unrestricted Concentration/Supplemental $26,450	Certificated Stipends Unrestricted Concentration/Supplemental $14,075
	Classified Stipends Unrestricted Concentration/Supplemental $14,250	Classified Stipends Unrestricted Concentration/Supplemental $24,100
	Employee Benefits Unrestricted Concentration/Supplemental $8,056	Employee Benefits Unrestricted Concentration/Supplemental $4,511
	Uniforms Unrestricted Concentration/Supplemental $15,000	Uniforms Unrestricted Concentration/Supplemental $14,801
	Transportation Unrestricted Concentration/Supplemental $25,000	Transportation Unrestricted Concentration/Supplemental $14,512
	Registration fees/tournaments Unrestricted Concentration/Supplemental $10,000	Registration fees/tournaments Unrestricted Concentration/Supplemental $7,197
3.11 Maintenance of 4 MSWs to support all sites with high-risk students emphasizing support to low income students, foster youth, and English learners. Materials and supplies include behavior modification curriculum.	Certificated Salaries Unrestricted Concentration/Supplemental $345,857	Certificated Salaries Unrestricted Concentration/Supplemental $348,356
	Employee Benefits Unrestricted Concentration/Supplemental $141,298	Employee Benefits Unrestricted Concentration/Supplemental $147,229
	Materials and Supplies Unrestricted Concentration/Supplemental $2,000	Materials and Supplies Unrestricted Concentration/Supplemental $790

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Travel/Conference Unrestricted Concentration/Supplemental $500	Travel/Conference Unrestricted Concentration/Supplemental $1,305
3.12 Maintenance of additional noon aide supervision added in 2015-16 to ensure student safety, including low income students, foster youth, and English learners.	Classified Salaries Unrestricted Concentration/Supplemental $40,720 Classified Benefits Unrestricted Concentration/Supplemental $5,199	Classified Salaries Unrestricted Concentration/Supplemental $36,625 Classified Benefits Unrestricted Concentration/Supplemental $1,813
3.13 Maintenance of additional full time custodians and 3.5 hour mid-shift custodians to help maintain a clean campus for all students, including low income students, foster youth, and English learners.	Classified Salaries Unrestricted Concentration/Supplemental $319,512 Classified Benefits Unrestricted Concentration/Supplemental $167,040	Classified Salaries Unrestricted Concentration/Supplemental $309,398 Classified Benefits Unrestricted Concentration/Supplemental $153,262
3.14 Complete installation of security cameras at sites to ensure safety for all students with an emphasis on low income students, English learners, and foster youth.	Materials and Supplies Unrestricted Concentration/Supplemental $53,182	Materials and Supplies Unrestricted Concentration/Supplemental $78,341
3.15 Addition of shade structures, tables and benches at sites to provide safety and promote a positive climate for all students, principally directed to support the needs of low income students, foster youth, and English learners.	Materials and Supplies Unrestricted Concentration/Supplemental $1,703,016	Materials and Supplies Unrestricted Concentration/Supplemental $1,317,983
3.16 Provide an Administrator of Student Supports to oversee Multi-Tier Systems of Support (MTSS) to all students with an emphasis on students of two or more races and foster youth . This position oversees the development, maintenance, and implementation of school safety plans and coordinates parent involvement activities, which include PBIS behavior support (developing family behavior support), learning about mental health stigmas and how parent can connect to community partnerships/resources. Including professional development, supplies and classroom emergency kits. Due to a Title IV grant 30% of this administrator's salary and benefits will be paid our of LCFF/LCAP funds. The remaining 70% will be paid using Title IV funding.	Certificated Salary Unrestricted Concentration/Supplemental $41,764 Certificated Benefits Unrestricted Concentration/Supplemental $13,411 Materials/Supplies Unrestricted Concentration/Supplemental $2,000	Certificated Salary Unrestricted Concentration/Supplemental $41,763 Certificated Benefits Unrestricted Concentration/Supplemental $13,545 Materials/Supplies Unrestricted Concentration/Supplemental $673

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Travel/Conference Unrestricted Concentration/Supplemental $5,000	Travel/Conference Unrestricted Concentration/Supplemental $3,724
	NA Unrestricted Concentration/Supplemental NA	Printing Unrestricted Concentration/Supplemental $1,243

Goal Analysis

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

Overall the actions for this goal were implemented (actions 1 - 16) as planned.
A few of the actions in Goal 3 were not implemented fully in 2019-20 due to COVID-19 school closures and social distancing regulations:
- The bully prevention trainings to ensure all students are able to learn in a safe and supportive environment. Action 3.1
- Parent engagement activities such as the Parent Institute for Quality Education (PIQE). Additionally, the Greenfield Kindergarten Festival was canceled. Actions 3.3 and 3.9.
- The after school enrichment programs to help promote school pride, a positive climate, and physical activity. Action 3.10

All unspent funds for Goal 3 were applied to the 2020-21 budget. These funds were used toward actions/services to support unduplicated students (low-income, foster youth and English learners) during the 2020- 21 school year, including but not limited to the following:
- Continued implementation of Positive Behavioral Interventions and Supports (PBIS). This program will provide newsletters that will be sent to all families, and support teachers in creating a positive learning environment for students during the COVID-19 pandemic.
- Administrator of Student Supports to oversee the Multi-Tier System of Support (MTSS) to all students. This administrator will also oversee the implementation of school safety plans, and attendance policies.
- Social Workers (MSWs) to support all sites with high-risk students emphasizing support to low income students, foster youth, McKinney Vento and English learners, including behavior modification curriculum. Students receiving services from MSWs continued to receive those services remotely via Zoom.

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

Successes:
Maintaining a safe and a positive learning environment through communication and collaboration continues to be district priority. Overall the actions/services in this goal were successfully implemented. A few actions that contribute to the success of this goal are as follows:

- The PBIS program has been effectively implemented at all 12 campuses. Additionally, the district has continued implementation of Second Step a TK behavior program at all elementary campuses and PATHS at community school. Action 3.2
- Providing a safe learning environment by adding additional noon aides to campuses, increasing campus security at middle school sites, and installing security cameras at all sites. Action 3.6, 3.12 and 3.14
- The Administrator of Student Supports oversees the Multi-Tier System of Support (MTSS) and the implementation of school safety plans. Action 3.16

According to the District Needs Assessment Survey results, 92.2% of staff and 67.2% of students feel safe at school, and 94.7% of parents agree that their child is safe at school. The staff and parent results are high regarding safety at school. However, the student results of 67.2% is a 0.8% decrease from the 2018-19 results. The district will continue to focus on increasing the percent of students feeling safe at school.

GFUSD values parent engagement and has successfully provided families with information and resources. Based on the CA Dashboard Self-Reflection Tool on Parent Engagement, staff and parents rated GFUSD a 4 (full implementation) in providing families with information and resources to support student learning and development in the home. Some examples of the information and resources provided to parents are:

- The Parent Institute for Quality Education (PIQE). The PIQE program encourages parents to take an active role in their child's education. Action 3.3
- The district nutrition education program provides nutrition information to parents and after school students. A healthy diet is important for student achievement and overall success. Action 3.4

Additionally, the district has successfully created a positive climate where parents feel welcome. On the District Needs Assessment Survey 95.7% of parents "agreed" that they feel welcome when they visit the school. The results of the Self-Reflection Tool on Parent Engagement, showed staff and parents rated GFUSD a 4 (full implementation) in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

Challenges:
Although the district offers many opportunities for parent engagement, one challenge in engaging parents has been parent participation. Parents have express that time is an issue in participating in these activities. During distance learning the district has had a higher rate of parent participation through Zoom meetings. GFUSD will continue to use Zoom to make family engagement activities more accessible to all parents. The district recognizes that engaging families is critical for student success. Therefore, increasing parent participation in family engagement activities will continue to be a district focus.

The main challenge in fully implementing some of the actions in this goal was the COVID-19 pandemic. Due to school closures and social distancing restrictions the district was unable to complete the following actions:
- The bully prevention trainings to ensure all students are able to learn in a safe and supportive environment were not completed. Action 3.1
- Some of the Parent Institute for Quality Education (PIQE) classes and the Greenfield Kindergarten Festival were canceled. Actions 3.3 and 3.9.
- After the school closures in March, all after school enrichment programs to help promote school pride, a positive climate, and physical activity were canceled. Action 3.10

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
Provide safety equipment such as Plexiglass sneeze guards, hand sanitizer, gloves, face masks, signage, posters, and floor decals, and disinfectant to fog rooms. These safeguards ensure safety when students return to school sites.	$282,000	$1,517,415	No
For student safety, a restricted use of drinking fountains will be in place and students will be encouraged to bring their own personal, reusable water bottle. The district will have installed water bottle refill stations at each site for students to refill as needed.	$60,000	$56,575	No
Provide after school interventions at each school site. Classroom teachers will offer after school inventions to address student learning loss and accelerate learning. The teachers will use research based strategies, target instruction, work collaboratively to improve instructional practices, and monitor the academic achievement of students who are experiencing learning loss.	$90,720	$250,000	No
Maintain additional certificated staff hired at sites to keep class sizes lower. This action will enable teachers to better address student learning loss and accelerate learning, especially during the COVID-19 pandemic. This is duplicate action (noted in multiple sections).	$14,022,220	$13,519,116	Yes

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.

All actions for In-Person Instructional offerings were implemented as planned with a few exceptions:
- The cost to implement these safeguards needed to ensure staff and student safety was significantly underestimated.
- The amount budgeted for interventions to address student learning loss and accelerate learning was underestimated. Additionally, these funds were used to provide interventions during distance learning as well as in-person instruction.

Analysis of In-Person Instructional Offerings

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

Successes:
Overall GFUSD's plan for hybrid in-person instruction was successfully implemented. The safety measures and transition protocols have been successful.
Greenfield followed the recommended safety precautions and guidelines for in-person instruction, including the Hybrid Phase.

GFUSD began a phase of hybrid model of in-person learning for special education students in November, 2020. Due to increases in COVID-19 exposures and positive COVID-19 tests in Kern County, it was necessary for GFUSD to modify our instructional plan for students. So on December 7, 2020, Greenfield suspended all in-person instruction and in-person support services and returned to distance learning.

On February 22, 2021 the district began a new phase of the hybrid model of in-person instruction.
GFUSD brought back students by the following schedule:
Monday, February 22nd - Special Day Programs
Monday, March 8th - TK, K, 1st, and 6th grades
Monday, March 15th - 2nd and 3rd grades
Monday, March 22nd - 4th and 5th grades
Monday, April 12- 7th and 8th grade

Overall the district was successful in implementing the hybrid model. During each phase of hybrid learning the district implemented the following safety measures for staff and students:
- Face coverings were required for all students and staff.
- Each site modified the entrance and exit areas and no unscheduled visitors or volunteers were allowed on campuses.
- Each campus had a designated location for students who exhibit COVID-19 symptoms.

- Regular sanitation practices were enhanced throughout the school day, especially in high traffic areas.
- Bathrooms were cleaned and disinfected with foggers daily.
- All students were physically distanced (6 feet apart) and the district purchased plexiglass corals for students' desks.
- Each class in limited to 16 people (including students and adults)
- Staff and students were responsible for a daily temperature and symptom check before entering school.
- The district maintained the additional teachers hired to keep class sizes lower.

The district held a parent and staff information meetings. At each of these meetings the district's plan for hybrid in-person instruction was presented:
Parent Choice - Parents had the right to have their child(ren) participate in hybrid in-person instruction or continue in distance learning.
Stable Groups - Classes were identified as a stable group of no more than 16 individuals that include children and supervising adults. Classes will stayed together for all activities and will remain physically distanced. Each student will have their own desk, supplies and a clear corral on their desk.
Safety Measures- GFUSD is followed the guidance from the California Department of Public Health regarding face coverings, handwashing, physical distancing, stable groups, symptoms checker, and COVID testing.
Transitioning Back to Campus - On campus visitors are limited to parents attending a meeting or assessment. All visitors are expected to wear a mask and be screened for COVID-19 symptoms when entering the school. All students and staff have a COVID-19 screening for symptoms upon entering the school each day.

For the most part, the district's reopened plan was well received. According to the District Learning Continuity Survey 79% of staff and 72% of parents agreed the district has implemented the best possible plan for in-person instruction. 83% of staff agreed and 68% of parents agreed that the safety measures the district put in place for in-person instruction were successful. Additionally, parents communicated the district's reopening plan as being successful and students feel safe returning to school. Students expressed in-person instruction has reduced the amount of distractions, which has allowed them to focus more.

Challenges:
One of the biggest challenges for the district was developing a reopening plan and schedule that worked for all stakeholders, while following the guidance from the California Department of Public Health, Kern County Public Health, the Kern County Superintendent of Schools, and the Greenfield USD Board of Trustees.
During meetings stakeholders expressed the following challenges with the hybrid model for in-person instruction:
- Although the district did their best to create the A/B hybrid schedule, some working parents still voiced concerns about finding child care to meet their needs.
- In some cases, parents that chose to have their student(s) continue with distance learning, had their students reassigned to a different teacher. Therefore, students had to become acquainted with a new teacher and new classmates.
- Wearing masks all day has been challenging for staff and students.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provided all students (preschool to eighth grade) Chromebooks and hot spots for students who lacked the access to the internet necessary for distance learning. Upon checkout, parents are provided with the district technology helpline, which includes a phone number and email for parents to access help. Technology specialists at each site to support technology needs. Technology specialists are available to assist both staff and families in trouble shooting technology issues. Parents and staff are provided with the district technology helpline, which includes a phone number and email to access technology help.	$4,084,778	$4,084,778	Yes
The district upgraded our firewall to support increased bandwidth for distance learning.	$75,000	$75,333	No
The district will purchase necessary basic school supplies for students to utilize at home and for in class learning. These supplies will include paper, pencils, crayons etc.	$275,000	$310,000	No
Curriculum Specialists to provide professional development to staff and parents. Expanded staff professional development to meet distance learning context needs including, but not limited to, Google Classroom, Zoom, Screencastify, AERIES, Building Classroom Community Virtually, Essential standards, District Pacing Guides, ELD Language Objectives, and Virtual lessons. Parent training will include Google Classroom, AERIES, and Parent Portal. These training sessions have been posted on the GFUSD website to provide easy access for parents.	$693,853	$693,853	Yes
Speech-Language Pathologists and will continue to communicate regularly with general education classroom teachers and provide instruction to ensure that students' educational goals are met. They will monitor the progress of students and adjust instructional goals accordingly. Regular communication will be provided to parents through weekly progress reports for each special education student.	$1,960,442	$1,960,442	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Individualized Education Program (IEP) and 504 Plan meetings will be held virtually to confirm that all educational goals are being met.			
The GFUSD Curriculum Department supported the work of teacher teams to create grade level pacing guides for each content area. The pacing guides identify 'Truly' Essential Standards, Essential Standards, and Supporting Standards for each content area. These standards have been identified to help provide a focused approach for teachers moving into the 2020-2021 school year, while we focus on our students' learning loss and adjusted schedules.	$41,454	$41,454	No
Provide Zoom accounts, Screencastify, GoGuardian, document cameras and web cameras to conduct instruction. We understand that not all students will be able to attend the live sessions, so the district has put a process in place to ensure all students have access.	$236,200	$375,000	No
Provide Aeries and Parent Portal for staff and families to stay connected and communicate. AERIES and Parent Portal will provide home-to-school communication to discuss academic support, discipline, and attendance to parents.	$60,000	$61,908	No
Provide EL Achieve website for teachers to access online materials for ELD instruction and provide language support English learners.	$5,000	$5,000	Yes
Maintain additional certificated staff hired at sites to keep class sizes lower. This action will enable teachers to better address student learning loss and accelerate learning, especially during the COVID-19 pandemic. This is duplicate action (noted in multiple sections).	See In-Person	See In-person	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.

Most of the actions for the GFUSD Distance Learning Program were implemented and planned funds were utilized:

- Chromebooks and hot spots were provided for students (preschool to eighth grade) who needed access to the internet which is necessary for distance learning.
- Technology specialists were available to support staff, students and parents with technology as needed.
- The district ungraded our firewall to support increased bandwidth.
- Students were provided with basic school supplies.
- "Truly" Essential Standards were developed to provide a focused approach for instruction.
- Zoom accounts, Screencastify, GoGuardian, document cameras, web cameras, EL Achieve Website, AERIES and Parent Portal were provided.
- The district maintained the additional teachers hired to keep class sizes lower.

The only budgeted exceptions were the following:
- The amount reserved to purchase school supplies for students was underestimated.
- The amount of funding planned Zoom accounts, Screencastify, GoGuardian, document cameras and web cameras was underestimated.

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.

Continuity of Instruction - Successes
GFUSD began the 2020-21 school year with students in distance learning. The district was successful in creating daily academic schedules for each grade level to support families through distance learning. These schedules consist of a minimum of 2.25 hours of synchronous instruction (teacher providing instruction to students live on Zoom) and the remaining minutes are asynchronous instruction (students working independently on assignments). The asynchronous instruction or independent time consists of follow-up assignments through Google Classroom, content specific technology programs, and physical education activities.

To ensure instructional continuity for all students, teachers continued to use district pacing guides, adopted textbooks and curriculum for all subjects. The EL Achieve website was used to support English Learners and supplement ELD instruction. Online programs such as Lexia, Reading Plus, Freckle, and Next Gen Math were used to address the learning needs for all student groups (special education, foster youth, English learners, low-income, and McKinney-Vento). Furthermore, the GFUSD Curriculum Department supported the work of teacher teams to create grade level pacing guides for each content area. The pacing guides identify 'Truly' Essential Standards, Essential Standards, and Supporting Standards for each content area. These standards have been identified to help provide a focused approach for teachers moving into the 2020-2021 school year, while we focus on our students' learning loss and adjusted schedules.

Overall stakeholders agreed the district's plan for learning continuity was successful. Considering all the challenges of the COVID-19 pandemic, 88.5% of staff and 88.9% parents agreed the district implemented the best possible plan for Full Distance Learning. Furthermore, the results of the District Needs Assessment Survey showed:
83.6% of parents agreed using Zoom to access student work and communication with the teacher has worked well.
83.4% of parents agreed the amount of work students were required to do during Full Distance Learning was just the right amount.

Continuity of Instruction - Challenges
Staff have reported that engaging students during distance learning has been difficult. When in physical space, teachers are able to provide direct support to students, making rounds in the classroom and building relationships. Some parents had difficulty balancing work and support their student(s) with distance learning. Maintaining learning continuity for all students with so many distractions during distance learning was a big challenge.

Access to Devices and Connectivity- Successes
GFUSD ensured all students (preschool through 8th grade) that wanted a Chromebook and/ or an internet hotspot had access. Technology specialists were available to support staff, students and parents with technology as needed. The district ungraded our firewall to support increased bandwidth. According to the District Needs Assessment Survey, 90.6% of students agreed they used or are using a Chromebook from school during distance learning, and 97% of parents agreed the district provided students with Chromebooks and hotspots for internet access.

