

LCFF Budget Overview for Parents

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

CDS Code: 15-63503

School Year: 2022-23

LEA contact information:

Ramon Hendrix

Superintendent

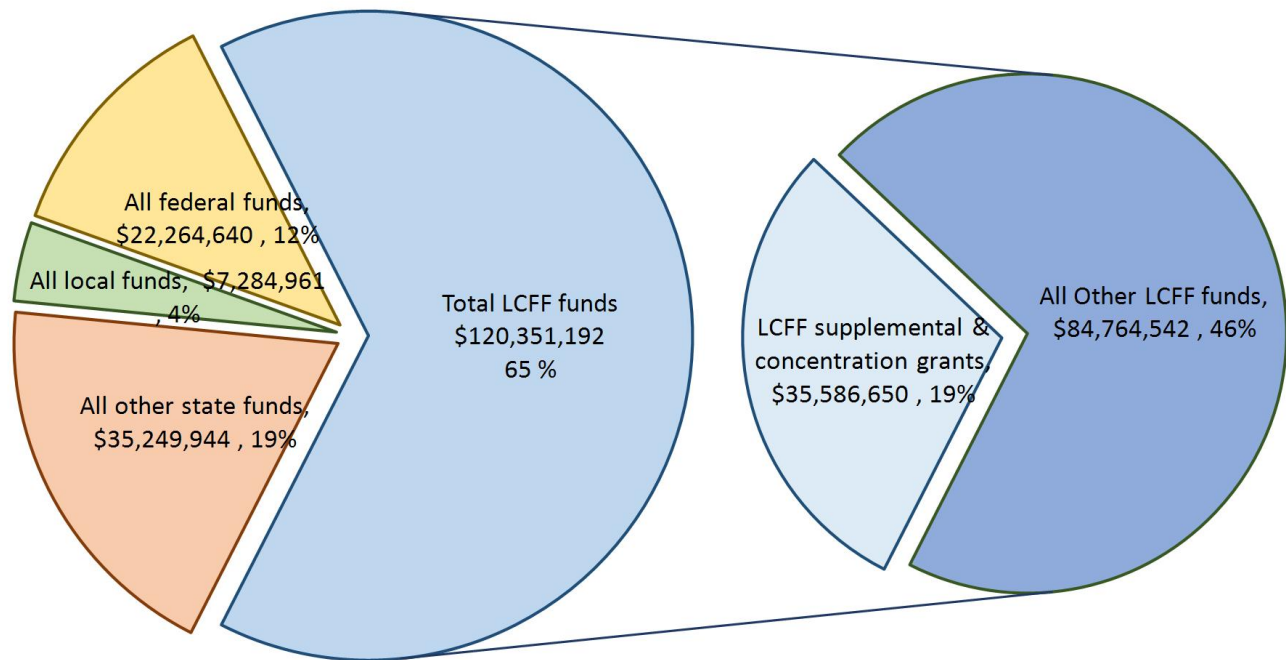
hendrixr@gfusd.net

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 2022-23 School Year

Projected Revenue by Fund Source



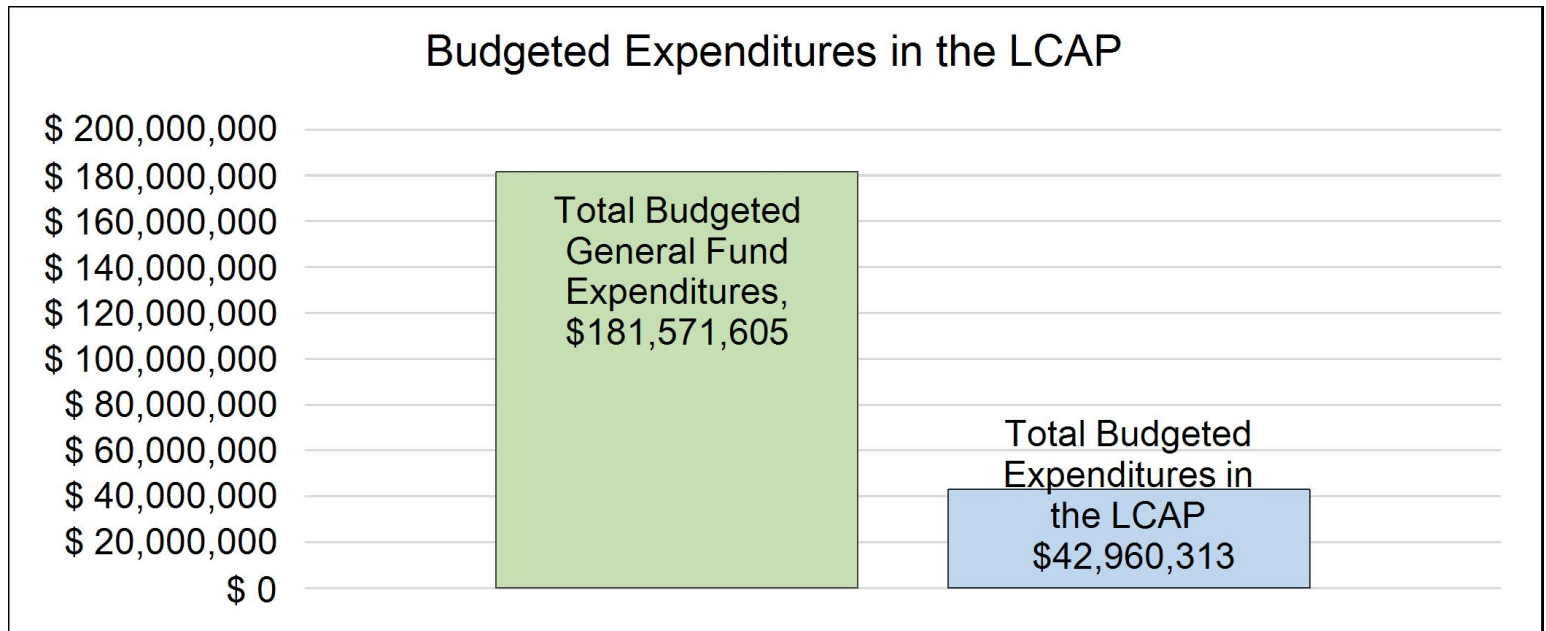
This chart shows the total general purpose revenue Greenfield Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Greenfield Union School District is \$185,150,737, of which \$120,351,192 is Local Control Funding Formula (LCFF), \$35,249,944 is other

state funds, \$7,284,961 is local funds, and \$22,264,640 is federal funds. Of the \$120,351,192 in LCFF Funds, \$35,586,650 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Greenfield Union School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Greenfield Union School District plans to spend \$181,571,605 for the 2022-23 school year. Of that amount, \$42,960,313 is tied to actions/services in the LCAP and \$138,611,292 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