Access to Devices and Connectivity- Challenges
Despite our efforts to provide students with access to technology and internet, a key challenge has been internet connections. They seem to be weak and inconsistent in some areas. Another challenge the district encountered were Zoom outages, occasionally. Students reported it was difficult to learn when there were technology problems like the sound not working, the camera not working, and/or audio/visual freezing.

Pupil Participation and Progress- Successes
According to the District Needs Assessment survey 76% of students agreed they looked forward to participating in school. All students (TK-8th) participated in distance learning through Zoom and Google Classroom. Students participated in synchronous instruction (teacher providing instruction to students live on Zoom) and the remaining minutes are asynchronous instruction (students working independently on assignments). During synchronous instruction special education services focused on the student's instructional goals. The asynchronous instruction or independent time consisted of follow-up assignments through Google Classroom, content specific technology programs, and physical education activities.

Student participation and progress were effectively monitored through the following:
- Synchronous (live) instruction students received credit for participating, being present during the lesson, and actively engaged in learning.
- Asynchronous instruction (independent) assignments were checked by teachers.
- Teachers completed weekly engagement records, verified daily participation and kept track of assignments.

- If a student did not participate in class and/or complete assignments for the day, then the teacher made contact with the parent.
- Parents/Guardians were provided access to their students' Google Classroom to monitor assignments and AERIES to monitor attendance and grades. Google Classroom and AERIES were effective tools to communicate between parents/guardians and teachers on a daily basis.

Pupil Participation and Progress- Challenges
Despite the efforts of staff, participation and progress was still challenging for some students and families. During distance learning students need to be more independent than in-person learning. Many families were faced with the challenge of balancing work and helping their students with learning at home. Overwhelmingly, students stated that staying focused in the home was the most challenging for learning. There was a lot of distractions that prevented students from staying focused.

Distance Learning Professional Development/Learning- Successes
Professional learning was successfully transitioned to the district's website to provide easy access to all parents and staff. For staff these training sessions included topics such as Zoom meetings, hosting virtual assessments, how to record a lesson, and behavioral support/class management in a virtual setting. For parents these training sessions were AERIES, parent portal, parent square, google classroom, Distance learning, and STAR Testing on Zoom. All staff and families were provided with technical assistance if they had difficulty.

Distance Learning Professional Development/Learning- Challenges:
This new format to provide training sessions to both staff and families was effective and the district did not have any significant challenges regarding professional learning.

Staff Roles and Responsibilities- Successes
Staff roles and responsibilities were successfully changed to meet the demands of distance learning. Certificated staff monitored and supported student participation, attendance and communication with families. Counselors, social workers, school psychologists provided assistance and resources for families in need of social-emotional learning support. Classified site staff continued to work with students on academics, attendance, and behavioral support during distance learning. Program assistants provided additional one to one or small group support focused on student skill deficits, while being monitored by teachers. Classified staff that previously provided playground supervision supported cleaning the facilities, and assisted the nutrition department with meal distribution as needed.

The After School SUCCESS Program (ASSP) staff assisted the technology department with calling families to make appointments to pick up Chromebooks, two weeks prior to school starting. During Full Distance Learning, the ASSP staff supported regular day teachers by providing distance learning activities and intervention assistance during their live sessions. ADD DATA from Survey

Staff Roles and Responsibilities- Challenges
Once staff roles and responsibilities were established no challenges were faced.

Supports for Pupils with Unique Needs - Successes
Overall the supports for pupils with unique needs that the district put in place were successful. Students continued to receive special education, related services, and accommodations as outlined in the student's individualized distance learning plan. Special education teachers and Speech-Language Pathologists continued to communicate regularly with general education classroom teachers and provided instruction to ensure that students' educational goals were met. Essential English Language Development (ELD) standards and pacing guides were implemented for each grade level to ensure English language learners' needs were met. Teachers incorporated ELD strategies by aligning standards to English Language Arts (literacy/writing), math and other core subject lessons. Daily language development instruction was provided for English learners to develop language skills and fluency. Foster youth and McKinney-Vento students received social- emotional support from our social workers (MSWs), psychologists, and counselors. Additionally, the McKinney-Vento site liaison conducted regular check-ins for foster youth and McKinney-Vento regarding social-emotional and behavioral support. Students receiving services from MSWs continued to receive services remotely via Zoom. Additionally, curriculum specials, academic coaches, and program assistants provided academic intervention support to students as needed.

Supports for Pupils with Unique Needs - Challenges
As previously stated, during distance learning students needed to be more independent than when in-person learning. Therefore, assisting families with the struggle of balancing work and helping their students with unique needs at home was a challenge. Also, maintaining consistent contact with families due to schedules and homelessness was somewhat of a challenge.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide reading software programs to differentiate reading instruction to better meet the needs of students with learning loss and accelerate reading skills. These include programs such as Lexia and Reading Plus.	$182,452	$182,452	Yes
Provide math software programs to differentiate math instruction to better meet the needs of students with learning loss and accelerate math skills. These includes programs such as include Freckle Math and Next Gen Math.	$141,000	$122,474	Yes
Provide Academic Coaches at each site to work collaboratively with site and district staff to improve instructional practices, and monitor academic achievement of at-risk students, low income students, foster youth, McKinney-Vento, and English learners. They will provide small group academic support/intervention.	$1,482,325	$1,482,326	Yes
Provide IO Education as a supplement to better meet the needs of learning loss and accelerate learning of students in TK-8th grade.	$71,709	$69,493	Yes
Provide STAR Reading and Mathematics Assessment Programs and STAR 360. K-8 grades to identify under-performing students, such as McKinney Vento students, low income students, foster youth, and English learners to target performance gaps.	$135,000	$113,315	Yes
The Afterschool SUCCESS Program (ASSP) staff will support regular day teachers by providing distance learning activities and intervention assistance during their live sessions. ASSP staff roles and responsibilities provide bridging of the content standards being taught daily by regular day.	$2,140,222	$2,204,442	No
Provide assessment programs to monitor instruction for all TK/K students,to monitor and support learning loss and accelerate instruction. These programs include ESGI.	$12,844	$13,689	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide MyOn for students to access +7,000 books online, so all students are able to participate in the Accelerated Reader program, which focuses on improving reading comprehension.	$72,000	$72,000	No
Provide program assistants to assist teachers with small group academic support/intervention.	$6,409,357	$5,205,745	No
Maintain additional certificated staff hired at sites to keep class sizes lower. This action will enable teachers to better address student learning loss and accelerate learning, especially during the COVID-19 pandemic. This is duplicate action (noted in multiple sections).	See In-person	See In-person	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.

All pupil learning loss actions were implemented as planned. The cost of STAR Reading and Math, Freckle Math, Next Gen Math, iO Education were overestimated. The cost of ESGI was underestimated. The Afterschool SUCCESS program staff salaries and benefits were underestimated. The program assistants salaries and benefits were overestimated.

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.

Pupil Learning Loss - Successes

STAR Reading and Math (1st - 8th grade) assessments were used at least three times per year according to a district wide predetermined window to monitor student progress. Teachers used ESGI assessments to monitor the progress of transitional kindergarten and kindergarten students. These assessments allowed teachers to identify students who needed additional support through interventions and differentiated instruction. Teachers continued to provide common formative assessments and other performance measures through each instructional model to guide instruction and provide additional supports. Curriculum specialists, academic coaches, school site program assistants and the Afterschool SUCCESS Program (ASSP) staff supported the regular day teachers to provide interventions using teacher created lessons. The instruction was differentiated and specific to meet the needs of each student. Small group instruction was modified to include visuals, hands-on, and modeling. Reading strategies included, phonemic awareness, phonics, fluency, vocabulary, guided reading strategies, and comprehension skills. Math strategies included

basic facts, virtual manipulatives, and pictures. English learners were provided with language frames to support students in speaking and writing. The EL Achieve website was used to support English Learners and supplement ELD instruction. Special education students continued to access general education interventions and special education and related services. Special education and related services on Individualized Distance Learning Plan were adjusted based on student's need. Academic coaches and program assistants provided academic support to foster youth and McKinney Vento students. MyOn provided the ability for students to access +7,000 books online, so all students were able to participate in the Accelerated Reader program, which focuses on improving reading comprehension.

Online programs such as Lexia, Reading Plus, Freckle, and Next Gen Math were used to address learning loss for all student groups (special education, foster youth, English learners, low-income, and McKinney-Vento). Lexia and Reading Plus provided individualized reading instruction with target standards for students. Through the use of Freckle, students practice basic addition, subtraction, multiplication, and division facts. Next Gen Math provided resources for teachers to individually customize interventions to focus on targeted standards for students.

Overall students agreed they received help with school work as needed during distance learning as per district needs assessment. Students and families provided valuable feedback stating teachers and other staff members were always willing to assist with school work, both during and after class time. Additionally, many teachers provided videos of lessons for students to review to reinforce skills taught.

Pupil Learning Loss - Challenges
During the COVID-19 pandemic, many students experienced some form of learning loss especially those experiencing homelessness and those with exceptional needs. Despite all of GFUSD's efforts to target instruction and provide interventions, meeting the educational needs of students virtually was challenging. Furthermore, the stress and trauma some students and families experienced made it difficult for students to learn and have meaningful engagement.

The winter 2020 STAR results were as follows:
- STAR Reading 40.9% of students scored below the 25th percentile
- STAR Math 23.82% of of students scored below the 25th percentile

The winter 2021 STAR results were as follows:
- STAR Reading 50.2% of students scored below the 25th percentile
- STAR Math 37.8% of of students scored below the 25th percentile

The 2021 assessment results showed an increase in the percent of students scoring below the 25 percentile in both reading and math from the 2020 scores. The performance results indicate student learning loss and need to accelerate growth to address that loss. The distance learning environment made it challenging to build student relationships, knowledge and skills. Moving forward, a key district priority will be to maintain targeted small group and one-on-one instruction, while providing instruction to accelerate learning.

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.

Mental Health and Social Emotional Well-Being- Successes
As mental health and social and emotional well-being needs shifted significantly with the COVID-19 pandemic, Greenfield Union School District continued to deliver responsive services to students, staff and families.
The district successfully implemented the following mental health and social and emotional well-being support to staff:
-The Employee Assistance Program (EAP) provided COVID-19 resources for staff including coping with stress and managing anxiety. Link: http://sisc.kern.org/COVID/
-Social workers created a district website for social emotional support Link: https://sites.google.com/gfusd.net/socialemotionallearning/staff-support
-Counselors, social workers, and school psychologists were available for support staff as needed.
The district successfully implemented the following mental health and social and emotional well-being support to students and families:
-Positive Behavioral Interventions and Support (PBIS) newsletters were sent to all families.
-District social workers developed the Social Emotional Learning and Support web-page with resources for students and families to address social emotional brought on or worsened by the pandemic. Link: https://sites.google.com/gfusd.net/socialemotionallearning/home
-District social workers maintained communication with students and families through phone calls and home visits.
-District social workers gained an understanding of student's home environment due to observations during virtual sessions
-Greenfield Family Resource Center (GFRC) was remotely available to refer families in need of emotional support to organizations and school social workers coordinated resources with GFRC.
Mental Health and Social Emotional Well-Being- Challenges
-Parents were less likely to agree to services due to services being virtual.
-Difficulty getting consents to work with students signed in a timely manner due to COVID related guidelines.
-District social workers found it difficult to build the client/counselor relationship due to virtual services.
-Sometimes background noise and being unable to read body language made it difficult to counsel students.
-There has been a decrease in counseling services provided this school year due to limitations
-Following proper PPE guidelines still creates some barriers such as finding appropriate meeting spaces and limiting hands on counseling activities.

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.

Pupil and Family Engagement and Outreach-Successes
GFUSD developed and implemented a Multi-Tiered System of Support to encourage and support attendance during distance learning and in-person learning.
- Tier 1: All of the schools in GFUSD have encouraged positive attendance throughout this school year in multiple ways. Our schools provide all of the students weekly incentives and recognition for positive attendance. This can range from brag bags that the family picks up at the school to prizes delivered to the home. Although some of our students have returned to in-person learning or continue to distance learning the attendance incentive continues. These incentives have been successful for most of the students this school year. Students needing additional support and are given Tier 2 supports in addition to Tier 1.
- Tier 2: Students that didn't respond to the Tier 1 attendance incentives were given Tier 2 supports. Successful Tier 2 supports included a letter home and parent conferences that allowed the schools to provide support for the families. The most successful part of the Tier 2 intervention was the ability to make phone calls on a daily basis to the families of the students that were not logging on to the Zoom sessions. Many of the schools assigned a staff member for specific students to build a positive connection with the students.
- Tier 3: When Tier 2 support was not successful we layered on Tier 3 supports. The schools continued Tier 1 and Tier 2 support for all students and offered more help to the students that were not responding to the intervention. The staff went on many home visits helping and supporting the families with technology, support with the social workers, or referrals to the Greenfield Family Resource Center. These students were specifically encouraged to return to in person learning.

Pupil and Family Engagement and Outreach-Challenges
The main challenges of Pupil and Family Outreach were the following:
- Some students did not respond to the tier 1 incentives.
- Some parents were difficult to reach by phone, which prompted the school to make home visits.
- The impact of COVID-19 related health issues and deaths had on our Greenfield students and families. When this was discovered by school sites, staff referred these students and families to community resources.

Analysis of School Nutrition

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

School Nutrition- Successes
During Distance Learning, Hybrid Model, and In-Person Learning, all students enrolled in the Greenfield Union School District continued to receive free meals for the 2020-2021 school year under Community Eligibility Provision (CEP). All district students are

eligible to receive free breakfast and lunch.

Each family was issued a "Passport for Meals" during distance learning. Meals were distributed on Monday and Wednesday from 10:45 a.m. to 12:15 p.m. through a drive-up service at the schools. Monday meal bags included breakfast and lunch for Monday and Tuesday. Wednesday's bag included breakfast and lunch for Wednesday, Thursday and Friday. This passport procedure and meal pick up schedule was successful.

During in-person learning, elementary students did not eat on campus. Instead, they received a grab-and-go breakfast and lunch at the
end of each day to eat at home. Middle school students were fed breakfast each morning and then were provided with a grab and go breakfast/lunch depending on the day of the week.

The GFUSD nutrition staff was able to adapt to the changes in operations quickly and worked hard to ensure the nutrition needs of Greenfield students and community were met. Families in the community have expressed gratitude to the nutrition staff for all the hard work they have done to provide meal services during the COVID -19 pandemic.

School Nutrition- Challenges

The main challenges in providing school nutrition for students and families were as follows:

- Limited variety of food options available
- Not knowing how many meals to prepare

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Continued implementation of Positive Behavioral Interventions and Supports (PBIS). This program will provide newsletters that will be sent to all families, and support teachers in creating a positive learning environment for students during the COVID-19 pandemic.	$141,476	$104,809	Yes
Pupil Engagement and Outreach	Provide Attention 2 Attendance (A2A) to monitor student attendance and provide support regarding chronic absenteeism.	$57,300	$57,300	Yes
Pupil Engagement and Outreach	Administrator of Student Supports to oversee Multi-Tier System of Support (MTSS) to all students. This administrator will also oversee the implementation of school safety plans, and attendance policies.	$183,618	$183,618	Yes
Pupil Engagement and Outreach	Behavior Intervention Assistants (BIA) will monitor attendance and conduct attendance conferences for students who receive absence letters, and contact the parents to provide support.	$285,000	$293,215	Yes
Pupil Engagement and Outreach	School Counselors to provide support to students and staff in academics, attendance and social emotional well being.	$290,284	$290,284	No
Pupil Engagement and Outreach	School Intervention Facilitator (SIF) will monitor attendance and conduct attendance conferences for students who receive absence letters, and contact the parents to provide support.	$852,387	$773,868	No
Mental Health and Social and Emotional Well-Being	Provide Social Workers (MSWs) to support all sites with high-risk students emphasizing support to low income students, foster youth, McKinney Vento and English learners, including behavior modification curriculum. Students receiving services from MSWs	$500,276	$503,817	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	continue to receive those services remotely via Google Meets.			

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.

All additional actions and plan requirement offerings were implemented as planned with a few exceptions:
- The amount budgeted for continued implementation of Positive Behavioral Interventions and Supports (PBIS) was overestimated.
- The amount budgeted for Behavior Intervention Assistants (BIAs) was underestimated.
- The amount budgeted for School Intervention Facilitators (SIF) was overestimated.

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.

The lessons learned from implementing distance learning and in-person programs in 2020-21 had a substantial impact on the development of the goals and actions in the GFUSD 2021-24 LCAP. These lessons and the ongoing stakeholder feedback lead to revised goals for our 2021-24 LCAP. Several of the key changes were specifically influenced by the student needs and inequities that were intensified during distance learning. GFUSD aligned the 2021-24 LCAP with our district vision, mission, and goals. While many of the actions within the 2021-24 LCAP are continuations from the prior LCAP, the refinement of these actions provides more clarity as to their purpose.

2021-24 LCAP Goal 1 - High Achievement for ALL Students: This goal encompasses our efforts to promote district wide academic growth by establishing a robust Multi-Tiered System of Support at all sites. Through data-driven instruction, differentiated support, and meaningful integration of technology for unduplicated students, we will meet our 2023-24 desired outcomes in academic and language proficiency.
Goal 1 in the 2021-24 LCAP focuses on all students achieving at high levels. The actions in this goal will build coherence and consistency of programs across all schools. The district's priority to implement a Multi-Tiered System of Supports (MTSS) emerged prior to the pandemic and was reaffirmed by the experiences during distance learning and in-person programs. The district will implement Schoolwide Integrated Framework for Transformation (SWIFT) to provide academic, behavioral, social and emotional support to promote the learning and academic achievement of ALL students, and establish a more systematic approach across all schools.

2021-24 LCAP Goal 2 - Safe and Orderly Environment: This goal encompasses our efforts to promote social-emotional health and well-being and establish positive and inclusive school climates at all sites. Through the implementation of Positive Behavior Supports and Intervention (PBIS) and implementing strategies to support student attendance, we will meet our 2023-24 desired outcomes in suspension rate, student satisfaction, average daily attendance, and chronic absenteeism.
The experiences during the COVID-19 pandemic reinforced the need for students to have a safe and orderly learning environment. The district then revised our culture and climate goal (the new goal 2) to ensure students receive the behavioral, social-emotional, and mental health supports they needed. This was also consistent with ongoing stakeholder input emphasizing the need for more social-emotional student support.

2021-24 LCAP Goal 3- Strong School and Community Relationships: This goal encompasses our efforts to provide culturally responsive opportunities to promote parent engagement in order to create a culture of inclusivity. Through open communication and education, we will meet our 2023-24 desired outcomes in nurturing the development of healthy children and families.
Stakeholder input showed parents and families experienced a disconnect from school sites due to the COVID-19 pandemic. Additionally, ongoing stakeholder input emphasizing the need for more family engagement activities and services for students and families. To address this need, GFUSD created a new goal 3 to build capacity through strong school and community relationships. As part of this goal, the district will add a Family Engagement Coordinator to oversee activities and services for families.

2021-24 LCAP Goal 4 - Address Learning Loss Due to COVID-19: Due to the COVID-19 pandemic and subsequent school closures and restrictions, there is need to accelerate student learning in order to mitigate learning loss. Through supplemental instruction and support strategies, we will reduce learning loss and minimize the negative academic impact of the COVID-19 pandemic.
Students experienced learning loss during distance learning and the COVID 19 pandemic. GFUSD will implement actions to address this learning loss and accelerate student learning to ensure all student groups are academically successful.

Most importantly, the lessons learned during distance learning and in-person instruction have confirmed the need to have a district vision that is clearly communicated to all stakeholders. The GFUSD vision is: ALL students will have educational success. With a clear and shared sense of our vision for all students TK- 8, the district will be able to make more intentional decisions about programs, funding allocations, and alignment of efforts. All stakeholders will benefit from the 2021-24 LCAP goals and actions through additional alignment to this centrally held vision.

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

One lesson learned for distance learning was the need to have "truly" essential students and consistent assessments for all grade levels district wide. Developing "truly" essential standards is an ongoing process. Teacher teams are continuously reviewing data and

assessment to adjust "truly" essential standards for district wide implementation to accelerate learning giving priority to students with unique needs. Additionally, essential English Language Development (ELD) standards and pacing guides have been developed for each grade level to ensure English language learners' needs are met. Teachers have incorporated ELD strategies by aligning standards to English Language Arts (literacy/writing), math and other core subject lessons. Furthermore, daily language development instruction is provided for English learners to develop language skills and fluency.

Another lesson learned was the need to revise and refine our current assessment plan. Having common assessments is necessary to compare and analyze student data. Therefore, the district will continue to identify and monitor students in need of skill acceleration through the use of the following assessments:
- ESGI Assessment (TK-1st)
- STAR Reading and Math assessments (1st -8th grade)
- District writing Performance Tasks (TK-2nd grade)
- CAASPP Interim Assessments (3rd -8th grade)

We need to use data analysis and drive deep into data to determine learning gaps giving priority to students with unique needs. Greenfield has implemented professional learning communities district wide, so teacher teams can collaborate to enhance their teaching practice and create a learning environment where all students are successful. Professional learning communities allow time for teacher teams to analyze data and give priority to the learning needs of our English learners, students with disabilities, foster youth and McKinney-Vento students. Through this process teachers will identify performance gaps for these students and provide small group interventions to address these learning targets.

In addition, foster youth, and McKinney-Vento (homeless students) will receive social-emotional support from our social workers (MSWs), psychologists, and counselors. The McKinney-Vento site liaison will conduct regular check-ins for foster youth and McKinney-Vento regarding social-emotional and behavioral support.

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.

There are no 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. All substantive differences for actions and services have been described in the In-Person Instruction, Distance Learning Program, Pupil Learning Loss, and Additional Actions sections above.

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.

Overall, the analysis and reflection on student outcomes from 2019-20 and 2020-21 has reaffirmed the need to focus on key elements of the prior LCAP while expanding and refining the focus of goals and metrics. Due to the challenges of the COVID-19 pandemic, many of the district's goals and targets were not reached and still remain relevant.

Our current data shows an increase in CAASPP ELA scores and a decline in CAASPP math scores. Additionally, some students groups have learning gaps. According to the California School Dashboard, the district's 2019 CAASPP English language arts (ELA) indicator was "green" for all students (in 2018 this was "yellow"). This was a 5.7 point increase in ELA for all students from the 2018 scores. The district 2019 CAASPP results showed 49.85% of all students scored standard met or standard exceeded in ELA. Furthermore, specific student groups showed stable growth. Although low-income students maintained a "yellow" indicator in English language arts, this student group still increased by 4.8 points. Additionally, the students with disabilities indicator maintained "orange" and showed a 7.5 points increase. Both of these student groups are making measurable growth on the CA School Dashboard CAASPP ELA indicator.

The district 2019 math CAASPP results showed 35.2% of all students scored standard met or standard exceeded in math. In addition, the 2019 CAASPP indicator was "orange" for the following student groups: low-income, English learners, foster youth and students with disabilities. Low-income students maintained 0.9 points, English learners declined 3.3 points and foster youth declined 4.7 points in math scores, while students with disabilities increased 12.3 points. Although low-income students maintained points and students with disabilities showed some increase in points, overall the district is not seeing the growth desired in math scores.

The district uses STAR Reading and STAR math assessments to measure student progress in grades 1st through 8th.

The STAR Reading winter assessment results in 2020-21 showed 35.2% of all students scored proficient or higher. The STAR Reading the results showed the following student groups scored proficient or higher:
Low-income -34.2%
English learners - 18.8%
Foster youth - 23.5
McKinney Vento(homeless) - 24.7%
African American- 26.4%
Students with Disabilities -11.4%

The STAR Math winter assessment results in 2020-21 showed 47.6% of all students scored proficient or higher. The STAR Math

assessments the results showed the following student groups scored proficient or higher:
Low-income - 46.6%
English learners - 31.5%
Foster youth - 32.7%
McKinney Vento(homeless)- 36.4%
African American- 33.8%
Students with Disabilities - 16.1%

The STAR Reading scores show significate achievement gaps for English leaners and students with disabilities. The STAR Math scores show achievement gaps of our English learners, McKinney Vento(homeless), foster youth, African American and students with disabilities. Based on these STAR assessments results the district recognizes the need to support and priorities instruction and interventions to address these performance gaps.

Another area of focus for the district is chronic absenteeism. The district 2019 CA School Dashboard indicator was "orange" for all students (this was green in 2018) and "red" for African American students (this was 'yellow' in 2018). GFUSD's chronic absenteeism rate was 9.7% for all students. The rate for African American students was 15.9%, which is significantly higher than the rate for all students. Although African American students were not two or performance levels below the district indicator, the district concerned with the increase in chronic absenteeism among our African American students. With the COVID-19 pandemic, district-wide chronic absenteeism has risen. The current chronic absenteeism rate is 17%. We believe the chronic absenteeism rate increased due to distance learning and the increased number of COVID-19 cases in our area.

While GFUSD's suspension rate indicator on the 2019 CA School Dashboard for all students was "yellow", the suspension indicators were "red" for African American students and foster youth. African American students increased 0.8 points and foster youth increased 2.3 points in suspension rate. The results for both of these student groups showed a gap in performance of two levels below all students.

Based on the reflection and analysis of our student outcomes in our 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan some of the 2019-20 actions were revised and new actions were added to the 2021-2024 LCAP. Some of the 2021 - 2024 GFUSD LCAP key actions informed by this reflection and analysis are the following:
- To better accelerate learning our current Multi-Tiered System of Support needs to be revised and refined. The district needs to identify where we have holes in our practices, so we can better support students' academic, social-emotional and behavioral needs. GFUSD will provide professional learning regarding the use of data analysis and driving deep into data to determine learning gaps. This data analysis training will include diagnosing reading gaps and targeting instruction using guided reading strategies. Through appropriate data analysis and interpretation of data, staff will make informed decisions that positively affect student outcomes. Action 1.31
- Our English learner students have performance gaps. We need to focus on the progress of our English learner students. The district will enter into a multi-year partnership with KCSOS's ELD team to provide support and professional learning for staff

to ensure our English learners are attaining high levels of English proficiency and mastering grade level standards. Action 1.22

- Our 2019 CAASPP math scores show an overall decline in scores. Specifically, low-income students maintained 0.9 points, English learners declined 3.3 points and foster youth declined 4.7 points in math scores, while students with disabilities increased 12.3 points. Although low-income students maintained points, and students with disabilities showed an increase in points and overall the district did not see the growth desired in math scores. GFUSD will partner with Kern County Superintendent of Schools (KCSOS) to develop a multi-year math continuous improvement plan. This process will take the school and the district through a math vision development, action planning, and monitor the effectiveness of teaching and learning of mathematics. Professional learning opportunities will focus on teaching and learning mathematics. Action 1.24
- Administrators will use Attention 2 Attendance (A2A) to monitor student attendance and provide support to all students and additional support to students regarding chronic absenteeism. Action 2.3
- Continue district wide Positive Behavior Intervention Supports (PBIS) program to ensure a positive learning environment for all students including African American students and foster youth. Action 2.1
- The Administrator of Student Supports will continue to oversee a Multi-Tier Systems of Support (MTSS), targeting all student groups with a focus on African American students and foster youth. Action 2.7

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.

- 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:

  - Continuity of Instruction,

  - Access to Devices and Connectivity,

- 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	28,681,189.00	26,712,151.95
Concentration/Supplemental	28,681,189.00	26,712,151.95

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	28,681,189.00	26,712,151.95
Unrestricted	28,681,189.00	26,689,621.95
Unrestricted: Locally Defined	0.00	22,530.00

* 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	28,681,189.00	26,712,151.95
Unrestricted	Concentration/Supplemental	28,681,189.00	26,689,621.95
Unrestricted: Locally Defined	Concentration/Supplemental	0.00	22,530.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	13,725,754.00	13,512,273.00
Goal 2	5,817,533.00	4,878,790.00
Goal 3	9,137,902.00	8,321,088.95

* 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	$14,454,940.00	$15,343,106.00
Distance Learning Program	$7,431,727.00	$7,607,768.00
Pupil Learning Loss	$10,646,909.00	$9,465,936.00
Additional Actions and Plan Requirements	$2,310,341.00	$2,206,911.00
All Expenditures in Learning Continuity and Attendance Plan	$34,843,917.00	$34,623,721.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$432,720.00	$1,823,990.00
Distance Learning Program	$2,648,096.00	$2,824,137.00
Pupil Learning Loss	$8,621,579.00	$7,482,187.00
Additional Actions and Plan Requirements	$1,142,671.00	$1,064,152.00
All Expenditures in Learning Continuity and Attendance Plan	$12,845,066.00	$13,194,466.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$14,022,220.00	$13,519,116.00
Distance Learning Program	$4,783,631.00	$4,783,631.00
Pupil Learning Loss	$2,025,330.00	$1,983,749.00
Additional Actions and Plan Requirements	$1,167,670.00	$1,142,759.00
All Expenditures in Learning Continuity and Attendance Plan	$21,998,851.00	$21,429,255.00

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
Greenfield Union School District	Ramon Hendrix Superintendent	hendrixr@gfusd.net 6618376000

Plan Summary [2021-22]

General Information

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

Greenfield Union School District (GFUSD) encompasses approximately 24 square miles located on the southwest side of Bakersfield. We strive to provide quality education and prepare our students for college and career readiness with rigor. The district operates 12 schools (8 elementary schools, 3 middle schools and 1 community school). As of October 2020, the district serves 9,643 students in transitional kindergarten through eighth grade. The student population reflects diversity with 84.8% Hispanic, 6% African American, 5.4% White, 0.2% American Indian, 0.1% Pacific Islander, 0.4% Filipino, 1.9% Asian, and 1.2% Two or more races. 95.2% of all students in the district are low income students. Additionally, GFUSD's student population consists of 19.2% English Learners, 8.4% Special Ed.,0.6% Homeless, and 0.7% Foster Youth.

A recent challenge to our community was the COVID-19 pandemic, which significantly impacted Greenfield students and families. The unexpected closure of schools in March 2020 affected the physical, emotional, social, and educational needs of our students and families. Many of our families had their ability to access basic needs challenged due to the loss of employment. Students missed their teachers, friends, social engagement, and the positive environment that each school offered.

Greenfield Union School District's Mission:
ALL students are learning at high levels

Greenfield Union School District's Vision:
ALL students will have educational success.

Greenfield Union School District is dedicated to children. Greenfield is consistently striving for continuous improvement to meet the academic, physical, social and emotional needs of our students. The district is committed to reducing academic achievement gaps by ensuring that all students have access to the opportunities, supports and the tools they need to be successful. Greenfield's core values

support professional learning communities, a multi-tiered system of support, an attendance incentive program, effective first instruction, and Positive Behavior Interventions Support (PBIS). The goals and actions within this LCAP were strategically created with stakeholder input to address our recent challenges, mission, and vision.

Reflections: Successes

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

GFUSD has continued to make steady progress in overall student achievement. According to the California School Dashboard, the district's 2019 CAASPP English language arts (ELA) indicator was "green" for all students (in 2018 this was "yellow"). This was a 5.7 point increase in ELA for all students from the 2018 scores. The district 2019 CAASPP results showed 49.85 % of all students scored standard met or standard exceeded in ELA. The district is proud of this progress. Student achievement and increasing students' CAASPP ELA scores by 6% each year will continue to be a district focus.

Furthermore, specific student groups showed stable growth. Although low-income students maintained a "yellow" indicator in English language arts, this student group still increased by 4.8 points. Additionally, the students with disabilities indicator maintained "orange" and showed a 7.5 points increase. Both of these student groups are making measurable growth on the CA School Dashboard CAASPP ELA indicator.

We attribute this continued growth in CAASPP ELA scores to the consistent implementation of the following:
- STAR Reading to monitor student growth. Action 1.8
- Lower class sizes provide more opportunity for targeted small group and individualized instruction. Action 1.3
- Reading software programs to better meet the learning needs of students. Action 1.16
- Write From the Beginning and Beyond Program. Action 1.5

Another noteworthy indicator on the 2019 California School Dashboard was GFUSD's English learner progress, which showed 50.2% of EL students were making progress toward English language proficiency higher than the state indicator. The district is pleased with our English learner students' progress toward language proficiency. The district's goal is to continue to improve language proficiency by 6% each year. The district will continue to increase English language proficiency through the following:
- Develop a multi-year plan to provide support and professional learning to staff to ensure our English learners are attaining high levels of English proficiency and mastering grade level standards. Action 1.22
- Supplemental Support Systematic ELD. Action 1.6
- Bilingual Assistants. Action 1.19

GFUSD is very proud of our district-wide implementation of the Positive Behavioral Interventions and Supports (PBIS) program. PBIS is

structured within a Multi-Tiered System of Support allowing schools to organize and utilize available practices, resources, and personnel to meet the diverse needs of our students. In Greenfield, PBIS is in place at all twelve of our schools to promote a positive and safe school environment where all students have an opportunity to be successful. Student support is offered through a variety of school-based interventions by school social workers, counselors, Behavior Intervention Assistants, and school psychologists. Schools also connect with community partners to offer extra support when needed.

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.

Greenfield's indicator on the California Dashboard for the 2019 CAASPP results indicated "orange" for all students in mathematics (this was 'yellow' in 2018). The district 2019 CAASPP results showed 35.2% of all students scored standard met or standard exceeded in math. In addition, the 2019 CAASPP indicator was "orange" for the following student groups: low-income, English learners, foster youth and students with disabilities. Low income students maintained 0.9 points, English learners declined 3.3 points and foster youth declined 4.7 points in math scores, while students with disabilities increased 12.3 points. Although low income students maintained points, and students with disabilities showed some increase in points, overall the district is not seeing the growth desired in math scores. Additionally, the district is significantly concerned about student learning loss due to the COVID -19 pandemic, specifically with our low-income, English learners and foster youth.

The district uses STAR Math assessments to measure student progress in grades 1st through 8th. The STAR Math winter assessment results in 2020-21 showed 47.6% of all students scored proficient or higher. The STAR Math assessments results showed the following student groups scored proficient or higher:
- Low-income - 46.6%
- English learners - 31.5%
- Foster youth - 32.7%
- Homeless - 36.4%
- African American- 33.8%
- Students with Disabilities - 16.1%

GFUSD recognizes the need to improve our overall math scores, but especially the achievement gaps of our low-income, English learners, homeless, foster youth, African American and students with disabilities based on the STAR Math assessments.
GFUSD has identified math as an area for improvement, and plans to address this need by:
- Math supplemental intervention software programs, such as Freckle and Next Gen math. Action 1.9
- Providing intervention support to low-income, English learners and foster youth. Action 1.23
- District specialists and academic coaches will provide professional learning on Number Talks and these strategies will be implemented districtwide for all students. Actions 1.10 and 1.12

- Develop a multi-year math continuous improvement plan. This process will take the school and the district through math vision development, action planning, and monitor the effectiveness of teaching and learning of mathematics. Professional learning opportunities will focus on teaching and learning mathematics. Action 1.24

The district uses STAR Reading assessments to measure student progress in grades 1st through 8th. The STAR Reading winter assessment results in 2020-21 showed 35.2% of all students scored proficient or higher. The STAR Reading results showed the following student groups scored proficient or higher:
- Low-income -34.2%
- English learners - 18.8%
- Foster youth - 23.5%
- Homeless - 24.7%
- African American- 26.4%
- Students with Disabilities -11.4%

GFUSD recognizes the need to improve our overall reading scores, but especially the achievement gaps of our low-income, English learners, homeless, foster youth, African American and students with disabilities based on the STAR Reading assessments.
The district has identified reading as an area for improvement, and plans to address this need by:
- Providing intervention support to low-income, English learners and foster youth. Action 1.23
- Providing professional learning regarding the use of data analysis and diving deep into data to determine performance gaps for all student groups. This data analysis training will include diagnosing reading gaps and targeting instruction using guided reading strategies for all students with priority given to low-income, English learners, and foster youth. Action 1.11

Another area of focus for the district is chronic absenteeism. The district 2019 CA School Dashboard indicator was "orange" for all students (this was green in 2018) and "red" for African American students (this was 'yellow" in 2018). GFUSD's chronic absenteeism rate was 9.7% for all students. The rate for African American students was 15.9%, which is significantly higher than the rate for all students. Although African American students were not two or more performance levels below the district indicator, the district is concerned with the increase of chronic absenteeism among our African American students. With the COVID-19 pandemic, districtwide chronic absenteeism has risen. The current chronic absenteeism rate is 17%.

Consequently, the district is concerned about the increase in chronic absenteeism for all students and specifically African American students. To address chronic absenteeism the district plans to implement the following:
- Administrators will use Attention 2 Attendance (A2A) to monitor student attendance and provide support to all students and additional support to African American students regarding chronic absenteeism. Action 2.3
- The Student Intervention Facilitator (SIF) will communicate and provide support to all students and additional support to the parents of African American students regarding chronic absenteeism. Action 2.10

While GFUSD's suspension rate indicator on the 2019 CA School Dashboard for all students was "yellow", the suspension indicator was "red" for African American students and foster youth. African American students increased 0.8 points and foster youth increased 2.3 points in

suspension rate. The results for both of these student groups showed a gap in performance of two levels below all students. The district plans to address these performance gaps by the following actions:

- Continue district-wide Positive Behavior Intervention Supports (PBIS) program to ensure a positive learning environment for all students including African American students and foster youth. Action 2.1
- The Administrator of Student Supports will continue to oversee a Multi-Tier Systems of Support (MTSS), targeting all student groups with a focus on African American students and foster youth. Action 2.7

Another area of focus for the district is to build strong relationships with our families. The results of the Local Indicator Priority 3- Self Reflection Tool showed the following:

- Parents and staff rated the district a 3 (Initial Implementation) in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.
- Parents and staff rated the district a 3 (Initial Implementation) providing professional learning to support teachers and principals to improve a school's capacity to partner with families.
- Staff stated the district provides many opportunities for family engagement. However, the main challenge for school sites and the district is parent attendance.