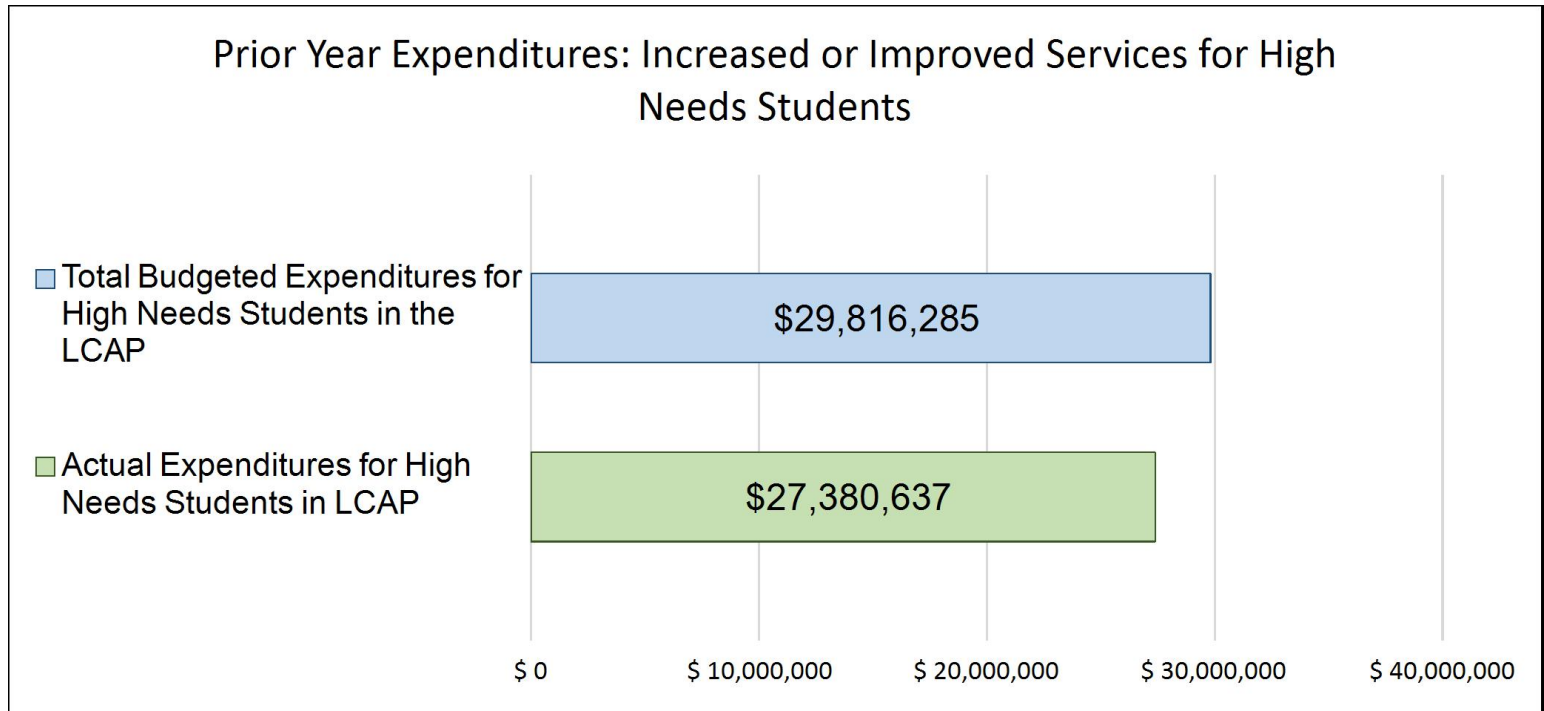
The budgeted expenditures that are not included in the Local Control and Accountability Plan (LCAP) will be used for the following: Salaries and benefits for certificated teachers, classified personnel, and administrative staff members, and expenditures for books and supplies, services and operating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

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Greenfield Union School District is projecting it will receive \$35,586,650 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 \$42,683,313 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 2021-22



This chart compares what Greenfield Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what 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.

The text description of the above chart is as follows: In 2021-22, Greenfield Union School District's LCAP budgeted \$29,816,285 for planned actions to increase or improve services for high needs students. Greenfield Union School District actually spent \$27,380,637 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$-2,435,648 had the following impact on Greenfield Union School District's ability to increase or improve services for high needs students:

The difference between the budgeted and actual expenditures of \$-2,435,648 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 outline in the 2021-22 LCAP in multiple areas, including improved services for high needs students. Some of the significant highlights that were principally directed to our high needs students included:

- Chromebooks and access to internet (hotspots)
- Academic and behavioral intervention support
- STAR Reading and STAR Math to monitor student growth

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Greenfield Union School District	Ramon Hendrix Superintendent	hendrixr@gfusd.net 6618376000

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Greenfield Union School District (GFUSD) engages its educational partners throughout the LCAP development process to receive input on a variety of district programs and services to address identified needs. Due to limited LCFF resources, not all of these needs can be fully addressed in the LCAP. However, the input that is provided is considered when allocating additional funds that have been made available to the district. State funds made available through the Expanded Learning Opportunities grants were included in the 2021-22 LCAP in Goal 4 to address leaning loss due to the COVID-19 pandemic. The funds provided by the Budget Act of 2021 that were not included in the 2021-22 LCAP include the Expanded Learning Opportunities Program, the In-Person Instruction Grant, and the Educator Effectiveness Block Grant. The district has engaged and will continue to engage its educational partners during the 2021-22 school year as follows:

District Leadership Team - monthly
 Administrative Leadership Team (ALT) - monthly
 Principal Advisory Committee (PCA) - monthly
 District Advisory Committee (DAC) - November 2021/January 2022/May 2022
 District English Advisory Committee (DELAC) - November 2021/January 2022/May 2022
 Site Level School Site Council Meetings/ELAC - October 2021 - May 2022
 Greenfield Teacher Association (GTA) - February 2022
 California School Employees Association (CSEA) - February 2022
 Greenfield Union School District Board - March 2022
 LCAP Educational Partners Committee - September 2021, November 2021, February 2022, April 2022
 Student leaders - November and December 2021

In addition to meetings, the district utilized surveys to gather input. An Additional Funds survey was administered to staff, administrators, parents, students, and community members in September 2021. This feedback was used to set priorities for the use of additional funds. A district needs assessment was also administered to staff and students in November 2021. A district needs assessment was administered to parents and community members from September 2021 - December 2021.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

All schools in the GFUSD have an enrollment of unduplicated student groups greater than 55%. The district plans to use the additional concentration grant add-on funding to increase the number of staff who provide direct services to students who are low-income, English Learners, and foster youth as follows:

Elementary music teachers to service Kindergarten - 5th grade students.

Physical Education teachers to service elementary school students.

Art teachers to service middle school students.

School social workers

Health Educator

Additional technology specialists, curriculum specialists, custodian, speech pathologist, school psychologist, and nurse.