Furthermore, based on feedback during stakeholder meetings, parents and staff have expressed desires to have more parent engagement activities. Additionally, parents have also expressed a need for health, substance abuse classes and information.

The district has add a new goal (Goal 3: Strong School and Community Relationships) our to our 2021-2022 LCAP to address parent engagement . Through this goal the district hopes to provide culturally responsive opportunities to promote parent engagement in order to create a culture of inclusivity and nurture the development of healthy families. Actions 3.1-3.4

LCAP Highlights

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

Overall, the analysis and reflection on student outcomes from 2019-20 and 2020-21 has reaffirmed the need to focus on key elements of the prior LCAP while expanding and refining the focus of goals and metrics. Due to the challenges of the COVID-19 pandemic many of the district's goals and targets were not reached and still remain relevant.

Some key features of the GFUSD 2021-2022 LCAP are as follows:

- Refining and revising our current Multi-Tiered System of Supports including our assessment plan, so we can better support students' academic, social-emotional and behavioral needs. Action 1.31
- Professional learning will be provided regarding the use of data analysis to inform instruction. This data analysis training will include diagnosing reading gaps and targeting instruction using guided reading strategies. Action 1.27
- The district will develop a multi-year plan, which will include professional learning to address the learning gaps of our English learners to ensure high levels of English proficiency and academic performance. Action 1.22

- Our 2019 CAASPP math scores show an overall decline in scores. Specifically, low-income students maintained 0.9 points, English learners declined 3.3 points and foster youth declined 4.7 points in math scores. The district will develop a multi-year plan to address math instruction needs of all students focusing on our unduplicated students. action 1.24
- The district's suspension rate indicator on the 2019 CA School Dashboard was "red" for African American students and foster youth. The results for both of these student groups showed a gap in performance of two levels below all students. Therefore, we will continue district wide implementation of the Positive Behavior Intervention Supports (PBIS) program to ensure a positive learning environment for all students including low-income, English learners, African American students and foster youth. Action 2.1
- Based on district surveys and meetings, parents and staff expressed a desire for more parent engagement activities, educational opportunities and capacity building. In order to address this need, an administrator will oversee district-wide initiatives that promote parent engagement to increase school to home connections and strengthen partnerships. Action 3.3

Through meetings and surveys, stakeholders expressed that the actions in the 2019-20 LCAP were making a positive impact on student achievement and wanted these actions in the 2021-2022 LCAP. Working closely with stakeholders throughout the Greenfield Union School District, three goals have been identified as the focus for the 2021-2022 LCAP:

GOAL 1:High Achievement for ALL students
This goal encompasses our efforts to promote district-wide academic growth by establishing a robust Multi-Tiered System of Support at all sites. Through data-driven instruction, differentiated support, and meaningful integration of technology for unduplicated students, we will meet our 2023-24 desired outcomes in academic and language proficiency.
Key features of this goal are the following:
- Technology Refresh Plan
- Beginning Teacher Support
- Lower Class Sizes
- Foster Youth Support
- Supplemental Writing Program
- Supplemental English Language Acquisition Program
- LCAP Development/ Monitoring and Data Analysis
- STAR Assessment Programs
- Math Supplemental Software Programs
- District Specialists
- Data Analysis Software
- Academic Coaches
- Elementary Music Program
- Additional Transitional Kindergarten Classes
- Supplemental ESGI Assessments
- Supplemental Reading Software Programs
- Additional After School Program Classes
- School Librarian Assistants
- Bilingual Program Assistants

- Educational Field Trips
- Screencastify Software Licenses
- EL Multi-Year Plan
- Intervention Support
- Math Multi-Year Plan
- Read 180 Software
- ELLevaton - Online ELD Support System
- Additional Professional Learning
- Assistant Principals
- SWIFT/Multi-Tiered System of Support (duplicate action noted in multiple goals)
- Dual Immersion program(this is not LCAP/LCFF funded)
- Kern Pledge - KiDS

Actions 1.1 -1.31

GOAL 2: Safe and Orderly Environment.
This goal encompasses our efforts to promote social-emotional health and well-being and establish positive and inclusive school climates at all sites. Through the implementation of Positive Behavior Supports and Intervention (PBIS) and implementing strategies to support student attendance, we will meet our 2023-24 desired outcomes in suspension rate, student satisfaction, average daily attendance, and chronic absenteeism.
Key features of this goal are the following:
- Positive Behavioral Interventions and Supports (PBIS)
- Additional Safety Personnel at Middle Schools
- Student Attendance Support
- After School Enrichment
- Elementary School Social Workers
- Additional Custodians
- Student Supports
- Behavior Intervention
- Student Support & Behavioral Specialist (this is not LCAP/LCFF funded)
- School Intervention Facilitators
- Additional Supervision
- SWIFT/Multi-Tiered System of Support (duplicate action noted in multiple goals)

Actions 2.1-2.14

GOAL 3: Strong School and Community Relationships
This goal encompasses our efforts to provide culturally responsive opportunities to promote parent engagement in order to create a culture of inclusivity. Through open communication and education, we will meet our 2023-24 desired outcomes in nurturing the development of healthy children and families.
Key features of this goal are the following:

- Student Health and Family Wellness
- Tobacco Use Prevention Education
- Parent Outreach
- Zoom for Parent Meetings

Actions 3.1-3.4

GOAL 4: Addressing Learning Loss Due to COVID -19
Due to the COVID-19 pandemic and subsequent school closures and restrictions, there is need to accelerate student learning in order to mitigate learning loss. Through supplemental instruction and support strategies, we will reduce learning loss and minimize the negative academic impact of the COVID-19 pandemic. (The actions in this goal are not LCFF funded)
Key features of this goal are the following:
- Extending Instructional Learning Time
- Accelerating Learning Progress
- Integrated Student Supports
- Social Emotional Well Being

Actions 4.1-4.4

Greenfield Union School District is dedicated to children. Greenfield is consistently striving for continuous improvement to meet the academic, physical, social and emotional needs of our students.

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.

Greenfield Community School(GCS). The district has informed stakeholders that Greenfield Community School is eligible for Comprehensive Support and Improvement (CSI) due to chronic absenteeism and suspension rate. All stakeholder groups were notified of the school's CSI eligibility.

Support for Identified Schools

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

The district team has worked alongside Greenfield Community School to ensure the school developed the most effective School Plan for Student Achievement(SPSA) to best address chronic absenteeism and suspension rate. The district team consists of Assistant Superintendent of Curriculum, the Administrator of Student Supports, the Director of Categorical Programs, and the Coordinator of LCAP and

District Projects. Additionally, the district and the school site have worked in partnership with the Kern County Superintendent of Schools to participate in the Continuous Improvement Process (CIP). The CIP team consisted of the following stakeholders: certificated staff, classified staff, district leadership team, and KCSOS staff. It was determined that we need a common vision for stakeholders to better understand the purpose of the district's Alternative Education Program and establish realistic expectations.

A comprehensive needs assessment was conducted through stakeholder meetings, perception data and surveys over a twelve month period. The following stakeholders were involved in the needs assessment: certificated staff, classified staff, administrators, and parents. Through this process, the 2019-20 CA School Dashboard data for chronic absenteeism and suspension rate was reviewed. This data showed that the school had an increase of 4.5% in suspension rate for all students from the 2018-19 data. Additionally, chronic absenteeism increased 15.2% from the previous year. Daily contact and communication will be made to families regarding student absences and suspensions.

The CIP team completed 1-4 sections of a schoolwide comprehensive needs assessment: Fidelity Integrity Assessment (FIA). These sections consisted of: Administrative Leadership and Multi-Tiered Support Systems. Due to COVID and scheduling conflicts, the remaining 2 sections; Integrated Education Framework and Family and Community Engagement will be administered in the fall of 2021-22 school year with the assistance of KCSOS. The results of the Fidelity Integrity Assessment (FIA) showed the school lacked student engagement and chronic absenteeism was negatively impacting the student attendance.

The district supported the school site by establishing budgets, identifying outside agencies and community partners to support program and student needs. Based on this evidence the following problem of practice was determined: Chronic absenteeism was negatively impacting outcomes for the Greenfield Community School. Two theories of action were developed: (1) If we develop a common vision for GCS so all stakeholders understand our purpose and (2) If we provide authentic engagement opportunities to meet the students, then GCS students will choose to engage in their education and their outcomes will improve. The Continuous Improvement Process was communicated to the School Site Council(SSC) and the SSC provided input on this plan.

The district assisted the school site to identify and select the best possible evidence based interventions to work within the limitations of the COVID -19 pandemic and distance learning. The Administrator presented the concerns of supporting students at the Greenfield Family Resource Center HELPS Collaborative, which consists of various agencies and community members. The school administrator also presented the student support needed at the School Site Council Meeting. Students and parents were contacted and asked if they were interested in Youth2 Leaders AmeriCorps mentoring and Kern Tutoring services. Since most of the GCS students were 8th graders, every effort was made to improve their grades so they may graduate. Fall semester - STAR Math data showed that 9% of GCS students were On Watch, 27% needed Intervention and 64% were in need of Urgent Intervention in the area of math. STAR Reading data indicated that 11% of GCS students needed intervention while 89% were in need of Urgent Intervention in the area of reading. Students in the Fall semester averaged a 1.4 GPA. Three of the students enrolled achieved a 0.0 GPA, which was brought on by lack of effort in the classroom core curriculum. All three of these students recorded Urgent Intervention needs in STAR Math, while two of these students qualified in the same Urgent Intervention category in STAR Reading.

Through research of outside sources, the district and school site determined the best use of resources and funds was to provide Americorp and Kern Tutoring services for students. Americorp focused on daily life skills and real life mentoring, strategies to improve attendance and

build positive behavior and social relationships with students. Kern Tutoring identified student academic needs and provided reading and math tutoring.

The district assisted the school site to identify and select the best possible evidence based interventions. GCS had an average student attendance rate of 89.75%, and recorded students being off task an average of 6% of the time. While there were no Office Discipline Referrals (ODR's) written in the Fall semester, student behavior was tracked each class period using a Classroom Behavior Checklist aligned with the schools PBIS strategies of Be Safe, Be Respectful, Be Responsible. Students used inappropriate voice or language 9% of the time, failed to follow directions the first time asked 8% of the time, and were off task 14% of the time.

Because students displayed a lack of motivation being taught in the same manner in which they were failing in the home schools, GCS staff requested a more robust and engaging curriculum for their students. Teachers also weighed their personal experiences of watching students more engaged when enrichment activities such as computers, robotics, etc. were offered as academic and attendance incentives. For the 2021-22 school year, GCS plans on implementing Paxton Patterson College and Career Ready LABS. These content LABS are career pathways for students and will spark interest in students for future career or college ambitions. Project-based learning pathways were chosen to encourage students to become interested in the opportunities that the future holds for them. Almost all of GCS's students showed no interest in traditional modes of education. They weren't able to see how an education will help them. Using a career pathway curriculum will allow them to discover their real aptitudes and interests. The lessons of hands and minds on various activities will motivate students to look into what they can become involved in, entering high school and beyond. These are two-week content labs that are based on career exploration and provide exposure to career experiences aligned to common core standards. This new vision and program design will be presented to management for approval and support to implement for the 2021-22 school year. The district and the CSI team anticipate this program will provide authentic engagement opportunities, which will result in a decrease in chronic absenteeism.

In partnership with the district, Kern County Superintendent of Schools facilitated our Continuous Improvement Process including SWIFT/FIA tools. GCS serves students designated as low-income, English learners, foster youth, McKinney-Vento and students with disabilities. KCSOS provides leadership, coaching, and consultants from other districts using college and career readiness programs. The school site offers incentives and enrichment activities to encourage students to attend. Staff orders supplemental materials and supplies to create more engaging lessons and experiences for students. GFUSD does not show any inequities in resources or instruction for GCS students who have access to the same core textbooks and academic content as well as proficiency expectations.

Monitoring and Evaluating Effectiveness

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

Greenfield Community School will hold weekly staff meetings to monitor the implement of actions and review absenteeism and suspension. Daily contact and communication will be made to families regarding student absences and suspensions.

The CSI team will re-assess the FIA sections 1-4 and complete FIA sections 5-8 during the 2021-22 school year. After reassessment the data will be evaluated to determine effectiveness of the evidence based interventions and new curriculum. GCS will collaborate with Social

Workers assigned to support students with behavioral and emotional needs. All students are assessed by the referring school along with a family member using the BASC 3 BESS screener system. This screener is used to place students in Social Emotional interventions. Interventions consist of decision making, self esteem, compliance to school rules, and family conflict resolution. At this time, the team will make adjustments as needed to better meet the needs of students and improve student outcomes. GCS has an established preliminary exit process and will add an exit assessment for students that make progress toward returning to their home school.

The district team will continue to meet with the school site three times per year to review FIA reassessments and monitor key performance indicators. The purpose of these meetings is to ensure initiatives and targeted supports are being implemented in the areas of needed improvement. The district will look at demographic factors, student outcome, perception, and process data in order to determine the effectiveness of these actions and make adjustments to the plan as needed.
Areas to be addressed are listed below:

Administration:
Conduct weekly meetings with staff
Need to establish written procedures to include initial student assessments, monitoring and exiting protocols
Define data metrics for chronic absenteeism and suspensions
Analyze Office Discipline Referrals (ODR), attendance, academic progress, classroom behavioral checklist, and interventions

Chronic Absenteeism / Suspensions:
CSI determined that there were 4 areas of implementation needed:
Determine Root Causes
Needed Supports
Collect Data Metrics
Monitoring Processes

Students will show results in a reduction of behaviors in the following areas as measured by the classroom behavior checklist. Keep hands, feet and objects to yourself, using appropriate voice and language, follow directions quickly the first time, and stay on task and do work. Growth will be shown by participation in group intervention and successful completion of intervention assignments. Data is processed every 6 weeks and the school intervention team meets to reassess students progress. Referring schools will be included in these intervention team meetings so they are kept aware of students' progress and potential transition of students back to their school site.

Additionally, ongoing communication with stakeholders will occur to keep them informed of progress towards implementation and effectiveness. This will support an open dialogue with all stakeholders to solicit feedback allowing the schools and district to continue to revisit and refine the plan to support students and school improvement.

With all these measures put in place, GCS will be able to support students in all areas of need. Social Emotional Learning will help students deal with personal issues which may arise in their daily lives and interfere with their learning and decision making. A more engaging curriculum will assist students and allow them to discover what interests them and motivates them to be involved in school and provide an avenue to higher learning. With these supports, GCS will see results of increased student attendance while also experiencing decreased

student suspensions and time off task. A more refined referral process will provide fewer opportunities for placement of students with first-time offences and support the PBIS and MTSS systems the district schools have in place.

Stakeholder Engagement

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

Greenfield Union School District continues to connect with our students, families, community, and all staff to solicit input. GFUSD solicited recommendations and comments regarding the specific actions and expenditures proposed to be included in the 2021-22 LCAP through surveys and focus meetings with the community, students, school board, parent councils, bargaining units, teachers, administrators, and other personnel.

Each year staff, parents and all students (4th -8th grade) are given the opportunity to provide input on district programs and the LCAP through the District Needs Assessment Survey. Students with disabilities were provided with a modified survey with pictures as needed. Survey links were posted on our district website and sent to all stakeholder groups. The district reached out to families that did not have internet access through phone calls and paper copies were available at each school site and the district office. The online survey and paper copies were available in Spanish for our English learner families. Additionally, a modified version of the student survey with pictures was made available to students with disabilities.

The district held a virtual LCAP Stakeholder Coffee and Convos meeting on January 21, 2021 for all parents. Parents were given an opportunity to ask questions and provide input regarding our 2021-22 LCAP development. Another LCAP Coffee and Conovs meeting was offered on April 12, 2021 for parents of students with disabilities to attend and give input concerning the 2021-2022 LCAP. During these meetings a translator was provided for non-English speaking parents.

GFUSD takes an integrated approach to developing our LCAP and each site's School Plan for Student Achievement (SPSA). The superintendent reviewed each site's School Plan for Student Achievement (SPSA) to ensure all plans are aligned with the district 2021-22 LCAP goals and actions.

On January 12, 2021 the district administrative team (including principals, assistant principals and district leadership) met to provide input for our 2021-22 LCAP.

On February 11, 2021 the district consulted with the certificated bargaining union regarding the development of our 2021-22 LCAP. On March 22, 2021 the district consulted with the classified bargaining union regarding the development of our 2021-22 LCAP.

This year the district started an LCAP Stakeholder Committee. The members of this committee include administrators, certificated staff, classified staff, bargaining unit members, board members, parents and community members. The district was sure to include parents from the following student groups: foster youth and English learners, students with disabilities, African American, and low-income students. The purpose of this committee is to create a group of stakeholder representatives to better understand the LCAP and the funding. This committee first met on April 19, 2021 to provide input for the 2021-2022 LCAP. In the 2021-22 school year LCAP Stakeholder Committee will continue to meet every other month to analyze data, review the LCAP and provide input on the effectiveness of LCAP goals and actions.

On May 12, 2021 GFUSD consulted with the Kern County Superintendent of Schools Special Education Local Plan Area (SELPA) team to seek input regarding the development of our 2021-22 LCAP to ensure the needs of students with disabilities were being addressed by the district.

The GFUSD 2021-22 Local Control and Accountability Plan (LCAP) Draft was presented on May 20, 2021 to the District Advisory Committee (DAC) and District English Language Advisory Committee (DELAC) for review and comment. There were no comments submitted by the Parent Advisory Committee and/or DLAC which needed a written response from the Superintendent.

Greenfield Union School District created a District Leadership Team (superintendent, assistant superintendent of curriculum, assistant superintendent of personnel, assistant superintendent of business, director of fiscal services, director of categorical, director of support services, director of technology, coordinator of district projects/LCAP and administrator of student supports) to oversee the process of LCAP stakeholder input, and prioritize all recommendations. The District Leadership Team monitors progress to ensure that we were on target with meeting our LCAP goals, actions, and expenditures specifically designed to increase the services for our unduplicated students. This data included attendance rates, chronic absentee rates, suspension rates, expulsion rates, drop-out rates, English learner reclassification rates, and all other data included on CA Dashboard.

The GFUSD 2021-22 LCAP was posted on the district website on June 2, 2021 in English and Spanish for all stakeholders to review and provide feedback. A public hearing for the GFUSD 2021-22 LCAP was held on June 9, 2021. During this meeting, stakeholders were provided an opportunity to review and comment on the GFUSD 2021-22 LCAP. At the June 14, 2021 Greenfield Union School District Board meeting, our 2021-22 LCAP was reviewed and adopted. Greenfield offered remote participation for board meetings and public hearings through the use of Zoom Meetings. Stakeholders were able to participate through a link provided on the district website. During the board meetings and public hearings, a translator was provided for Spanish speaking stakeholders, as well as all documents were provided in Spanish. Stakeholders without internet access, may attend in person following physical distancing and mask requirements.

A summary of the feedback provided by specific stakeholder groups.

Stakeholder input was provided by all stakeholders and considered in the development of the GFUSD 2021-2022 LCAP.

The parent survey findings include our District Parent Advisory Committee (PAC) and District English Language Parent Advisory Committee (DELAC) survey.
Key findings from the parent survey and meetings include:
Keep lower class sizes
More Intervention/Academic Help
More College information

More career Opportunities/Information
Continue with writing program
More electives
Parent Engagement
Technology
Continued PBIS
More After School Sports
More After School Classes
Dual Immersion
More EL supports
More TK classes
More help for SPED
More GATE classes
More counselors
Cultural awareness
Drug awareness
More incentives
More STEM classes
Health resources
Mental health resources
More Teaching assistants
Additional academic support offered after school
Books
Extra reading and math support/ Interventions
Family Education Nights such as math, science, reading and creative arts
Parenting Classes
Parent Engagements such as Loving Solutions, Parent Projects, classes in math or ELA
More tutoring one on one
In agreement to maintain all other LCAP actions provided in 2019-20

Key findings for the student survey and meetings include:
Need extra help classwork/homework
More College information
More Career opportunities/information
Keep PBIS
Thinking Maps/ WFBB
More Chromebooks
More Electives
Keep Music Program

More Field Trips
More library books
Safety Concerns
Mental Health Concerns
More P.E./Sports
More Supplies

Key findings for the staff (certificated and classified) survey include:
Keep lower class size
More Career Opportunities/Information
More Electives
Parent Engagement
Technology
Keep Screencastify
Math supplemental interventions
More social workers
More tutoring/interventions
More sports equipment
Elementary P.E. Teachers
According to the District Needs Assessment Survey 93% of staff is in agreement to maintain all LCAP actions provided in 2019-20.

Key findings for administrative(including principals and assistant principals) meetings include:
Field trips 2nd-8th grade
Project Lead the Way for middle schools
Additional program assistants for interventions
More music teachers
Art teachers
Supports for social emotional needs
More social workers
Parent Square
Parent liaison at each site
Elementary P.E. teachers
More parent trainings/ parent engagement nights
Summer Transitional Kindergarten program
Professional learning in English language development

Key findings for certificated bargaining unit meeting include:
Keep myOn
Keep lower class size

Keep Zoom
Keep GoGuardian
College information
More Career Opportunities/Information
More Electives
Parent Engagement
Technology
Keep Screencastify
Math supplemental interventions
Keep STAR
Address Learning Loss - Interventions and tutoring services for students
More Professional development on RTI
Field Trips - possible funds for virtual field trips
Keep music teachers
Add art class - fine arts, drama
Keep summer school
Add behavior supports - incentives, professional development on virtual classroom management, professional development on supporting behavior
Keep social workers
Concerned about social emotional well being of students and staff, so a need to add more mental health support
Keep extra nurses, noon aides, custodians
Keep extra security guards at middle schools
Add parent engagement webinars and opportunities
In agreement to maintain all LCAP actions provided in 2019-20.

Key findings for classified bargaining unit meeting include:
Concerned about social emotional well being of students and staff
Add more custodians to meet increased cleaning needs due to COVID -19
In agreement to maintain all LCAP actions provided in 2019-20.

Key findings from the GFUSD Board input:
In agreement to maintain all other LCAP actions provided in 2019-20
Add outdoor events with gardening to LCAP

Key findings from the LCAP Stakeholder Committee meeting:
In agreement to maintain all other LCAP actions provided in 2019-20
In agreement with the draft of the 2021-2024 LCAP goals and actions.
It is important for the district to have smaller class sizes so that the teacher can adequately help students with all of the student learning loss that has happened.

We need to continue music education to support academic achievement as well as being a motivation for students.
The need for reading specialists at each school site.
In-person student interventions.

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

GFUSD values our stakeholder input. The District Leadership Team met to analyze and consider the stakeholder input and survey results before finalizing the GFUSD 2021-24 LCAP.
All stakeholder recommendations were considered for the purpose of closing the achievement gap and increasing outcomes for all students with priority given to low-income students, English learners and foster youth. Additionally, the District Leadership Team reviewed data including attendance rates, chronic absenteeism rates, suspension rates, English learner reclassification rates, and all other data included on CA Dashboard to identify the needs of our unduplicated students.

The stakeholder input received has influenced the following aspects of the Greenfield Union School District's 2021-22 LCAP:

Ensure all students have Chromebooks and hotspots (access to internet)
myOn
Keep lower class size, so teachers can better address the learning needs of all students with priority to our English learners, foster youth and low-income students.
Zoom
Dual Immersion
Multi-Tiered System of Support (MTSS)
Keep class sizes lower
Math instruction support
Supplemental writing program
More support for English learners
Supplemental ELD support and professional learning
Continue to implement PBIS district-wide
Site Allocated Funds for interventions and materials
Supplemental Math Intervention
Academic Coaches/Interventions
Provide small group breakout intervention sessions to support student learning loss especially for English Learners, foster youth, McKinney Vento and low-income students.
District Specialist - provide professional learning

Supplemental Reading and Math software
Parent Education/Involvement
Maintenance of additional custodians
Social Workers to help as school sites
Field Trips for 4th -8th grade, including 6th Grade to Camp Keep
Elementary Music Teachers
Agreement to continue the LCAP actions provided in 2019-20

The Greenfield Union School District is dedicated to students, staff, parents, and community members. The intent of these actions is to increase/improve services for our low-income students, English learners, and foster youth.

Goals and Actions

Goal

Goal #	Description
1	High Student Achievement for ALL This goal encompasses our efforts to promote district-wide academic growth by establishing a robust Multi-Tiered System of Support at all sites. Through data-driven instruction, differentiated support, and meaningful integration of technology for unduplicated students, we will meet our 2023-24 desired outcomes in academic and language proficiency. Priorities: 1, 2, 4, 7 and 8

An explanation of why the LEA has developed this goal.

Analysis of student performance on state and local assessments shows a need to improve achievement for all students. Although GFUSD has seen steady growth overtime, we have not seen the desired growth in student achievement for all student groups.

The 2019 English language arts (ELA) CAASPP results showed 49.85% of all students scored standard met or standard exceeded, and the 2019 Math CAASPP results showed 35.24% of all students scored standard met or standard exceeded. The district's goal is to increase the performance of all students on CASSPP ELA and math assessments by 6% annually. Of particular concern is the performance of our English learners (ELs) and our students with disabilities. Only 7.22% of ELs met or exceeded grade-level standards in ELA and 6.78% of ELs met or exceeded grade-level standards in math. Additionally, only 9.18% of students with disabilities met or exceeded grade-level standards in ELA and only 6.9% of students with disabilities met or exceeded grade-level standards in math.

The district uses STAR Reading to measure student progress in grades 1st through 8th. The STAR Reading winter assessment results in 2020-21 showed 35.2% of all students scored proficient or higher, and the STAR Math winter assessment results in 2020-21 showed 47.6% of all students scored proficient or higher. Once more, the district's goal is to increase performance results for all students on STAR Reading and STAR Math assessments by 6% annually. Again the performance of our English learners and students with disabilities is a concern. Only 18.8 % of ELs scored proficient or higher on the STAR Reading assessment and 11.4% of students with disabilities scored proficient or higher on the STAR Reading assessment. Additionally, 31.5% of ELs and 16.1% of students with disabilities scored proficient or higher on the STAR Math assessment.

Furthermore, input received from stakeholders through the LCAP development process indicates a desire to improve ELA and math achievement for all students especially where there are achievement gaps for unduplicated students. We plan to improve ELA and math performance through actions that support and improve student learning and will measure progress towards our goal using the metrics identified below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1- Basic	Priority 1- Basic				Priority 1- Basic
a. Teachers: Fully Credentialed & Appropriately Assigned and fully credentialed in the subject area and for the pupils they are teaching. Data Source: Local Goal is 100%	a. 93% of teachers are fully credentialed and appropriately assigned.				a. 100% of teachers will be fully credentialed and appropriately assigned
b. Standards-aligned Instructional Materials for every student. Data Source: Williams Act Inspection Goal: Maintain 100%	b.100% of students have access to standards-aligned instructional materials.				b. Maintain- 100% of students will have access to standards-aligned instructional materials.
c. School Facilities in "Good Repair" per CDE's Facility Inspection Tool (FIT). Data Source: CDE's Facility Inspection Tool(FIT) Goal - Maintain "Exemplary" for all schools.	c. Exemplary status for all schools.				c. Maintain- exemplary status for all schools

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2 - Implementation of State Standards	Priority 2 - Implementation of State Standards				Priority 2 - Implementation of State Standards
a. Implementation of all CA State Standards. Data Source: Local Indicator Priority 2 Self Reflection Tool Goal is to rate at highest level (5) - Full Implementation and Sustainability	a. Staff rated district at level 4 - full implementation for ELA and Math and at level 3 - initial implementation for NGSS, History, and ELD.				a. Level 5 - Full implementation and sustainability for ELA and Math and Level 4 - full implementation for NGSS, History, and ELD.
b. How the programs and services will enable English Learners to access the CCSS & ELD standards for purposes of gaining academic content knowledge and English language proficiency. Data Source: Local - Administrator walk-through tool, lesson plans Goal: Maintain 100%	b. 100% of English learners have access to CCSS and ELD standards per review of designated and integrated time in master schedules and lesson plan reviews.				b. Maintain- 100% of ELs will have access to CCSS and ELD standards.
Priority 4 - Pupil Achievement	Priority 4 - Pupil Achievement				Priority 4 - Pupil Achievement
a. Statewide assessments	a. 2019 CAASPP Scores:				a. 2019 CAASPP Scores:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
administered (CAASPP: ELA, Math, and Science Data Source: CA Dashboard/Data Quest Goal is to increase all students and each student group by 6 % each year. Data Source: Local Assessment (STAR Reading and Math winter assessment results) Goal is to increase by 6% each year.	ELA: Students scored standard met or standard exceeded All students - 49.85% Low-income - 48.70% English learners - 7.22% Foster Youth - 27.0% Homeless - 32.35% African American - 31.26% Students with Disabilities - 9.18% Math: Students scored standard met or standard exceeded All students - 35.24% Low-income - 34.32% English learners - 6.78% Foster Youth -19.0% Homeless - 14.71% African American - 21.39% Students with Disabilities - 6.97% Science: Students scored standard met or standard exceeded All students - 29.93% Low-income - 18.76% English learners - 2.9% Homeless - 14.86%				ELA: Students scored standard met or standard exceeded All students - 67.85% Low-income - 66.7% English learners - 25.22% Foster Youth - 45.0% Homeless - 50.35% African American - 49.26% Students with Disabilities - 27.18% Math: Students scored standard met or standard exceeded All students - 53.2% Low-income - 52.3% English learners - 24.78% Foster Youth -37.0% Homeless - 32.71% African American - 39.39% Students with Disabilities - 24.97% Science: Students scored standard met or standard exceeded All students - 47.93% Low-income - 36.67% English learners - 20.9% Homeless - 32.86%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	African American - % Students with Disabilities - 8.10% Local Measure: STAR Assessments: 2021 winter results STAR Reading: students scored proficient or higher. All students - 35.2% Low-income - 34.2% English learners - 18.8% Foster Youth - 23.5% Homeless - 24.7% African American - 26.4% Students with Disabilities - 11.4% STAR Math: students scored proficient or higher. All students - 46.6% Low-income - 31.5% English learners - 31.5% Foster Youth - 32.7% Homeless - 36.4% African American - 33.8% Students with Disabilities - 16.1%				African American - % Students with Disabilities - 26.10% Local Measure: STAR Assessments: winter results STAR Reading: students scored proficient or higher. All students - 53.2% Low-income - 52.2% English learners - 36.8% Foster Youth - 41.5% Homeless - 42.7% African American - 44.4% Students with Disabilities - 29.4% STAR Math: students scored proficient or higher. All students - 64.6% Low-income - 49.5% English learners - 49.5% Foster Youth - 50.7% Homeless - 54.4% African American - 51.8% Students with Disabilities - 34.1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
b. % of pupils that have successfully completed A-G requirements - NA	b. NA				b. NA
c. % of pupils that have successfully completed CTE pathways - NA	c. NA				c. NA
d. % of pupils who have successfully completed both B & C - NA	d. NA				d. NA
e. % of ELs who make progress toward English proficiency (as measured by ELPAC) Data Source: CA Dashboard ELPAC Goal is to increase by 6% each year.	e. 2019 CA Dashboard 50.2% of English learners are making progress towards English language proficiency.				e. 68.2% of ELs will make progress towards English language proficiency.
f. EL reclassification rate - Data Source: Local (2019-20) Goal is to increase by 6% each year.	f. EL Reclassification rate - 26.4% of ELs were reclassified.				f. 44.4% of ELs will be reclassified.
g.% of pupils that pass AP exams with a score of 3 or higher - NA	g. NA				g. NA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
h. Pupils prepared for college by the EAP - NA	h. NA				h. NA
Priority 7 - Course Access	Priority 7 - Course Access				Priority 7 - Course Access
a. Students have access and are enrolled in a board course of study Data Source: Local - Master Schedules Goal: 100% in all grades and subjects	a. 100% of students (grades 1st -8th) have access to the following courses: English language arts, mathematics, social science/history, science, and physical education. 70% of 7th-8th students have equal access to the following courses and electives: fine arts, drama, life skills, music/band, computer/technology, and foreign language due to other educational requirements and time limitations within the daily schedules.				a. Maintain 100% of students (grades 1st-8th) will have access to following courses: English language arts, mathematics, social science/history, science, and physical education. 85% of 7th-8th grade students have access to electives.
b. Programs and services developed and provided to low income, English learner and foster youth pupils Data Source: Local - Master Schedules	b. 100% of English learners are provided with designated and integrated English learner instruction. All low-income, English learner and foster youth pupils have				b. Maintain services to 100% of English learners, low income, and foster youth pupils.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Goal: Maintain All services	access to a Multi-Tiered System of Support, and are given for extended day programs. The YES program is offered to all foster youth at all three middle schools sites.				
c. Programs and services developed and provided to students with disabilities Data Source: Local - Master Schedules Goal: Maintain all services	c. 100% of students with disabilities are provided with programs and services based on state standards and student needs as indicated by the Individualized Education Plan (IEP)				c. Maintain services to 100% of students with disabilities.
Priority 8 - Other Pupil Outcomes	Priority 8 - Other Pupil Outcomes				Priority 8 - Other Pupil Outcomes
a. In 2021-22, the district will begin administering curriculum-based measures (CBM) in grades K-2 and the Smarter Balanced ELA and Math Interim Assessment Blocks	a. 0% proficient. The district will establish a baseline in 2021-22				Priority 8 - Other Pupil Outcomes a. This outcome will be determined based on the baseline scores in 2021-22

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(IABs) in grades 3rd - 8th Data Source: DnA, TOMS Goal: Increase scores by 6% each year					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Technology Refresh Plan	Technology will be maintained at current levels and be upgraded for staff and students to meet the demands of 21st Century learning. This action includes technology specialists at each site to provide support to staff, students and families with technology needs.	$4,689,845.00	Yes
2	Beginning Teacher Support	Beginning teachers will be supported through mentors and trainings to implement effective teaching techniques in order to increase student engagement and achievement. This support will reduce the difficult transition into teaching and maximize the retention of highly qualified teachers. This action includes an administrator to oversee these beginning teacher programs.	$400,144.00	Yes
3	Keep Class Sizes Lower	Class sizes will be maintained at a number to permit teachers to provide more small group instruction and better meet the needs of individual students, including low-income students, foster youth, and English learners.	$11,032,616.00	Yes
4	Foster Youth Support	To improve the educational outcomes of foster youth, a classified staff member (25% of their salary) will support the program to improve the educational outcomes of foster youth and educational services. This action includes the staff member attending and supporting Youth	$22,613.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Empowering Success (a mentoring program to empower foster youth) chapter meetings and participating in field trips and enrichment activities.		
5	Supplemental Writing Program	All teachers will continued to be trained on the supplemental evidence-based writing program - Write from the Beginning and Beyond Program (WFBB). This program will be implemented district-wide to meet the needs of all students with differentiated writing instruction to improve writing skills and assessment scores. In addition, teachers will be able to enhance their writing instruction.	$95,000.00	Yes
6	Supplemental English Language Acquisition Program	Supplemental Systematic ELD materials and professional learning will be implemented to support the instruction of English learners to increase English proficiency and reclassification. Trainers will attend an EL Symposium to maintain training certification.	$15,000.00	Yes
7	LCAP Development/ Monitoring and Data Analysis	Director of Assessment, LCAP, and District Projects will analyze data to identify student performance gaps in conjunction with monitoring the implementation of LCAP goals and actions to improve the achievement of foster youth, English learners, and low-income students. (50% of salary)	$111,185.00	Yes
8	STAR Assessment Programs	STAR Reading, and Math assessments will continue to be administered (three times a year) to all 1st-8th grade students. These assessments will be used to help identify students for interventions and to monitor the progress of students receiving interventions to improve student reading and math achievement and increase test scores.	$240,604.00	Yes
9	Math Supplemental Software Intervention Programs	Math supplemental software programs (including Freckle and Next Gen) will continue to be used for all 1st - 8th grade students to provide targeted skill instruction and increase math assessment scores.	$158,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
10	District Specialists	District specialists will coordinate curriculum needs with school sites, train teachers on programs, and lesson plan and progress monitor. They will analyze data especially for low income students, foster youth, and English learners in order to improve student outcomes. The specialist will focus on the following areas - math, ELD and ELA, assessments, technology integration and assessment, science, physical education, and electives. The specialists will support teachers in delivering intensive intervention for students performing far below grade level prioritizing English learners, students with disabilities, and foster/homeless in order to address learning proficiency gaps.	$1,027,241.00	Yes
11	Data Analysis Software	Teachers will use Data Analysis (DnA) to monitor student achievement, drive instruction, and make informed decisions that positively impact the academic achievement of all students in TK - 8th grades.	$80,000.00	Yes
12	Academic Coaches	Academic Coaches will work collaboratively with site and district staff to improve instructional practices and to accelerate learning of all students with priority to low income, foster youth, homeless, and English learners.	$1,529,717.00	Yes
13	Elementary Music Program	Music Programs will provide general music instruction at all elementary for 3rd - 5th students and band participation will be offered to 5th grade students. The music program will provide access to the fine arts and priority will be given to unduplicated students for band participation. The music teachers will participate in training in music instruction to improve student engagement and achievement.	$451,807.00	Yes
14	Additional Transitional Kindergarten Classes	Additional transitional kindergarten classes will be offered that extend the program for students beyond the traditional TK age. Transitional kindergarten is an effective program that supports the preparation of	$897,081.00	Yes