GFUSD will use concentration grant add-on funding to retain the following positions that are set to expire due to depleted state and federal funds so that direct services to students are uninterrupted:

- * General education teachers to maintain smaller class size
- * Intervention teachers at each elementary site
- * Restorative teachers at each middle school
- * Intervention program assistants

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Greenfield Union School District (GFUSD) engages its educational partners throughout the LCAP development process to receive input on a variety of district programs and services to address identified needs. Due to limited LCFF resources, not all of these needs can be fully addressed in the LCAP. However, this feedback has been considered in the use of additional one-time federal funds. In addition, the GFUSD has engaged educational partners during the 2021-22 school year as follows:

- * An additional funds survey to staff, administrators, parents, students, and community members in September 2021.
- * A district needs assessment to staff, administrators, parents, students, and community members in September 2021-December 2021.
- * LCAP Educational Partners Committee session in November 2021
- * Monthly District Leadership Team meetings

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The health and safety of students, educators, and staff is a priority of the GFUSD. The district follows the Model COVID-19 Prevention Program (CPP) to ensure the health and safety of all. In addition, the district is committed to ensure the continuity of services as required by the American Rescue Plan (ARP) Act of 2021. The district has developed an Elementary and Secondary School Emergency Relief (ESSER) III expenditure plan. The implementation of this plan has been met with successes and challenges. The district has been able to upgrade HVAC filters in all classrooms, provide signage related to health and safety at all campuses, provided PPE, surveillance testing, and assist with physical distancing. However, due to staffing shortages, filling position openings has been a challenge. In addition, due to the nature of students being in and out of quarantine, it has been difficult to garner interest for after school tutoring by the teaching staff. Furthermore, the lack of ample substitute teachers have created a challenge to grade level teams and site administration. As a result, some of the actions in the ESSER III have not been able to be fully enacted at this time. However, as adjustments are made to district guidelines and protocols in alignment with the California Department of Public Health (CDPH) barriers are removed and improvements in the full participation of students in all school activities are made.

Where the Plans May Be Accessed:

COVID Prevention Program <https://4.files.edl.io/bf49/09/09/21/232218-c21bc359-d01b-46a4-b2b6-f4688be6f4f8.pdf>

Expanded Learning Opportunities Grant - English <https://4.files.edl.io/9e61/05/28/21/172503-5e8e96fb-70cb-4adb-9aa1-0397ae128b40.pdf>

Expanded Learning Opportunities Grant - Spanish <https://4.files.edl.io/2dae/05/28/21/172504-a8021edc-bcf9-43b6-be3c-00023101a7d4.pdf>

ESSER III Plan - English <https://drive.google.com/file/d/1zBZ3C-o0n9BAng9VsV2OdPNO9KKJvxcn/view?usp=sharing>

ESSER III Plan - Spanish https://drive.google.com/file/d/1AEN4uKu7SeMo99litwtC6whQSjUYki_l/view?usp=sharing

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

The Greenfield Union School District considers the LCAP to be the comprehensive planning document that captures the priorities, goals, and actions to improve students outcomes. As such, all additional funds received are viewed through the lens of the LCAP to determine where student needs exist and what services are needed to address those needs. Some examples of how these additional funds are aligned are:

- * The three main goals of the LCAP are to promote high academic achievement, a safe and orderly environment, and to build strong school and community relationships. Based on the metrics used to identify academic needs in the LCAP, reading, writing, and math skills fall below grade level expectations. Actions in the LCAP that address this need include intervention support, supplemental reading, writing, and math programs. Additional actions provide professional learning to improve instruction, and technology support. The ESSER aligns with these actions by providing additional programs, resources, and services. In addition, funds are used to provide professional learning to improve instruction as well as to provide extra duty benefits to existing staff. Based on the metrics used to identify needs in the area of safe and orderly environment, chronic absenteeism, suspensions, and school connectedness are more challenging due to the pandemic. The Safe Return to In-Person Instruction and Continuity of Services allows for the additional staff to support school sites as they provide a safe environment in which interventions and services can be implemented. In addition, funds are used to provide social and mental health support. The third goal in the LCAP focuses on building strong school and community relationships. Actions in this goal are based on local data that demonstrates a need to promote parent participation and engagement. The additional funds provide resources to create an environment for safe community engagement.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local

educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: *“A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with*

the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

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 [2022-23]

General Information

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

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 December 2021, the district serves 9,215 students in transitional kindergarten through eighth grade. The student population reflects diversity with 86.6% Hispanic, 5.5% African American, 4.3% White, 0.2% American Indian, 0.1% Pacific Islander, 0.4% Filipino, 1.7% Asian, and 1.0% Two or more races. 91.6% of all students in the district are low income students. Additionally, GFUSD's student population consists of 23.4% English Learners, 8.3% Special Ed., 1.2% Homeless, and 0.9% Foster Youth.

The COVID-19 pandemic continued to be a challenge for our community during the 2021-22 school year as it significantly impacted Greenfield students, families, and staff. The return of students to in-person instruction at the start of the 2021-22 school year was a welcome change from distance learning the previous year. However, the implementation of mitigating procedures to curb the spread of the virus, such as quarantining students and staff, created challenges to daily instruction and added stress to the system. In addition, the surge in cases during the winter of 2022, proved to be a very challenging time due to the high number of absences of students and staff and shortages in substitutes. The disruptions to daily instruction, the hold on many activities such as on-site parent activities, field trips, and assemblies further impacted the social-emotional well-being of our students and staff.

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.

COVID-19 has had widespread effects on the students and staff at GFUSD. For the past couple of years, students had to transition to distance learning, modified in-person schedules, as well as a return to in-person instruction with mitigating procedures in place such as masks and quarantines. The district is very proud of the teachers, staff, and school leaders who have demonstrated immense effort in quickly adjusting to changing guidelines by switching to Google classroom, developing on-line lessons, adjusting strategies to optimize learning both virtually and in-person as small group instruction became limited. Although GFUSD has made steady progress in overall student achievement prior to the pandemic based on the last results of CAASPP testing in 2019, the pandemic has been especially challenging to our high-poverty community both academically and mentally. 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. 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 English learner support with Systematic ELD (Action 1.6).
- Bilingual assistants (Action 1.19).

Although STAR Reading and STAR Math overall scores are lower than the previous two years, the gains between fall and winter scores were much greater this year. As students returned to in-person instruction in 2021-22 gains in reading and math have accelerated compared to the 2020-21 school year. Students in reading achieved an average of 46 growth percentile points between Fall 2021 and Winter 2022 assessment results; an acceleration from the previous year that had an average of 39 growth percentile points during the same assessment window. Students in math achieved an average of 48 growth percentile points between Fall 2021 and Winter 2022 assessment results; a rebound from the previous year that had an average of 37 growth percentile points during the same assessment window. Our additional and intensive interventions have accelerated reading and math growth as compared to the previous year (Action 1.23).

GFUSD is very proud of our district-wide implementation of the Positive Behavioral Interventions and Supports (PBIS) program (Action 2.1). 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 (Actions 2.5, 2.7, 2.8). Schools also connect with community partners to offer extra support when needed. During the 2020-2021 school year in which most instruction transitioned to distance learning, the district had a significant drop in suspension rates to 0% and maintained an expulsion rate of 0%. Although chronic absenteeism has dramatically increased during the pandemic, the overall attendance rate of our foster youth (92%) is currently higher than all students (90%) in the 2021-22 school year. In addition, our foster youth has a lower chronic absenteeism rate than all students in 2021-22. We attribute this to the mentoring and support our foster youth receive through the Youth Empowering Success program and from our Student Support and Behavior Specialist (Action 1.4, 2.9).

During the 2020-21 school year, GFUSD created the District African American Advisory Committee to bring together our educational partners that have a shared interest in improving the outcomes of our African American students. With support of our Administrator for Family Engagement, our Family Engagement and Community Liaison, and site parent outreach liaisons, the district was able to double the participation of our African American families in the 2021-22 school year. Working collaboratively, the committee created a mission statement, met regularly to analyze data and identify needs, and participated in parent education activities (Action 3.3). The district will continue to work collaboratively with the community to improve the outcomes of our African American students.

Although students at GFUSD have experienced learning loss, our district teachers and staff are committed to accelerating learning and

providing students the very best instruction through a collaborative educational system. All site principals and assistant principals have participated in district professional learning on Multi-Tiered Systems of Support (Action 1.29). Through the professional learning process, sites are refining their interventions, using data to drive decisions, and meeting the needs of our students.

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 2021-22 showed 18.3% of all students scored proficient or higher. This was nearly a 6% decline from the previous year. Unfortunately, the decline in scores by our English learners, Foster youth, Homeless, and Students with Disabilities was even greater. The STAR Math results showed the following student groups scored proficient or higher:

- Low-income -17.4%
- English learners - 9.0%
- Foster youth - 7.8%
- Homeless - 7.0%
- African American- 9.8%
- Students with Disabilities -3.7%

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 1.10,1.12)

- 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 2021-22 showed 29.4% of all students scored proficient or higher a 1% decline from the previous year. Unfortunately, the decline in scores by our English learners, Foster youth, Homeless, and Students with Disabilities was even greater. The STAR Reading results showed the following student groups scored proficient or higher:

- Low-income -27.8%
- English learners - 10.4%
- Foster youth - 16.7%
- Homeless - 14.8%
- African American- 21.3%
- Students with Disabilities -5.2%

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 1.11,1.31).

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 2020-2021 chronic absenteeism rate was 18.7%. 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 Director of School Safety and Student Services 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).

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, 2020-21, and 2021-22 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 but still remain relevant.

Some key features of the GFUSD 2022-2023 LCAP are as follows:

- Refining and revising our current Multi-Tiered System of Supports with the support of SWIFT by focusing on defining and designing a collaborative educational system including an implementation and communication plan. The district will use implementation science to maximize the impact of the initiative so we can better support students' academic, social-emotional and behavioral needs (Action 1.31).
- The district will continue to implement an English Learner 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 continue to implement 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).
- Due to the social-emotional needs of our students post pandemic, the district is committed to provide students with the support they need for their mental well-being. Additional school social workers have been added to support school sites (Action 2.4).
- Based on district surveys and meetings, parents and staff expressed a desire for more parent engagement activities, educational opportunities and capacity building. The Family Engagement and Community Liaison will continue to work with site administrators to implement district-wide initiatives that promote parent engagement to increase school to home connections and strengthen partnerships (Action 3.3).

Through meetings and surveys, educational partners expressed that the actions in the 2021-22 LCAP were making a positive impact on student achievement and wanted these actions to continue in the 2022-2023 LCAP. Working closely with educational partners throughout the Greenfield Union School District, three goals have been identified as the focus for the 2022-2023 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 Literacy Program
- Supplemental English Language Acquisition Program
- LCAP Development/ Monitoring and Data Analysis
- STAR Assessment and Supplemental Software Programs
- District Specialists
- Data Analysis Software
- Academic Coaches
- STEAM
- Additional Transitional Kindergarten Classes
- Supplemental ESGI Assessments
- School Libraries
- 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
- 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

- Physical and Health Education
- (Actions 1.1 - 1.32)

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
- 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)
- Invest in School Facilities to Expand Opportunities

(Actions 2.1 - 2.13)

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)

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).

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 consists of the Assistant Superintendent of Curriculum, the Director of School Safety and Student Services, the Director of Categorical Programs, the Director of Assessments, LCAP, and District Projects, the Director of Support Services, and the Administrator of the GCS. The district team supports Greenfield Community School (GCS) to ensure the school develops the most effective School Plan for Student Achievement (SPSA) to best address chronic absenteeism and suspension rate. The CDE Dashboard data is analyzed in the areas of suspension and chronic absenteeism. The Administrator of the GCS and the district team consults with the Assistant Superintendent of Personnel, home school site administrators, parents/guardians, and county instructional services representatives to analyze causes and to identify strategies to assist student improvement in the areas of academics, behavioral/mental health, and attendance. The district team created a common vision for its educational partners, identified a clear purpose of the district's Alternative Education Program, and established defined expectations.

The district team supported the school site by establishing budgets, identifying outside agencies and community partners to support program and student needs. External service providers are assessed and approved using our LEA internal guidelines and criteria. Student progress is assessed quarterly using the STAR Reading and Math assessment program. In addition, the district team assisted the school site with identifying and selecting the best possible evidence-based interventions. 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 and college ambitions.

In addition, the district has partnered with the SWIFT Education Center to establish a system that provides a continuum of research-based, system-wide practices of data-based decision-making to meet the academic, behavioral, social and emotional needs of all students. GCS serves students that may be designated as low-income, English learners, foster youth, McKinney-Vento and students with disabilities. The district is committed to creating a collaborative educational system that values each and every student. The SWIFT team works with the

district to install an implementation plan to monitor its progress and guide it to sustainability. The administrator at GCS, like all of our site administrators, will receive one-on-one coaching by the SWIFT representative on a monthly basis through June 2024.

Monitoring and Evaluating Effectiveness

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

The LEA will monitor and evaluate the effectiveness of the plan to support student and school improvement. Data will be reviewed in the areas of attendance, classroom behavior, academics, social/emotional learning, and parent involvement. The data collected for student goals in these areas will be monitored by the administrator/site staff. This data will be used in a cycle of inquiry to monitor progress and identify problems to create action plans for resolution. The data will be collected daily and reviewed periodically each month by staff working directly with our students. The progress monitoring data will be shared monthly with home school administrators and parents/guardians. In addition, the data will be reviewed monthly to determine student eligibility for exit from our program.