Action #	Title	Description	Total Funds	Contributing
		all students, but especially low-income students, foster youth, and English learners for kindergarten and academic success. Research shows there is a gap in school readiness at the entry of kindergarten and transitional kindergarten can reduce that gap.		
15	Supplemental ESGI Assessments	The supplemental ESGI assessment program will be used to monitor progress for all TK, K, and 1st grade students to improve instruction, provide targeted instruction and advance student achievement.	$18,000.00	Yes
16	Supplemental Reading Software Programs	Supplemental reading programs will be used by staff to differentiate reading instruction and provide targeted skill instruction for TK- 8th grade students of all abilities to increase reading proficiency and to decrease learning gaps. These programs include Lexia Core 5 Reading, Power Up Literacy, myOn, Reading A to Z (K - 2nd grade), and Accelerated Reader.	$325,200.00	Yes
17	Additional After School Program Classes	Additional after school classes will be offered to decrease barriers to student achievement by providing homework support and tutoring for students. This includes supplies for regular classes and STEAM classes. This action targets unduplicated students that may not have the resources or support at home.	$522,142.00	Yes
18	School Librarian Assistants	School librarian assistants will promote literacy and the pleasure of reading for all TK -8th grade students at all school sites by building book selections that embrace diversity and inclusion.	$309,231.00	Yes
19	Bilingual Program Assistants	Bilingual program assistants will work with individual or small groups of English learner students to develop English proficiency and increase educational outcomes. The bilingual program assistants will also interpret and translate for staff, parents, and students.	$298,421.00	Yes

Action #	Title	Description	Total Funds	Contributing
20	Educational Field Trips	All 4th - 8th grade students will have the opportunity to participate in educational field trips. All field trips will be aligned to the Common Core State Standards. This will include the opportunity for all 6th grade students to attend Camp KEEP.	$1,055,255.00	Yes
21	Screencastify	Screencastify software licenses will be available to teachers and staff to enhance classroom instruction and accessibility to all students to increase student engagement.	$10,000.00	Yes
22	EL Multi-Year Plan	In consulting with KCSOS, the district will develop a multi-year plan to integrate STEAM principles and strategies in 7th and 8th Designated and Integrated English language instruction and English language development instruction in TK-6th to improve English proficiency. In addition the district will develop a multi-year plan to integrate EL content instruction strategies for EL students in order to close the achievement gap in ELA and Math between all students and EL students.	$47,500.00	Yes
23	Intervention Support	Additional support staff will assist with intervention programs by monitoring student outcomes and providing instructional support. Interventions will provide needed support to low-income students, foster youth, and English learners.	$1,458,932.00	Yes
24	Math Multi-Year Plan	In consulting with KCSOS, the district will develop a multi-year plan to identify root causes of math deficits and performance gaps of unduplicated students and implement and monitor plan to improve student math proficiency. This action will include professional learning regarding mathematical reasoning and number talks.	$395,212.00	Yes
25	Read 180 Software	Read 180 Software will used as an intensive intervention to supplement core instruction in the area of reading and writing for	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		targeted students in 4th-8th grade to improve reading and writing skills and reduce the achievement gaps.		
26	ELLevaton - Online ELD Support System	An online data management systems to monitor and communicate the progress of English learners and students reclassified as fully English proficient to all stakeholders. Also, this system supports the capacity of teachers to effectively differentiate instruction of their English learners.	$122,350.00	Yes
27	Additional Professional Learning	Additional professional learning in core content areas to accelerate learning including new teacher trainings, pacing guides, and guided reading will be provided.	$150,000.00	Yes
28	Assistant Principals (14.5% of Salary)	Assistant principals (14.5% of their salary) will monitor English learner progress using English Language Proficiency Assessments for California (ELPAC) scores and manage reclassification, interventions, and parent engagement to increase English proficiency and reclassification rates.	$252,520.00	Yes
29	SWIFT/Multi-Tiered System of Support (duplicate action noted in multiple goals)	SWIFT will be utilized to ensure students receive equity-based Multi-Tiered System of Support for inclusive education to improve academic outcomes for all students. (duplicate action noted in multiple goals; See Goal 2 Action 12)	$273,000.00	Yes
30	Dual Immersion	The district has a multi-year plan to implement Dual Immersion classes. In preparation for the classes, teachers will be supported in acquiring their bilingual authorization.	$50,000.00	No
31	Kern Pledge - KiDS	The Kern Integrated Data System (KiDS) platform will be used to monitor student progress using real time student outcome data in	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		order to make informed decisions about what is best for teachers, students, and schools.		

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	Safe and Orderly Environment This goal encompasses our efforts to promote social-emotional health and well-being and establish positive and inclusive school climates at all sites. Through the implementation of Positive Behavior Supports and Intervention (PBIS) and implementing strategies to support student attendance, we will meet our 2023-24 desired outcomes in suspension rate, student satisfaction, average daily attendance, and chronic absenteeism. Priorities: 5, 6

An explanation of why the LEA has developed this goal.

GFUSD recognizes the need to provide a safe and orderly environment for students, where students learn social and emotional skills and receive additional supports to increase their engagement in learning. The 2020-21 District Needs Assessment Survey showed 74.3% of students feel safe when at school and 76.1% parents agree their child is safe when at school.

While GFUSD's suspension rate indicator on the 2019 CA School Dashboard for all students was "yellow", the suspension indicator was "red" for African American students and foster youth. African American students increased 0.8 points and foster youth increased 2.3 points in suspension rate. The results for both of these student groups showed a significantly higher rate than for all students. Local data shows a suspension rate of 2% for the 2019-20 school year prior to the COVID -19 school closures. The district did not suspend students during distance learning, so our 2020-21 suspension rate is 0%

According to the 2019 CA Dashboard results, the district's chronic absenteeism rate was 9.7% and the CA Dashboard indicator was "orange" for all students (this was green in 2018). The CA Dashboard chronic absenteeism indicator for African American students was "red" (this rate was 'yellow' in 2018). Additionally, the chronic absenteeism rate for African American students was 15.9%, which is significantly higher than the rate for all students. Therefore, the district is concerned with the increase of chronic absenteeism among all students and especially our African American students. For 2020-21, the district's local data shows the chronic absenteeism rate has increased to 16.32% for all students.   We believe this increase is a result of the COVID 19 pandemic.

By using Positive Behavior Supports and Intervention (PBIS), and implementing strategies to support student attendance, the district will meet our 2023-24 desired outcomes (see metrics below) in suspension rate, student satisfaction, average daily attendance, chronic absenteeism, middle school dropout rate. Through the implementation of the actions in this goal, GFUSD will increase school safety and connectedness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5 - Pupil Engagement	Priority 5 - Pupil Engagement				Priority 5 - Pupil Engagement
a. Attendance rates Data Source: Local(KiDS) Goal is to have a .5% growth each year	a. District-wide attendance rate was 95.38% for 2019-20.				a. District-wide attendance rate will be 96.88%.
b. Chronic absenteeism (CA) rate Data Source: CA Dashboard and Local(KiDs) Goal is to have a .5% decrease each year.	b. 2019 CA Dashboard - the district-wide chronic absenteeism rate was 9.7%.				b. CA Dashboard - chronic absenteeism rate will be reduced to 9.0%.
c. Middle school dropout rates Source: Local Goal is 0%	c. 0% Middle school students dropped out at district level.				c. Maintain - 0% middle school students will drop out district-wide.
d. High School dropout rates- NA	d. NA				d. NA
e. High School graduation rates - NA	e. NA				e. NA
Priority 6 - School Climate	Priority 6 - School Climate				Priority 6 - School Climate
a. Suspension rates Data Source: Local (KiDS)	a. DataQuest (2019-20) 2% of all students were suspended.				Priority 6 - School Climate a.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Goal is to decrease the rate by .5% each year and maintain at < 1 % for all students and to decrease the rate by 1% each year for African American students.	5.5% of African American students were suspended. Local data (2020-21)= 0% Due to distance learning during the 2020-21 school year, the district was not suspending students. Therefore, GFUSD will use our 2019-20 suspension rate as a baseline for improvement.				0.5% or less of all students will be suspended. 2.5% or less of African American students will be suspended.
b. Expulsion rates Data Source: DataQuest Goal is to maintain 0%	b. 0% of students were expelled.				b. Maintain - 0% of students will be expelled.
c. Other local measures on sense of safety and school connectedness: Data Source: Local District Needs Assessment District Needs Assessment Goal is to improve by 6%.	c. Results from the 2020-21 Student District Needs Assessment for grades 4th through 8th show that: • 76.0% of our students report they look forward to participating in school each day.				c. • 94.0% of our students will report they look forward to participating in school each day. • 95.3% of our students will report teachers keep them informed of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• 83.3% of our students report teachers keep them informed of their academic progress. • 74.3% of our students feel safe at school.				their academic progress. • 86.3% of our students will feel safe at school.

Actions

Action #	Title	Description	Total Funds	Contributing
1	PBIS	Continued implementation of PBIS program will establish a positive culture and the behavior supports needed to improve social, emotional, behavioral, and academic outcomes for all students at all school sites.	$122,254.00	Yes
2	Additional Safety Personnel at Middle Schools	Additional safety personnel trained in the PBIS program will build positive student relationships in the middle schools in order to enhance a positive student climate and increase school safety.	$144,581.00	Yes
3	Student Attendance Support	Administrators and support staff will utilize the A2A program to monitor student attendance and provide support regarding chronic absenteeism to all parents with an emphasis on low- income, English learner, foster youth.	$111,450.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	After School Enrichment	After School staff will provide enrichment programs to help promote school pride, a positive climate, and physical activity for 4th-8th grade students.	$101,150.00	Yes
5	Elementary School Social Workers	Social Workers will support all elementary sites with high-risk students emphasizing support to low-income students, foster youth, and English learners. Materials and supplies include behavior modification curriculum.	$524,603.00	Yes
6	Additional Custodians	Additional custodians to maintain the cafeteria when students receive a second opportunity to eat breakfast to ensure students have received proper nutrition in order to focus on learning.	$525,235.00	Yes
7	Student Supports	Administrator of Student Supports will oversee Multi-Tier Systems of Support (MTSS) for all TK- 8th grade students, emphasizing support to our African American students and foster youth, to ensure student safety, participation, and intervention support for behavioral and academic needs.	$53,751.00	Yes
8	Behavior Intervention	Behavior Intervention Assistants will provide behavioral supports under the direction of additional school psychologists for students identified for intervention prioritizing foster youth, low-income students and English learners.	$770,463.00	Yes
9	Student Support & Behavioral Specialist	Student Support and Behavioral Specialist will support McKinney Vento (homeless) and foster youth students and families by identifying needs and directing resources.	$132,000.00	No
10	Student Intervention Facilitators	Student Intervention Facilitators will build positive student and parent relationships to encourage regular attendance, positive behavior, and	$616,041.00	Yes

Action #	Title	Description	Total Funds	Contributing
		community outreach by reducing chronic absenteeism, truancy, and suspension rates.		
11	Additional Supervision	Additional classified staff will support students on the playground and school buses to ensure safety for all students by providing a check in and check out system to remind students of expectations, mentoring, positive reinforcement, and conflict resolution to deescalate problem situations. Through building relationships with students we expect this action to reduce suspension rates and chronic absenteeism	$346,447.00	Yes
12	SWIFT/Multi-Tiered System of Support (duplicate action noted in multiple goals)	SWIFT will be utilized to ensure students receive equity-based Multi-Tiered System of Support for inclusive education to improve behavior and social-emotional outcomes for all students. (duplicate action noted in multiple goals, See Goal 1 Action 29)	$0.00	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
3	Strong School and Community Relationships This goal encompasses our efforts to provide culturally responsive opportunities to promote parent engagement in order to create a culture of inclusivity. Through open communication and education, we will meet our 2023-24 desired outcomes in nurturing the development of healthy children and families.

An explanation of why the LEA has developed this goal.

Building strong school and community relationships is a priority to the Greenfield Union School District. Research shows that students of involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school.

The results of the Local Indicator Priority 3- Self Reflection Tool showed the following:
Parents and staff rated the district a 3 (Initial Implementation) in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.
Parents and staff rated the district a 3 (Initial Implementation) providing professional learning to support teachers and principals to improve a school's capacity to partner with families.
Staff stated the district provides many opportunities for family engagement. However, the main challenge for school sites and the district is parent attendance.

According to the District Needs Assessment Survey 754 parents out of 3,316 stated they have participated in the nutrition classes offered by the district. Therefore, the district sees a need to continue with our nutrition classes for parents and students.

Furthermore, based on feedback during stakeholder meetings, parents and staff have expressed desires to have more parent engagement activities. Additionally, parents have also expressed a need for health, substance abuse classes and information.

Based on the analysis of this stakeholder input and survey results, we believe by building staff and parent relationships at school sites and providing training for staff to improve the capacity to partner with families, parent participation in family engagement activities will increase. Additionally, the district will support staff in developing cultural sensitivity.   Through the implementation of the actions in this goal, GFUSD will increase positive school and community relationships.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3 - Parent Engagement	Priority 3 - Parent Engagement				Priority 3 - Parent Engagement
a. Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site. Data Source: Local Indicator Priority 3- Self Reflection Tool Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. Goal: Maintain 4(Full Implementation)	a. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. Rating: 4(Full Implementation)				a. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. Rating: 4(Full Implementation)
b. How the school district will promote parental participation in programs for low income, English learner and foster youth pupils. Data Source: Local Indicator Priority 3-	b. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, implementing strategies to reach				b. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, implementing strategies to reach

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Self Reflection Tool and Local Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, implementing strategies to reach and seek input from any underrepresented groups in the school community. Goal: Maintain 4(Full Implementation) Schools: All sites have a fully functioning School Site Council and English Learner Advisory Committee. District: Fully functioning District English learner Advisory Committee. which include parents of unduplicated students. Goal: Maintain	and seek input from any underrepresented groups in the school community. Rating: 4(Full Implementation) Schools: All sites have a fully functioning School Site Council and English Learner Advisory Committee. which include parents of unduplicated students. District: Fully functioning District English learner Advisory Committee. which include parents of unduplicated students				and seek input from any underrepresented groups in the school community. Goal: Maintain 4(Full Implementation) Schools: All sites have a fully functioning School Site Council and English Learner Advisory Committee. which include parents of unduplicated students. District: Fully functioning District English learner Advisory Committee. which include parents of unduplicated students.
c. How the school district will promote parental participation	c. Outreach (flyers, messages to phone and email, recruitment				c. Maintain outreach to parents of students with disabilities to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
in programs for students with disabilities. Parents of students with disabilities are encouraged to participate in the School Site Council and the District Advisory Committee/ District English learner Advisory Committee. Goal: Maintain	at school sites) targeting parents of students with disabilities is used to encourage participation in School Site Council and the District Advisory Committee/ District English learner Advisory Committee.				encourage participation in School Site Council and the District Advisory Committee/ District English learner Advisory Committee.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Health and Family Wellness	Additional health aides and additional nurses will provide student vision and hearing screenings, dental education, and parent outreach and trainings on student health. Three of the nurses in action are bilingual to meet with language needs of our English learners and their families. In addition classified staff will offer nutrition education (Including family wellness) to parents and students in the regular day and extended day programs. Low income students as well as all students will learn healthy nutrition habits through this program.	$745,988.00	Yes
2	Tobacco Use Prevention Education (TUPE) program	TUPE program will be implemented in order to reduce and prevent tobacco/substance abuse and use in youth by providing anti-substance abuse curriculum to students, parents, and community members. This action would provide staff with training, supplies, and resources.	$14,750.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Parent Outreach	Administrator will oversee district-wide initiatives that promote parent engagement to increase school to home connections and strengthen partnerships. A teacher on special assignment will support one classified staff member at each site who will build relationships with community members in order to increase parent engagement and participation of unduplicated students and help organizing community outreach. This action includes supplies and resources for parent engagement activities.	$256,956.00	Yes
4	Zoom for Parent Meetings	Zoom will be available to teachers and staff to connect with parents who are unable to attend in person to increase participation in district and site parent engagement outreach.	$50,000.00	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
4	Addressing Learning Loss Due to COVID-19 Due to the COVID-19 pandemic and subsequent school closures and restrictions, there is need to accelerate student learning in order to mitigate learning loss. Through supplemental instruction and support strategies, we will reduce learning loss and minimize the negative academic impact of the COVID-19 pandemic. Priority 4

An explanation of why the LEA has developed this goal.