As part of the work with SWIFT, fidelity checks will be conducted twice a year. In the fall, GCS will participate in the FIA under the direction of a SWIFT facilitator. The assessment results will be shared with the administrator and district team to review progress in the implementation of MTSS and to identify areas for improvement. In addition the FIT will be administered in the spring. The assessment results will guide the implementation of the action plan and guide the coaching work with SWIFT.

The administrator of GCS will work with the district team and other site and district administrators during monthly District PLC meetings for professional learning and collaboration. District PLCs will support sites during the implementation of MTSS with the support of SWIFT. Data will be collected and analyzed monthly and adjustments to action plans will be made accordingly. The site administrator will then communicate with the staff of GCS and provide professional learning in the implementation of MTSS at the school site. Review of academic, behavioral, and attendance data review will occur during monthly MTSS meetings at the school site. In addition, the site will periodically communicate with its educational partners on their implementation of the school improvement plan.

Engaging Educational Partners

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

Greenfield Union School District continues to engage with our students, families, community, and all staff in the development of the LCAP. GFUSD solicited recommendations and comments regarding the specific actions and expenditures proposed to be included in the 2022-23 LCAP through surveys and focus meetings with the community, students, school board, parent councils, bargaining units, teachers, administrators, and other personnel. The engagement process consisted of these key activities:

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. Survey links were posted on our district website and sent to all educational partner 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. All families were encouraged to complete the survey during parent/teacher conference week, however the survey remained open from September 2021-December 2021. In addition to the annual District Needs Assessment Survey, a survey was administered in September 2021 to all educational partners in regards to the additional state and federal funding made available to the district. A key feature of the engagement process during 2021-22 was the presentation of the various funds available and the impact on the LCAP. Recommendations made by educational partners were presented to the District Leadership Team throughout the year to inform decision making and planning for the 2022-23 academic school year.

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 2022-23 LCAP goals and actions.

Throughout the 2021-2022 school year, the district administrative team (including principals, assistant principals and district leadership) met monthly to share updates on the implementation for our 2021-22 LCAP and to provide input for the 2022-23 LCAP.

In February 2022 the district consulted with the certificated bargaining union, the classified bargaining union, the school board, and the LCAP Educational Partners Committee regarding the development of our 2022-23 LCAP. The members of this last 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 representatives to better understand the LCAP priorities and the funding. The district held virtual LCAP Educational Partners Committee meetings during the 2021-22 school year. Members were given an opportunity to ask questions and provide input regarding the development of the 2022-23 LCAP. During these meetings a translator was provided for non-English speaking parents.

In April 2022, GFUSD consulted with the Kern County Superintendent of Schools Special Education Local Plan Area (SELPA) team to seek input regarding the development of our 2022-23 LCAP to ensure the needs of students with disabilities were being addressed by the district.

The GFUSD 2022-23 Local Control and Accountability Plan (LCAP) Draft was presented on May 26, 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.

The District Leadership Team (Superintendent, Assistant Superintendent of Curriculum, Assistant Superintendent of Personnel, Assistant Superintendent of Business, Director of Fiscal Services, Director of Categorical Programs, Director of Support Services, Director of Technology, Director of Assessments, LCAP, and District Projects, and the Director of School Safety and Student Services) met monthly to oversee the process of LCAP stakeholder input, and prioritize all recommendations. The District Leadership Team monitors progress to ensure that the district is on target with meeting LCAP goals, actions, and expenditures specifically designed to increase the services for our unduplicated students. This data includes 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 2022-23 LCAP was posted on the district website on June 1, 2022 in English and Spanish for all stakeholders to review and provide feedback. A public hearing for the GFUSD 2022-23 LCAP was held on June 8, 2022. During this meeting, stakeholders were provided an opportunity to review and comment on the GFUSD 2022-23 LCAP. At the June 13, 2022 Greenfield Union School District Board meeting, our 2022-23 LCAP was reviewed and adopted. Greenfield offered remote participation for board meetings and public hearings through the use of Zoom Meetings. Educational partners 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 educational partners, as well as all documents were provided in Spanish. Educational partners without internet access, may attend in person following physical distancing and mask requirements.

A summary of the feedback provided by specific educational partners.

The district's educational partners play a critical role in informing the board and representing the various voices of the GFUSD community. Overall, the feedback reaffirmed key priorities in the 2021 - 2024 LCAP. The following summary highlights overarching themes that emerged from the various educational partner groups, specific recommendations and priorities within the LCAP goals, and links to additional and more detailed educational partner documents.

Overarching Themes:

Classroom Instruction and Professional Development

One common thread among all educational partners is the importance of supporting classroom instruction and capitalizing on the opportunities provided with the additional state and federal grants. The feedback emphasized the importance of providing students equitable access to a high-quality education. They reiterated the importance of high-quality instruction and enriching experiences that would otherwise be outside of their reach given the socio-economic challenges of the community. This enriched program includes access to technology, the arts, sports programs, and electives. In addition, educational partners supported STEAM activities and field trips as a way to expand

students' worldview. Our educational partners highlighted the unique opportunity given by the additional state and federal funds as well as the increase in supplemental grant funding to think big and build upon key lessons from distance learning and expand instructional opportunities.

Literacy and Mathematics

A focus on literacy and mathematics as foundational skills for later academic success was a recurring theme. The feedback received emphasized academic supports including interventions, tutoring, professional learning, literacy and math supplemental programs including software programs.

Data Analysis and English Learner Supports

The importance of data analysis to drive decision making was emphasized by many of our educational partners. In addition, our educational partners supported English Learner programs, assisting teachers with English Language Development (ELD), and data platforms that provide real time data to monitor student progress. The educational groups emphasized the importance of supporting English Learners in developing fluency and proficiency in order to be reclassified. Professional learning in the areas of data analysis and ELD were also highlighted. The district's exploratory phase of a Dual Immersion Program continued to receive support from our educational partners.

Supports and Safety

As many of our educational partners reflected on the impact of the pandemic on students, the need for mental health supports and social emotional learning (SEL) was an emergent theme. The need for additional school social workers, behavior intervention assistants, and professional learning in the area of mental health and SEL was shared across all groups. In addition, the safety of the campus and the need to provide improved facilities such as new tracks, gymnasiums, and other facilities that our students do not have access to in the community.

Wellness and Outreach

The importance of parent engagement was a universal theme among all of our educational partners. Groups shared the importance of providing parent education opportunities, parent nights to learn about literacy and STEAM, professional development for staff in the area of parent engagement as well as continued support for outreach programs such as Tell Me a Story, First 5, and the Greenfield Family Resource Center. Concerns of the increased use of vaping by students highlighted the need for substance-abuse education for both parents and students.

In addition to the overarching themes that emerged from our educational partners, there were specific recommendations and affirmations of current actions during the engagement process. These are organized by educational partner group:

The parent and community group includes findings from the District Needs Assessment Survey - Parent, LCAP Educational Partners Committee, District Parent Advisory Committee (DAC), District African American Parent Advisory Committee (DAAPAC), and District English Language Parent Advisory Committee (DELAC). Key findings from surveys and meetings include the importance of academic support, technology, art and music education, expansion of STEAM classes, physical education in the elementary school, more sports in the After School program, more elective courses, the Dual Immersion Program, more English Learner supports, additional school social workers and mental health supports. In addition, parents supported professional learning activities including cultural awareness, parent education opportunities, and health and nutrition resources. School safety was also an important area for parents including facilities for students. Other

topics included additional books for libraries, family education nights, parent education, and extra reading and math support/interventions. The parent/community groups were in agreement to maintain all other LCAP actions provided in 2021-22.

The student group includes findings from the District Needs Assessment Survey - student and student body focus groups at each school site. Key findings from the student survey and meetings include academic supports - interventions, supplemental programs, tutoring, and homework help. A major theme for students was access to more activities, clubs, assemblies, physical education, sports, and extra curricular activities including enhanced/updated PE equipment and facilities. Students showed interest in more elective courses, career education, science/history, and the arts. Safety was also an area of interest for students including smaller class size. Students requested more mental health resources, an increase in restorative circle time, and more safety and behavior expectations. Technology was a recurring theme for students who wanted more access to technology software and apps as well as more resources and books in the library. Students also voiced their eagerness for more field trips and parent engagement activities.

The staff group includes findings from the District Needs Assessment Survey - staff, certificated and classified bargaining union focus groups, and school site staff MTSS meetings. Key findings from surveys and meetings include the importance of behavior and SEL supports, academic supports including interventions and supplemental programs. Staff shared the need for more support staff including school social workers and program assistants. In addition, the importance of art, music, and physical education was also voiced. Smaller class size was a recurring theme as well as increased parent engagement. Professional learning was an important theme that included activities specifically for classified support staff and parents. Staff shared support for more science programs and GATE, English learner classes for newcomers, and more support for special education. According to the District Needs Assessment Survey 93% of staff is in agreement to maintain all LCAP actions provided in 2021-22.

The administrator group includes findings from the District Leadership Team, the Principal Advisory Committee, Administrative Leadership Team, and surveys. Key findings for administrative (including principals and assistant principals) meetings include the importance of additional academic supports including program assistants for interventions, supports for social emotional needs, and additional school social workers. The administrative group also emphasized the need for additional music, art, and physical education teachers. A recurring theme among this group was the need for professional learning in the areas of literacy, math, English Language Development, and data analysis. In addition, this group would like to see an increase in parent engagement, including more parent education opportunities, parent evening events, and parent liaisons at each site. Another theme was the continuation of current initiatives such as Thinking Maps, Write From the Beginning and Beyond, Restorative Classrooms, Circle Time, and the expansion of Project Lead the Way and STEAM activities. The administrator group also voiced concerns about the need to invest in and maintain facilities that support the initiatives in the LCAP.

Key findings from the GFUSD Board input: In agreement with educational partner input and to maintain all other LCAP actions provided in 2021-22.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

GFUSD values our educational partners and appreciates their input. The District Leadership Team (DLT) met to analyze and consider the input and survey results that were compiled and organized by common themes and interests. All educational partner 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. The mental well being of students and their social-emotional needs were of a high priority. The recommendations were considered in relation to the data that highlighted areas of need. The DLT reviewed attendance rates, chronic absenteeism, suspension rates, English learner reclassification rates, and other data included on the CA Dashboard to identify the needs of our unduplicated students. In addition, local data collected through internal systems such as Help tickets for technology assistance, Request for Assistance referrals for academic, behavior, social-emotional, health, and speech needs were reviewed. Furthermore, staffing data, software usage data, local assessment data and others were also considered.

The educational partners input received has influenced the following aspects of the Greenfield Union School District's 2022-23 LCAP:

Revision, Expansion, and Addition of Actions

Educational partner feedback influenced the need to add additional actions, expand existing actions to more broadly impact student outcomes, and eliminate some actions that can be integrated within other actions. Examples of actions influenced by educational partner feedback include:

Supplemental Literacy Program - This action was expanded from a focus on writing to include all four components of language- speaking, listening, reading, and writing. This action includes professional learning and provides supplemental literacy supports to develop skilled readers and writers.

STEAM - Formerly titled Elementary Music Program, this action now includes art teachers and additional music teachers. Based on educational partner feedback, the need to promote science, technology, engineering, arts, and math education was highlighted. This action supports STEAM activities in all grade levels.

School Libraries - This action was expanded to include books for school and classroom libraries. Our education partner groups voiced their recommendation for more library books for students at all grade levels.

Intervention Support - Many of educational partners voiced concerns about supporting students that need intervention support. This action was expanded to include intervention teachers at each elementary school, restorative teachers at each middle school, additional speech and language pathologist, and intervention program assistants.

Physical and Health Education - This is a new action that was created to address the concern for student's physical health and mental well-being. Our educational partners felt strongly that elementary students needed physical education under the instruction of a physical education teacher. In addition, the health of our students was a great concern especially given the rise in students that are vaping.

School Social Workers - This action was expanded to include additional school social workers.

Behavior Intervention - This action was expanded to include not only Behavior Intervention Assistants but also additional school psychologists, and curriculum and resources for behavior interventions. Addressing students' mental health and socio-emotional needs was a major concern for our educational partners.

Invest in School Facilities to Expand Opportunities- This is a new action that was created to address the concern for creating a supportive and engaging physical environment that is aesthetically pleasing and provides for the extra-curricular needs of our unduplicated students so that they want to come to school every day. Our educational partners shared concerns of the lack of access to facilities that are often found

in adjacent communities. This action aims to invest in school facilities such as athletic and fine arts to expand opportunities for our unduplicated students.

In addition, the following actions were consolidated: Action 1.8 STAR Assessment and Supplemental Software Programs now includes (Action 1.9) Math Supplemental Software Programs and (Action 1.16) Supplemental Reading Software. (Action 1.27) Additional Professional Learning has been removed and integrated into other actions such as (Action 1.5) Supplemental Literacy Programs and (Action 1.13) STEAM.