After almost a year of distance learning and hybrid models, parents and staff are concerned about learning loss. The COVID-19 pandemic significantly impacted Greenfield students and families. The unexpected closure of schools in March 2020 affected the physical, emotional, social, and educational needs of our students and families. Many of our families had their ability to access basic needs challenged due to the loss of employment. We believe all of these factors contributed to learning loss during the COVID -19 pandemic. Therefore, the district sees there is a need to accelerate student learning. We believe by implementing the actions included in the is goal we will reduce academic performance gaps.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 - Pupil Achievement a. Statewide assessments administered (CAASPP: ELA, Math, Data Source: CA Dashboard Goal is to increase all students and each	4. Pupil Achievement a. 2019 CAASPP Scores: ELA: Students scored standard met or standard exceeded All students - 49.85% Low-income - 48.70% English learners - 7.22% Foster Youth - 27.0% Homeless - 32.35%				a. 2019 CAASPP Scores: ELA: Students scored standard met or standard exceeded All students - 67.85% Low-income - 66.7% English learners - 25.22% Foster Youth - 45.0% Homeless - 50.35% African American - 49.26%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
student group by 6 % each year. Data Source: Local Assessment (STAR Reading and Math winter assessment results) Goal is to increase by 6% each year. b. % of pupils that have successfully completed A-G requirements - NA c. % of pupils that have successfully completed CTE pathways - NA d. % of pupils who have successfully completed both B & C - NA e. % of ELs who make progress toward English proficiency (as measured by ELPAC) Data Source: CA Dashboard ELPAC Goal is to increase by 6% each year. f. EL reclassification rate -	African American - 31.26% Students with Disabilities - 9.18% Math: Students scored standard met or standard exceeded All students - 35.24% Low-income - 34.32% English learners - 6.78% Foster Youth -19.0% Homeless - 14.71% African American - 21.39% Students with Disabilities - 6.97% Local Assessment: STAR Assessments: 2021 winter results STAR Reading: students scored proficient or higher. All students - 35.2% Low-income - 34.2% English learners - 18.8% Foster Youth - 23.5% Homeless - 24.7% African American - 26.4% Students with Disabilities - 11.4%				Students with Disabilities - 27.18% Math: Students scored standard met or standard exceeded All students - 53.2% Low-income - 52.3% English learners - 24.78% Foster Youth -37.0% Homeless - 32.71% African American - 39.39% Students with Disabilities - 24.97% STAR Assessments: winter results STAR Reading: students scored proficient or higher. All students - 53.2% Low-income - 52.2% English learners - 36.8% Foster Youth - 41.5% Homeless - 42.7% African American - 44.4% Students with Disabilities - 29.4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Data Source: Local (2019-20) Goal is to increase by 6% each year. g.% of pupils that pass AP exams with a score of 3 or higher - NA h. Pupils prepared for college by the EAP - NA	STAR Math: students scored proficient or higher. All students - 46.6% Low-income - 31.5% English learners - 31.5% Foster Youth - 32.7% Homeless - 36.4% African American - 33.8% Students with Disabilities - 16.1% b. NA c. NA d. NA e. 2019 CA Dashboard 50.2% of English learners are making progress towards English language proficiency. f. EL Reclassification rate - 26.4% g. NA h. NA				STAR Math: students scored proficient or higher. All students - 64.6% Low-income - 49.5% English learners - 49.5% Foster Youth - 50.7% Homeless - 54.4% African American - 51.8% Students with Disabilities - 34.1% b. NA c. NA d. NA e. 68.2% f.44.4% g. NA h. NA

Actions

Action #	Title	Description	Total Funds	Contributing
1	Extending Instructional Learning Time	Greenfield Union School District will extend summer school for the 2020-2021 school year. Greenfield will increase the number of instructional days from 16 days to 19 days for general education and 20 days for those participating in Extended School year and Migrant programs. The summer program will focus on truly essential standards in English Language Arts and math, with the incorporation of English Development standards. In addition, the district will make other considerations for the 2021-2022 school year to mitigate learning loss through regular day and other expanded learning opportunities. Focused efforts will be made to enroll students who are performing below grade level and designated low-income, English learners, foster youth, McKinney-Vento, and students with disabilities.	$4,688,135.00	No
2	Accelerating Learning Progress	Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports: Greenfield will focus our efforts on closing the learning gap for students below grade level and low-income, English learners, foster youth, McKinney-Vento students, and students with disabilities. One-on-one and small group instruction will be offered by certificated staff before and after school to address learning gaps, with the support of classified staff. The district will increase hours for current classified staff and open additional classified positions to assist with the academic support being provided to students facing learning loss. Supplemental materials and programs will be purchased to provide alternative educational supports. Certificated and classified staff will be trained in the skills and strategies required to effectively implement curricula that strategically address the students' academic needs. Professional learning will be provided by in-house curriculum trainers and outside consultants who specialize in content areas and strategies.	$2,097,854.00	No
3	Integrated Student Supports	The district will focus our efforts to address the social-emotional needs of our students at risk of abuse, neglect, or exploitation and those disengaged through multiple avenues. Greenfield will institute programs for parents and students which will include, but not limited to	$120,300.00	No

Action #	Title	Description	Total Funds	Contributing
		'Loving Solutions,' 'Parent Project,' 'Parents on a Mission', 'Families with a Purpose', 'Nurturing Parenting' (First 5) and social-emotional classroom curriculum, such as Restorative Circle. The District will provide additional support during the extended summer school program by hiring a Social Worker. These efforts will improve the Multi-Tiered System of Support (MTSS), focusing on the "whole child" by developing positive social skills and building healthy relationships. Stakeholders have requested mentoring programs that will build the leadership capacity of students by motivating them through real-life role models and their experiences. The Family Resource Center will also offer classes in tobacco, alcohol, and drug abuse to address associated health concerns that affect student performance and behaviors. TUPE education will offer classes to students and parents that will lead to a healthier lifestyle choices and a more sustainable home environment. In partnership with Kern Behavioral Health and Recovery Services, trainings will include: 'What's so Bad about E-Cigarettes' and 'The Science of Drugs: The Brain and The Body'. Educating students and parents about the health-risks of substance abuse, prevention measures, and smoking cessation will greatly benefit families in our community.		
4	Social Emotional Well Being	Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs: Greenfield will provide training to staff on restorative social-emotional strategies to address student behaviors to implement in the classroom. Social workers and counselors will train as a trainer of trainers on 'Trauma-Informed Practices.' From there, social workers and counselors will train certificated and classified staff at all of the elementary and middle schools. The district has a team that will research and evaluate Social-Emotional curriculum to implement during 2021-2022.	$134,000.00	No

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
37.65%	$29,816,285

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.

The following actions are being provided district-wide for our low-income students, English learners, and foster youth. We believe these actions are and will be effective in meeting the relevant needs, conditions, or circumstances of our unduplicated students. The actions are categorized by our LCAP goals.

GOAL 1 High Achievement for ALL students - This goal encompasses our efforts to promote district-wide academic growth by establishing a robust Multi-Tiered System Support at all sites. Through data-driven instruction, differentiated support, and meaningful integration of technology for unduplicated students, we will meet our 2023-24 desired outcomes in academic and language proficiency.

Due to the pandemic and subsequent school closures, the district transitioned to full distance learning. As a result, families needed internet access and devices based on the fact that 2,077 hotspots were checked out as well as 9,122 Chromebooks. Based on survey results, 90.6% of students rely on the district technology to access instruction. In addition, stakeholders have expressed the need to integrate technology within all content areas so students can be prepared for career and college readiness. Due to 21st Century instructional demands that require technology integration within classroom instruction, students and staff need devices and current technology to access current curricular resources at school and at home. The majority of the state adopted curriculum has technology-based supplemental resources for teachers and students. In order to address this need, technology will be maintained at current levels and be upgraded for staff and students to meet the demands of 21st Century learning. This action includes technology specialists at each site to provide support to staff, students and families with technology needs (Action 1.1). In addition, students and teachers will have access to curricular software and web-based programs that develop 21st century skills and academic proficiency (Action 1.9, 1.16, 1.21, 1.25). These actions are provided to ensure low-income students, foster youth, English learners, and all students have technology in school and access to technology for home use. Due to the lack of technology and internet access at home in low-income families, students are be able to check

out hotspots to use at home. We expect the reading and math scores of low-income students, foster youth, and English learners will improve through the use of technology and software programs that are provided based on unique student need.

Goal 1: Action 1.1, which provides technology for staff and students is being continued from 2017-2020 LCAP. This action has been proven to be effective based on the increased usage of technology including software and web-based programs for staff and students.

Goal 1: Action 1.9, which provides supplemental math software is being continued from 2017-2020 LCAP. This action has been proven to be effective based on the increased number of small group math interventions in the classroom. This action was implemented in 2019 however due to the pandemic, implementation was inconsistent. We expect positive growth in math achievement scores once in-person instruction resumes at full capacity.

Goal 1: Action 1.16 and 1.25, which provides supplemental reading software is being continued from 2017-2020 LCAP. This action has been proven to be effective based on the increased growth in CAASPP ELA scores.

According to the results of the Local Indicator Priority 2 - Implementation of State Academic Standards, staff rated the district process in providing professional learning for teaching to the recently adopted academic standards and/or curriculum framework as an average of 3.4 which is (Initial Implementation). Based on the results, there is a need for professional learning in the area of instructional practices and curriculum implementation in all content areas. Beginning teacher data shows 98% of teachers believe that mentor support has positively impacted their classroom practice. In order to address the needs of our teachers, professional learning in core content areas to accelerate learning including new teacher trainings, pacing guides, and guided reading will be provided (Action 1.27) . Beginning teachers will be supported through mentors and trainings to implement effective teaching techniques in order to increase student engagement and achievement. This support will reduce the difficult transition into teaching and maximize the retention of highly qualified teachers. This action includes an administrator to oversee these beginning teacher programs (Action 1.2). District specialists will coordinate curriculum needs with school sites, train teachers on programs, and lesson plan and progress monitor. They will focus on data analysis for low income students, foster youth, and English learners to increase student achievement (Action 1.10). Academic coaches will work collaboratively with site and district staff to improve instructional practices and to accelerate learning of all students with priority to low-income students, foster youth, and English learners (Action 1.12). We expect teacher retention will improve given the support and professional development provided.

Goal 1: Action 1.2, which provides beginning teachers support is being continued from 2017-2020 LCAP. This action has been proven to be effective based on the high percentage of teacher satisfaction with mentor support and the increase in teacher retention from 83% in 2019-2020 to 85% in 2020-2021.

Goal 1: Action 1.10 and 1.12, which provides all teachers support is being continued from 2017-2020 LCAP. This action has been proven to be effective based on the increased in growth in CAASPP ELA scores.

According to the 2021 winter STAR Reading results, 51% of our low-income students, 71% of our English learners, and 59% of our foster youth scored below the 25th percentile. This signifies that the majority of our unduplicated students require intensive interventions. During stakeholder meetings, teachers and parents have expressed a desire to keep class sizes lower in order to optimize instruction in both regular day and extended day classrooms. Stakeholders believe smaller class sizes will allow the teachers more time to help those students requiring more extra support. Based on current research, small group instruction promotes reading success for all especially for students struggling in reading (Foreman & Torgesen, 2001). https://education.ufl.edu/patterson/files/2019/04/FoormanTorgesen-2001.pdf In order to address stakeholders needs, class sizes will be maintained at a number to permit teachers to provide more small group instruction and better meet the needs of individual students, including low income students, foster youth, and English learners (Action 1.3). Support staff will

assist with small group interventions. Priority will be given to unduplicated students for interventions (Action 1.23). Transitional kindergarten ratios will be kept lower by adding additional classes to support the preparation of all students (including low income students, foster youth, and English learners) for kindergarten and academic success (Action 1.14). Additional after school classes will be offered to decrease barriers to high quality after school activities and support student achievement (Action 1.17). By maintaining smaller class sizes in regular day and extended day, we expect staff will be able to meet the needs of our unduplicated students by offering more small group instruction and more access to after school opportunities.

Goal 1: Action 1.3, 1.14, and 1.17, which provides lower class sizes in regular day, additional transitional kindergarten, and additional extended day is being continued from 2017-2020 LCAP. These actions has been proven to be effective based on increased growth in CAASPP ELA scores and positive stakeholder feedback.

After assessing literacy needs of our English learners, low-income students, and foster youth/McKinney Vento students, the ELPAC data and CAASPP data indicate a deficit in writing performance. ELPAC data shows only 16.7% of English learners scored well developed in the area of writing, far below listening and speaking skills. In ELA, only 3.9% of English learners, 17% of low-income, and 13.28% of McKinney/Vento students showed grade-level proficiency in writing compared to 26.17% for all students. To address the deficit in writing skills, all teachers will be trained on the supplemental evidence-based writing program - Write from the Beginning and Beyond Program (WFBB). This program will be implemented district wide to meet the needs of all students, especially unduplicated students, with differentiated writing instruction to improve writing skills and assessment scores. In addition, teachers will be able to enhance their writing instruction (Action 1.5). This action is provided district-wide for all students with the expectation that all students will benefit. However, because of the significantly lower scores for English learners, low-income, and foster youth/McKinney Vento students, we expect the growth in writing will be greater for these groups than for all students.

Goal 1: Action 1.5, which provides a research-based supplemental writing program is being continued from 2017-2020 LCAP. This action has been proven to be effective based on increased growth in CAASPP ELA scores.

After assessing the needs, conditions, and circumstances of our English learners, their ELA proficiency was 7.22% which is significantly below all students who scored 49.89%. and their math proficiency was 6.78% which is significantly below all students who scored 35.24%. In order to address this issue, through consultation with KCSOS, the district will develop a multi-year plan to integrate STEAM principles and strategies in 7th and 8th English language instruction to improve English proficiency. In addition the district will develop a multi-year plan to integrate EL content instruction strategies for EL students in order to close the achievement gap in ELA and Math between all students and EL students (Action 1.22). Supplemental Systematic ELD materials and professional development will be implemented to support the instruction of English learners to increase English proficiency and reclassification. Trainers will attend an EL Symposium to maintain training certification (Action 1.6). In addition, bilingual program assistants will work with individual or small groups of English learner students to develop English proficiency and increase educational outcomes. Also, they will interpret and translate for staff, parents, and students. (Action 1.19). In order to build the capacity of teachers to effectively differentiate instruction English learners an online data management systems will be implemented to monitor and communicate the progress of English learners and students reclassified as fully English proficient to all stakeholders (Action 1.26). Assistant principals will monitor English learner progress using English Language Proficiency Assessments for California (ELPAC) scores and manage reclassification, interventions, and parent engagement to increase English proficiency and reclassification rates (Action 1.28). These actions will be provided to English learners with the belief that the academic and language proficiency will greatly improve and meet the goal of 6% growth in ELA and math CAASPP assessment scores.

Goal 1: Action 1.6, which provides a supplemental ELD program is being continued from 2017-2020 LCAP. This action has been proven to

be effective based on increased growth in English learner CAASPP ELA scores in 2017.

After assessing the needs, conditions, and circumstances of our low-income, English learner, and foster youth, the 2019 English language arts (ELA) CAASPP results showed 48.7% of low-income students scored standard met or standard exceeded, and the 2019 Math CAASPP results showed 34.32% of low-income students scored standard met or standard exceeded. Of particular concern is the performance of our English learners (ELs) and foster youth. Only 7.22% of ELs met or exceeded grade-level standards in ELA and 6.78% of ELs met or exceeded grade-level standards in math. Additionally, only 19.0% of foster your met or exceeded grade-level standards in ELA and 23.5% met or exceeded grade-level standards in math. These scores show a significant gap compared to 49.85% of all students that met or exceeded grade-level standards in ELA and 35.24% of all students that met or exceeded grade-level standards in math. The district's goal is to increase the performance of all students on CASSPP ELA and math assessments by 6% annually including all subgroups. In order to address this issue, a Director of Assessment, LCAP, and District Projects will analyze data to identify student performance gaps in conjunction with monitoring the implementation of LCAP goals and actions to improve the achievement of foster youth, English learners, and low income students (Action 1.7). The Kern Integrated Data System (KiDS) platform will be used to monitor student progress using real time student outcome data in order to make informed decisions about what is best for teachers, students, and schools (Action 1.31). STAR Reading, and Math assessments will be administered (three times a year) to all 1st-8th grade students. These assessments will be used as a supplement to help identify students for interventions and to monitor the progress of students receiving interventions to improve student reading and math achievement and increase test scores (Action 1.8). The ESGI Assessment program will be used to monitor progress for all TK, K, and first grade students to improve instruction, provide targeted instruction and advance student achievement (1.15). Teachers will use Data Analysis (DnA) to monitor student achievement, drive instruction, and make informed decisions that positively impact the academic achievement of all students in TK - 8th grades (Action 1.11). These actions are being provided district-wide for all students with the expectation that all students will benefit. However, because of the significantly lower scores for English learners and foster youth, we expect the growth for ELA and math will be greater for these groups than for all students.
Goal 1: Action 1.8 ad 1.15 which provides assessment software is being continued from 2017-2020. This action has been proven effective based on increased growth in CAASPP ELA and math scores.

A review of stakeholder input indicates a strong desire for the district to provide opportunities for all students to receive enrichment activities that develop an appreciation for the arts. Research indicates that low-income students that have access to the arts academically out perform those that do not. In order to provide a more well-rounded educational experience, general music instruction will be provided at all elementary for 3rd - 5th students and band participation will be offered to 5th grade students. The music program will provide access to the fine arts with priority given to low income students. The music teachers will participate in training in music instruction to improve student engagement and achievement (Action 1.13). In addition school librarian assistants will promote literacy and the pleasure of reading for all TK -8th grade students at all school sites by building book selections that embrace diversity and inclusion (Action 1.18). Also, all 4th - 8th grade students will have the opportunity to participate in educational field trips designed to specifically meet the needs of Common Core State Standards. This will include the opportunity for all 6th grade students to attend Camp KEEP (Action 1.20). By providing access to music, humanities, and other fine arts opportunities, the district expects to see improved engagement, attendance, and academic performance for all students especially for low-income students.
Goal 1: Action 1.13 which provides an elementary music program is being continued from 2017-2020 LCAP. This action has been proven effective based on positive stakeholder feedback. Site administrators rated the elementary music program 4.88 out of 5 for it's benefit to the instructional day program.

Goal 1: Action 1.20 which provides field trips including Camp Keep is being continued from 2017-2020 LCAP. This action has been proven effective based on positive stakeholder feedback. Parents have expressed the value of field trips to their children's education.

After assessing the needs, conditions, and circumstances of our low-income, English learner, and foster youth, the 2019 Math CAASPP results showed 34.32% of low-income students scored standard met or standard exceeded. Of particular concern is the performance of our English learners (ELs) and foster youth. Only 6.78% of ELs met or exceeded grade-level standards in math. Additionally, only 19.0% of foster youth met or exceeded grade-level standards in Math. These scores show a significant gap compared to 35.24% of all students that met or exceeded grade-level standards in math. The district's goal is to increase the performance of all students on CASSPP math assessments by 6% annually including all subgroups. In order to address this issue, through consultation with KCSOS, the district will develop a multi-year plan to identify root causes of math deficits and performance gaps of unduplicated students and implement and monitor plan to improve student math proficiency (Action 1.24). These actions are being provided district-wide for all students with the expectation that all students will benefit. However, because of the significantly lower scores for English learners and foster youth, we expect the growth for unduplicated students in math will be greater for these groups than for all students.

After assessing the needs, conditions, and circumstances of our low-income, English learner, and foster youth, the 2019 English language arts (ELA) CAASPP results showed 48.7% of low-income students scored standard met or standard exceeded, and the 2019 Math CAASPP results showed 34.32% of low-income students scored standard met or standard exceeded. Of particular concern is the performance of our English learners (ELs), students with disabilities, and foster youth. Only 7.22% of ELs met or exceeded grade-level standards in ELA and 6.78% of ELs met or exceeded grade-level standards in math. Additionally, only 9.18% of students with disabilities met or exceeded grade-level standards in ELA and only 6.9% of students with disabilities met or exceeded grade-level standards in math. Only 19.0% of foster youth met or exceeded grade-level standards in ELA and 23.5% met or exceeded grade-level standards in Math. These scores show a significant gap compared to 49.85% of all students that met or exceeded grade-level standards in ELA and 35.24% of all students that met or exceeded grade-level standards in math. The district's goal is to increase the performance of all students on CASSPP ELA and math assessments by 6% annually including all subgroups. In order to address this issue, the Schoolwide Integrated Framework for Transformation (SWIFT) will be utilized to ensure students receive equity-based Multi-Tiered System of Support for inclusive education to improve academic outcomes for all students (Action 1.29).

Goal 2: Safe and Orderly Environment - This goal encompasses our efforts to promote social-emotional health and well-being and establish positive and inclusive school climates at all sites. Through the implementation of Positive Behavior Supports and Intervention (PBIS) and implementing strategies to support student attendance, we will meet our 2023-24 desired outcomes in suspension rate, student satisfaction, average daily attendance, and chronic absenteeism.

According to the 2019 CA Dashboard, although the suspension data for the district is lower than county and state, the suspension rate for all students does not meet the dashboard goal of 0.5% or less. Of particular concern is the suspension rate of our African-American and Foster Youth students who are disproportionately suspended compared to all students. In addition the suspension rate of our low-income students is slightly higher than all students, 2.5% to 2.4% respectively. 7.3% of African-American students have been suspended at least once and 16.5% foster youth have been suspended at least once which is significantly higher than all students at 2.4%. In order to address these concerns, we will continue the PBIS program, which was scaled up to all sites in 2018-19, to build a positive culture and the behavior supports needed to improve social, emotional, behavioral, and academic outcomes for all students at all school sites (Action 2.1). An Administrator of Student Supports will oversee Multi-Tier Systems of Support (MTSS) for all TK- 8th grade students to ensure student

safety, participation, and intervention support for behavioral and academic needs (Action 2.7). Additional safety personnel trained in the PBIS program will build positive student relationships in the Middle Schools in order to enhance a positive student climate and increase school safety (Action 2.2). Additional staff will supervise TK -8th grade students on the playground and school buses to ensure safety for all students by mentoring, providing positive reinforcement, and conflict resolution to reduce suspension rates (Action 2.11). Social Workers will support all elementary sites with high-risk students emphasizing support to low income students, foster youth, and English learners. Materials and supplies include behavior modification curriculum (Action 2.5). Behavior Intervention Assistants will provide behavioral supports under the direction of additional school psychologists for students identified for intervention prioritizing foster youth students (Action 2.8). These actions are being provided district-wide for all students with the expectations that all students will benefit. However, because of the significantly higher suspension rates for African-American students and foster youth, we expect the reduction in suspensions for African-American and foster youth students will be greater for this group than for all students.

Goal 2, Action 2.1, 2.2, 2.7, 2.8, and 2.11 which provides PBIS, an administrator, and additional security and supervision personnel is continued from the 2017-2020 LCAP. This action has been proven effective based on a decline in suspension rates as well as a decline in EC 48900.a1 (Threatened, caused or attempted to cause harm or injury) violations from 331 in 2017-2018 to 244 in 2018-2019 and 189 in 2018-2019.

Goal 2, Action 2.5 which provides social workers is continued from the 2017-2020 LCAP. This action has been proven effective based on a decline in suspension rates from 3.6% in 2017 to 2.4% in 2019 based on the CA Dashboard.

In reviewing attendance data, chronic absenteeism rates for our foster youth and African-American students were significantly higher than all students. The results showed 13.4% of foster youth and 15.9% of African-American students were chronically absent compared to 9.7% of all students. In addition, district surveys and meetings, parents and staff expressed a desire for more after school enrichment activities to engage students. In order to address this issue, support staff will utilize the A2A program to monitor student attendance and provide support regarding chronic absenteeism to all parents with an emphasis on African-American students and foster youth students (Action 2.3). Student Intervention Facilitators will build positive student and parent relationships to encourage regular attendance, positive behavior, and community outreach by reducing chronic absenteeism, truancy, and suspension rates (Action 2.10). After school staff will provide enrichment programs to help improve attendance, promote school pride, a positive climate, and physical activity for 4th-8th grade students (Action 2.4). These actions are being provided district-wide for all students with the expectation that all students will benefit. However, because of the significantly higher chronic absenteeism rates for foster youth and African-American students, we expect the reduction in the chronic absenteeism rate for these subgroups will be greater for these groups than for all students.

Goal 2: Action 2.3 which provides an absence tracking system and an administrator is continued from the 2017-2020 LCAP. This action has provided more accurate data to target intervention however more time is needed to evaluate its effectiveness.

Goal 2: Action 2.4 which provides after school enrichment programs is continued from the 2017-2020 LCAP. This action has proven to be effective based on overall attendance rate which has consistently been above 95% before the COVID-19 pandemic.

In assessing nutrition logs, only 22% of unduplicated students participated in the district's breakfast program in 2016 - 2017. In order to address this need, a second-chance breakfast opportunity was implemented at select sites in 2017 - 2018 which resulted in 29% of students participating in the district's breakfast program. The program was expanded district-wide in 2018 - 2019 resulting in 38% of students participating in the program. Therefore, additional custodians were hired to maintain the cafeteria when students receive a second opportunity to eat breakfast to ensure students have received proper nutrition in order to focus on learning. By providing additional custodians, the district expects the second-chance opportunity will meet the nutritional needs of all students.

Goal 2: Action 2.6, which provides additional custodians to maintain cafeteria is continued from the 2017-2020 LCAP. This action has proven to be effective based on increased breakfasts being served each day.

GOAL 3: Strong School and Community Relationships - This goal encompasses our efforts to provide culturally responsive opportunities to promote parent engagement in order to create a culture of inclusivity. Through open communication and education, we will meet our 2023-24 desired outcomes in nurturing the development of healthy children and families.

According to the results of the Local Indicator Priority 3-Self Reflection Tool parents and staff rated the district a 3 (Initial Implementation) in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. In addition, parents and staff rated the district a 3 (Initial Implementation) providing professional learning to support teachers and principals to improve a school's capacity to partner with families. During stakeholder meetings staff stated that while the district provides many opportunities for family engagement, parent attendance is low and a concern. Parents have also expressed a need for health, substance abuse classes and information. Research has shown that parent involvement positively impacts student achievement (Park & Holloway, 2017).
https://www.researchgate.net/profile/Susan-Holloway-3/publication/319595722_School-based_parental_involvement_as_a_predictor_of_achievement_and_school_learning_environment_An_elementary_school-level_analysis/links/5a09e1fc0f7e9bb949f9664a/School-based-parental-involvement-as-a-predictor-of-achievement-and-school-learning-environment-An-elementary-school-level-analysis.pdf. In order to address this need, an administrator will oversee district-wide initiatives that promote parent engagement to increase school to home connections and strength partnerships. A teacher on special assignment will supervise one classified staff member at each site who will build relationships with community members in order to increase parent engagement and participation by organizing community outreach. This action includes supplies and resources for parent engagement activities (Action 3.3). Additional health aides and additional nurses will provide student vision and hearing screenings, dental education, and parent outreach and trainings on student health. In addition classified staff will offer nutrition education (Including family wellness) to all parents and students in the After School Program (Action 3.1). The program will emphasize the nutrition needs of low income students. Staff will offer nutrition education (Including family wellness) to all parents and students in the After School Program. The program will emphasize the nutrition needs of low income students (Action 3.1). TUPE program will be implemented in order to reduce and prevent tobacco/substance abuse and use in youth by providing anti-substance abuse curriculum to students, parents, and community members. This action provides staff with training, supplies, and resources (Action 3.2). Zoom will be available to parents unable to attend in person to increase participation in district and site parent engagement outreach (Action 3.4). These actions are being implemented district-wide to parents of unduplicated students with the expectation that all parents will benefit. However, research shows that low-income families have higher rates of tobacco use, poor nutrition, and lack of preventative healthcare access. By implementing these actions, the district expects to improve the overall well-being of our low-income families at greater rate than all families.
Goal 3: Action 3.1 which provides nutrition education is continued from the 2017-2020 LCAP. According to the District Needs Assessment, this action has proven to be effective based on 754 parents out of 3,316 surveyed stated they are aware or have participated in the district nutrition classes. In 2018-2019 34 nutrition classes were offered. Due to the COVID pandemic 2019-2020, only 17 nutrition classes were offered to parents. Moving forward in 2021-2022 the district plans to offer at least 34 nutrition classes.

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

In addition to the actions and services being provided LEA-wide or Schoolwide, the actions described below are increased or improved and meet and/or exceed the totality of the required percentage increase as compared to all services for all students.
- Providing English learners with additional resources and supports to increase their language proficiency (Action 1.6, 1.19, 1.26).
- Providing English learners additional opportunities to increase their academic vocabulary and support their language acquisition through language development and content instruction (Action 1.22)
- Providing Foster Youth pupils with additional supports (Action 1.4). To improve the educational outcomes of our foster youth, funds will be used to a staff member to support the Foster Youth programs including attending and supporting Youth Empowering Success, attend chapter meetings, and participate in field trips and enrichment activities.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$29,816,285.00	$7,263,289.00		$615,000.00	$37,694,574.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$30,552,776.00	$7,141,798.00

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	Technology Refresh Plan	$4,689,845.00				$4,689,845.00
1	2	English Learners Foster Youth Low Income	Beginning Teacher Support	$400,144.00				$400,144.00
1	3	English Learners Foster Youth Low Income	Keep Class Sizes Lower	$11,032,616.00				$11,032,616.00
1	4	Foster Youth	Foster Youth Support	$22,613.00				$22,613.00
1	5	English Learners Foster Youth Low Income	Supplemental Writing Program	$95,000.00				$95,000.00
1	6	English Learners	Supplemental English Language Acquisition Program	$15,000.00				$15,000.00
1	7	English Learners Foster Youth Low Income	LCAP Development/ Monitoring and Data Analysis	$111,185.00				$111,185.00
1	8	English Learners Foster Youth Low Income	STAR Assessment Programs	$240,604.00				$240,604.00
1	9	English Learners Foster Youth Low Income	Math Supplemental Software Intervention Programs	$158,000.00				$158,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	10	English Learners Foster Youth Low Income	District Specialists	$1,027,241.00				$1,027,241.00
1	11	English Learners Foster Youth Low Income	Data Analysis Software	$80,000.00				$80,000.00
1	12	English Learners Foster Youth Low Income	Academic Coaches	$1,529,717.00				$1,529,717.00
1	13	English Learners Foster Youth Low Income	Elementary Music Program	$451,807.00				$451,807.00
1	14	English Learners Foster Youth Low Income	Additional Transitional Kindergarten Classes	$897,081.00				$897,081.00
1	15	English Learners Foster Youth Low Income	Supplemental ESGI Assessments	$18,000.00				$18,000.00
1	16	English Learners Foster Youth Low Income	Supplemental Reading Software Programs	$325,200.00				$325,200.00
1	17	English Learners Foster Youth Low Income	Additional After School Program Classes	$379,142.00			$143,000.00	$522,142.00
1	18	English Learners Foster Youth Low Income	School Librarian Assistants	$309,231.00				$309,231.00
1	19	English Learners	Bilingual Program Assistants	$298,421.00				$298,421.00
1	20	English Learners Foster Youth Low Income	Educational Field Trips	$1,055,255.00				$1,055,255.00
1	21	English Learners Foster Youth Low Income	Screencastify	$10,000.00				$10,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	22	English Learners	EL Multi-Year Plan	$47,500.00				$47,500.00
1	23	English Learners Foster Youth Low Income	Intervention Support	$1,458,932.00				$1,458,932.00
1	24	English Learners Foster Youth Low Income	Math Multi-Year Plan	$395,212.00				$395,212.00
1	25	English Learners Foster Youth Low Income	Read 180 Software	$50,000.00				$50,000.00
1	26	English Learners	ELLevaton - Online ELD Support System	$122,350.00				$122,350.00
1	27	English Learners Foster Youth Low Income	Additional Professional Learning	$5,000.00			$145,000.00	$150,000.00
1	28	English Learners	Assistant Principals (14.5% of Salary)	$252,520.00				$252,520.00
1	29	English Learners Foster Youth Low Income	SWIFT/Multi-Tiered System of Support (duplicate action noted in multiple goals)	$50,000.00	$223,000.00			$273,000.00
1	30	English Learners	Dual Immersion				$50,000.00	$50,000.00
1	31	English Learners Foster Youth Low Income	Kern Pledge - KiDS	$50,000.00				$50,000.00
2	1	English Learners Foster Youth Low Income	PBIS	$122,254.00				$122,254.00
2	2	English Learners Foster Youth Low Income	Additional Safety Personnel at Middle Schools	$144,581.00				$144,581.00
2	3	English Learners Foster Youth Low Income	Student Attendance Support	$111,450.00				$111,450.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	English Learners Foster Youth Low Income	After School Enrichment	$101,150.00				$101,150.00
2	5	English Learners Foster Youth Low Income	Elementary School Social Workers	$524,603.00				$524,603.00
2	6	English Learners Foster Youth Low Income	Additional Custodians	$525,235.00				$525,235.00
2	7	English Learners Foster Youth Low Income	Student Supports	$53,751.00				$53,751.00
2	8	English Learners Foster Youth Low Income	Behavior Intervention	$770,463.00				$770,463.00
2	9	All Foster Youth and McKinney Vento (homeless)	Student Support & Behavioral Specialist				$132,000.00	$132,000.00
2	10	English Learners Foster Youth Low Income	Student Intervention Facilitators	$616,041.00				$616,041.00
2	11	English Learners Foster Youth Low Income	Additional Supervision	$346,447.00				$346,447.00
2	12	English Learners Foster Youth Low Income	SWIFT/Multi-Tiered System of Support (duplicate action noted in multiple goals)					$0.00
3	1	English Learners Foster Youth Low Income	Student Health and Family Wellness	$745,988.00				$745,988.00
3	2	English Learners Foster Youth Low Income	Tobacco Use Prevention Education (TUPE) program	$14,750.00				$14,750.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3	English Learners Foster Youth Low Income	Parent Outreach	$111,956.00			$145,000.00	$256,956.00
3	4	English Learners Foster Youth Low Income	Zoom for Parent Meetings	$50,000.00				$50,000.00
4	1	All	Extending Instructional Learning Time		$4,688,135.00			$4,688,135.00
4	2	All	Accelerating Learning Progress		$2,097,854.00			$2,097,854.00
4	3	All	Integrated Student Supports		$120,300.00			$120,300.00
4	4	All	Social Emotional Well Being		$134,000.00			$134,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$29,816,285.00	$30,472,285.00
LEA-wide Total:	$29,816,285.00	$30,472,285.00
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	Technology Refresh Plan	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,689,845.00	$4,689,845.00
1	2	Beginning Teacher Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$400,144.00	$400,144.00
1	3	Keep Class Sizes Lower	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,032,616.00	$11,032,616.00
1	4	Foster Youth Support	LEA-wide	Foster Youth	All Schools	$22,613.00	$22,613.00
1	5	Supplemental Writing Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	$95,000.00	$95,000.00
1	6	Supplemental English Language Acquisition Program	LEA-wide	English Learners	All Schools TK - 6th grade	$15,000.00	$15,000.00
1	7	LCAP Development/ Monitoring and Data Analysis	LEA-wide	English Learners Foster Youth Low Income	All Schools	$111,185.00	$111,185.00
1	8	STAR Assessment Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$240,604.00	$240,604.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	9	Math Supplemental Software Intervention Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$158,000.00	$158,000.00
1	10	District Specialists	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,027,241.00	$1,027,241.00
1	11	Data Analysis Software	LEA-wide	English Learners Foster Youth Low Income	All Schools	$80,000.00	$80,000.00
1	12	Academic Coaches	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,529,717.00	$1,529,717.00
1	13	Elementary Music Program	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools 3rd-5th grade	$451,807.00	$451,807.00
1	14	Additional Transitional Kindergarten Classes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary School Sites TK	$897,081.00	$897,081.00
1	15	Supplemental ESGI Assessments	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools Transitional K - 1st grade	$18,000.00	$18,000.00
1	16	Supplemental Reading Software Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$325,200.00	$325,200.00
1	17	Additional After School Program Classes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$379,142.00	$522,142.00
1	18	School Librarian Assistants	LEA-wide	English Learners Foster Youth Low Income	All Schools	$309,231.00	$309,231.00
1	19	Bilingual Program Assistants	LEA-wide	English Learners	All Schools	$298,421.00	$298,421.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	20	Educational Field Trips	LEA-wide	English Learners Foster Youth Low Income	All Schools 4th -8th grade	$1,055,255.00	$1,055,255.00
1	21	Screencastify	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	$10,000.00
1	22	EL Multi-Year Plan	LEA-wide	English Learners	All Schools	$47,500.00	$47,500.00
1	23	Intervention Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,458,932.00	$1,458,932.00
1	24	Math Multi-Year Plan	LEA-wide	English Learners Foster Youth Low Income	All Schools	$395,212.00	$395,212.00
1	25	Read 180 Software	LEA-wide	English Learners Foster Youth Low Income	All Schools 4th - 8th grade	$50,000.00	$50,000.00
1	26	ELLevaton - Online ELD Support System	LEA-wide	English Learners	All Schools	$122,350.00	$122,350.00
1	27	Additional Professional Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	$150,000.00
1	28	Assistant Principals (14.5% of Salary)	LEA-wide	English Learners	All Schools	$252,520.00	$252,520.00
1	29	SWIFT/Multi-Tiered System of Support (duplicate action noted in multiple goals)	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	$273,000.00
1	31	Kern Pledge - KiDS	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	$50,000.00
2	1	PBIS	LEA-wide	English Learners Foster Youth Low Income	All Schools	$122,254.00	$122,254.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	2	Additional Safety Personnel at Middle Schools	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Middle Schools	$144,581.00	$144,581.00
2	3	Student Attendance Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$111,450.00	$111,450.00
2	4	After School Enrichment	LEA-wide	English Learners Foster Youth Low Income	All Schools	$101,150.00	$101,150.00
2	5	Elementary School Social Workers	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Elementary Schools	$524,603.00	$524,603.00
2	6	Additional Custodians	LEA-wide	English Learners Foster Youth Low Income	All Schools	$525,235.00	$525,235.00
2	7	Student Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	$53,751.00	$53,751.00
2	8	Behavior Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools	$770,463.00	$770,463.00
2	10	Student Intervention Facilitators	LEA-wide	English Learners Foster Youth Low Income	All Schools	$616,041.00	$616,041.00
2	11	Additional Supervision	LEA-wide	English Learners Foster Youth Low Income	All Schools	$346,447.00	$346,447.00
2	12	SWIFT/Multi-Tiered System of Support (duplicate action noted in multiple goals)	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00
3	1	Student Health and Family Wellness	LEA-wide	English Learners Foster Youth	All Schools	$745,988.00	$745,988.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
3	2	Tobacco Use Prevention Education (TUPE) program	LEA-wide	English Learners Foster Youth Low Income	All Schools	$14,750.00	$14,750.00
3	3	Parent Outreach	LEA-wide	English Learners Foster Youth Low Income	All Schools	$111,956.00	$256,956.00
3	4	Zoom for Parent Meetings	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	$50,000.00

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:

  - 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)).

  - 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.