Affirmation of Existing Actions

Our actions were reaffirmed by the vast majority of our educational partners. Based on their feedback, some actions were especially emphasized in regard to their importance in addressing our students' academic, behavioral, and socio-emotional needs. Examples of actions that received considerable attention include:

- Technology Refresh Plan
- Beginning Teacher Support
- STEAM
- Educational Field Trips
- Intervention Support
- PBIS
- School Social Workers
- Behavior Intervention
- Student Health and Family Wellness
- Parent Outreach

Goals and Actions

Goal

Goal #	Description
1	<p>High Student Achievement for ALL</p> <p>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.</p> <p>Priorities: 1, 2, 4, 7 and 8</p>

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 30.5% of all students scored proficient or higher, and the STAR Math winter assessment results in 2020-21 showed 24.2% 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 14.3 % of ELs scored proficient or higher on the STAR Reading assessment and 9.5% of students with disabilities scored proficient or higher on the STAR Reading assessment. Additionally, 16.8% of ELs and 6.4% of students with disabilities scored proficient or higher on the STAR Math assessment.

Furthermore, input received from our educational partners 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 Services	Priority 1- Basic Services	Priority 1- Basic Services			Priority 1- Basic Services
a. Teachers: Fully Credentialed & Appropriately Assigned and fully credentialed in the subject area and for the pupils they are teaching. Data Source: Local (SARC) Goal is 100%	a. 93% of teachers are fully credentialed and appropriately assigned.	a. 2021-2022 91% 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. 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. Revised to Good Repair status for all schools.	c. Good Repair status for all schools.			c. Exemplary status for all schools. Modified to: Maintain- Good Repair status for all schools

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Goal has been revised to "Good Repair" per CDE's Facility Inspection Tool (FIT) for all schools.					
Priority 2 - Implementation of State Standards	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. 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-	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. 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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
through tool, lesson plans Goal: Maintain 100%					
Priority 4 - Pupil Achievement	Priority 4 - Pupil Achievement	Priority 4 - Pupil Achievement			Priority 4 - Pupil Achievement
<p>a. Statewide assessments 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.</p>	<p>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% African American - 31.26% Students with Disabilities - 9.18%</p> <p>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%</p>	<p>a. No 2020 and 2021 CAASPP scores. Did not test CAASPP ELA, Math, or Science because of viability issues due to the pandemic. See STAR data below.</p>			<p>a. 2023 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% Students with Disabilities - 27.18%</p> <p>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%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Students with Disabilities - 6.97%</p> <p>Science: Students scored standard met or standard exceeded All students - 29.93% Low-income - 18.76% English learners - 2.9% Homeless - 14.86% African American - % Students with Disabilities - 8.10%</p> <p>Due to clerical error, the above Science scores reflect state not district scores. The correct district scores are as follows: Science: Students scored standard met or standard exceeded All students - 24.05% Low-income - 23.16% English learners - 0.92% Homeless - 16.67% African American - 11.54% Students with Disabilities - 2.61%</p>				<p>Students with Disabilities - 24.97%</p> <p>Science: Students scored standard met or standard exceeded All students - 47.93% Low-income - 36.67% English learners - 20.9% Homeless - 32.86% African American - % Students with Disabilities - 26.10%</p> <p>Local Measure: STAR Assessments: winter results</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Local Measure: STAR Assessments: 2021 winter results</p> <p>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%</p> <p>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%</p> <p>The above STAR scores are based on the district benchmark</p>				<p>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%</p> <p>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%</p> <p>The above STAR scores are based on the district benchmark setting. In 2021-2022, the district changed the setting to the state</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>setting. In 2021-2022, the district changed the setting to the state benchmark. As a result, the STAR Assessment 2021 Winter results have been updated to reflect the state benchmark setting:</p> <p>STAR Reading: students scored proficient or higher. All students - 30.5% Low-income - 28.9% English learners - 14.3% Foster Youth - 21.6% Homeless - 21.0% African American - 22.3% Students with Disabilities - 9.5%</p> <p>STAR Math: students scored proficient or higher. All students - 24.2% Low-income - 23.5% English learners - 16.8% Foster Youth - 10.9% Homeless - 11.0%</p>	<p>Local Measure: STAR Assessments: 2022 winter results (state benchmark setting)</p> <p>STAR Reading: students scored proficient or higher. All students - 29.4% Low-income - 27.8% English learners - 10.4% Foster Youth - 16.7% Homeless - 14.8% African American - 21.3% Students with Disabilities - 5.2%</p> <p>STAR Math: students scored proficient or higher. All students - 18.3% Low-income - 17.4% English learners - 9.0% Foster Youth - 7.8% Homeless - 7.0% African American - 9.8% Students with Disabilities - 3.7%</p>			<p>benchmark. As a result, the STAR Assessment desired outcome results have been updated to reflect the state benchmark setting:</p> <p>STAR Reading: students scored proficient or higher. All students - 48.5% Low-income - 46.9% English learners - 32.3% Foster Youth - 39.6% Homeless - 39% African American - 40.3% Students with Disabilities - 27.5%</p> <p>STAR Math: students scored proficient or higher. All students - 42.2% Low-income - 41.5% English learners - 34.8% Foster Youth - 28.9% Homeless - 29% African American - 33.8%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	African American - 15.8% Students with Disabilities - 6.4%				Students with Disabilities - 24.4%
b. % of pupils that have successfully completed A-G requirements - NA	b. NA	b. NA			b. NA
c. % of pupils that have successfully completed CTE pathways - NA	c. NA	c. NA			c. NA
d. % of pupils who have successfully completed both B & C - NA	d. 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. Did not test in 2019-20 because testing was suspended due to the pandemic. Data unavailable on the CA Dashboard for 2020-21. Based on Local Data Source (KiDS) 31% of English learners are making progress towards English language proficiency.			e. 68.2% of ELs will make progress towards English language proficiency.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
f. EL reclassification rate - Data Source: Local (2019-20) Corrected: Data Source: DataQuest (2019-20) Goal is to increase by 6% each year.	f. EL Reclassification rate - 26.4% of ELs were reclassified.	f. 2020-2021 EL Reclassification rate - 7.0%			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	NA			g. NA
h. Pupils prepared for college by the EAP - NA	h. NA	NA			h. NA
Priority 7 - Course Access	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,	a. 100% of students (grades 1st -8th) have access to the following courses: English language arts, mathematics, social science/history, science, and physical education. 82% of 7th-8th students have equal access to the following courses and electives: fine arts, drama, life skills, music/band,			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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	computer/technology, and foreign language due to other educational requirements and time limitations within the daily schedules.	computer/technology, and foreign language due to other educational requirements and time limitations within the daily schedules.			
b. Programs and services developed and provided to low income, English learner and foster youth pupils Data Source: Local - Master Schedules Goal: Maintain All services	b. 100% of English learners are provided with designated and integrated English learner instruction. All low-income, English learner and foster youth pupils have 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.	b. 100% of English learners are provided with designated and integrated English learner instruction. All low-income, English learner and foster youth pupils have 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.			b. Maintain services to 100% of English learners, low income, and foster youth pupils.
c. Programs and services developed and provided to students with disabilities Data Source: Local - Master Schedules	c. 100% of students with disabilities are provided with programs and services based on state standards and student needs as indicated by the	c. 100% of students with disabilities are provided with programs and services as measured by master schedules. Due to pandemic year, programs and			c. Maintain services to 100% of students with disabilities.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Goal: Maintain all services	Individualized Education Plan (IEP)	services were based on Individual Learning Plans (ILP).			
Priority 8 - Other Pupil Outcomes	Priority 8 - Other Pupil Outcomes	Priority 8 - Other Pupil Outcomes			Priority 8 - Other Pupil Outcomes
<p>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 (IABs) in grades 3rd - 8th Data Source: DnA, TOMS Goal: Increase scores by 6% each year</p> <p>Revised to: In 2021-22 the district will begin administering curriculum-based measures (CBM) in grades K-5th grade. Data Source: Renaissance Goal: Increase scores by 6% each year</p>	a. 0% proficient. The district will establish a baseline in 2021-22	<p>b. STAR CBM (Winter 2022) At/Above Benchmark:</p> <p>Kindergarten: 24% 1st grade: 29% 2nd grade: 36% 3rd grade: 45% 4th grade: 45% 5th grade: 43%</p>			<p>Priority 8 - Other Pupil Outcomes</p> <p>a. This outcome will be determined based on the baseline scores in 2021-22.</p> <p>Kindergarten: 36% 1st grade: 41% 2nd grade: 36% 3rd grade: 57% 4th grade: 57% 5th grade: 55%</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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 to provide support to staff, students and families with technology needs.	\$1,816,341.00	Yes
1.2	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.	\$432,307.00	Yes
1.3	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.	\$14,784,508.00	Yes
1.4	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 Empowering Success (a mentoring program to empower foster youth) chapter meetings and participating in field trips and enrichment activities.	\$24,203.00	Yes
1.5	Supplemental Literacy Program	Literacy is the cornerstone of effective content instruction and students need to engage in reading, writing, listening, and speaking. This action provides supplemental literacy supports to develop skilled readers and writers. All teachers will continue to be trained on the	\$554,554.00	Yes

Action #	Title	Description	Total Funds	Contributing
		supplemental evidence-based writing program - Write from the Beginning and Beyond Program (WTFBB). 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 literacy instruction with supplemental materials and resources that target reading, writing, listening, and speaking. This action includes flexibility for sites to meet specific literacy needs. This action also includes professional learning that builds the capacity of teachers and program assistants in literacy instruction.		
1.6	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
1.7	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)	\$111,920.00	Yes
1.8	STAR Assessment and Supplemental Software Programs	STAR Reading and Math assessments will be administered (4 times a year) to all 1st - 8th grade students. These assessments will be used to monitor students progress, help identify students for interventions, and monitor the progress of students receiving interventions. The math supplemental software programs (including Freckle and Next Gen) will be used for all 1st - 8th grade students to provide targeted skill instruction and increase math achievement and assessment scores. The supplemental reading programs (including MyOn, Accelerated Reader, Lexia Core 5 Reading, and Power Up Literacy) will be used by staff to differentiate reading instruction and provide	\$575,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		targeted skill instruction for TK- 8th grade students of all abilities to increase reading proficiency and to decrease learning gaps.		
1.9	Math Supplemental Software Intervention Programs	Action removed and added to Action 1.8	\$0.00	No
1.10	District Specialists	District specialists will coordinate curriculum needs with school sites, provide and monitor professional learning, 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.	\$1,110,640.00	Yes
1.11	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.	\$90,000.00	Yes
1.12	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.	\$1,606,776.00	Yes
1.13	STEAM	The district promotes Science, Technology, Engineering, Arts, and Math (STEAM) activities as critical to a well-rounded education. Our STEAM activities will cultivate critical-thinking, creativity, innovation, and excellence in the arts and sciences. This action includes art and	\$1,315,913.00	Yes

Action #	Title	Description	Total Funds	Contributing
		music teachers, supplies, materials, professional learning, and consulting. This action also provides flexibility to sites to meet specific STEAM needs.		
1.14	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 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.	\$1,014,058.00	Yes
1.15	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 in ELA and Math.	\$25,000.00	Yes
1.16	Supplemental Reading Software Programs	Action removed and added to Action 1.8	\$0.00	No
1.17	Additional After School Program Classes	Action moved to Extended Learning Opportunities Program (ELOP)	\$0.00	No
1.18	School Libraries	School libraries 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. Libraries provide access to books and are especially necessary for our unduplicated students. This action includes school librarian assistants at all school sites as well as the purchase of school and classroom library books based on site needs.	\$375,631.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.19	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.	\$460,789.00	Yes
1.20	Educational Field Trips	All 4th grade - 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. Sites will have the discretion to include additional field trips in grades TK - 3rd grade.	\$1,189,502.00	Yes
1.21	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
1.22	EL Multi-Year Plan	In consultation 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.	\$28,113.00	Yes
1.23	Intervention Support	Intervention programs under the guidelines of the district MTSS model will be established at each school site. Intervention teachers will provide additional academic and behavior supports for students. Additional support staff will assist with intervention programs by monitoring student outcomes and providing instructional support. This action includes flexibility for sites to purchase materials and supplies specific for their sites needs as well as professional learning	\$2,790,268.00	Yes

Action #	Title	Description	Total Funds	Contributing
		opportunities. Interventions will provide needed support to low-income students, foster youth, and English Learners.		
1.24	Math Multi-Year Plan	In 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. This action will include professional learning regarding mathematical reasoning and number talks.	\$450,000.00	Yes
1.25	Read 180 Software	Read 180 Software will used as an intensive intervention to supplement core instruction in the area of reading and writing for targeted students in 4th-8th grade to improve reading and writing skills and reduce the achievement gaps.	\$50,000.00	Yes
1.26	ELLevaton - Online ELD Support System	An online data management system 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.	\$123,000.00	Yes
1.27	Additional Professional Learning	Action removed and integrated into other actions.	\$0.00	No
1.28	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.	\$309,901.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.29	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)	\$125,000.00	Yes
1.30	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. This action includes the purchase books and supplies.	\$96,113.00	Yes
1.31	Kern Pledge - KiDS	The Kern Integrated Data System (KiDS) platform will be used to monitor student progress using real time student outcome data in order to make informed decisions about what is best for teachers, students, and schools.	\$50,000.00	Yes
1.32	Physical and Health Education	Physical Education (PE) teachers will provide physical education at all elementary school sites. In addition, a district health educator will provide health education. The PE teachers will work with elementary general education teachers collaboratively to provide systematic and skill-based instruction. This action includes the supplies and materials needed for a robust educational experience for our low-income, foster youth, and English Learners. This action includes professional learning to build the capacity of our teachers. Sites will have flexibility in addressing site specific needs.	\$633,614.00	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.

Not all actions in this goal were fully implemented as planned due to limitations from the COVID pandemic such as in-person field trips and lack of substitute teachers for professional learning activities. Some challenges and successes are described below.

Action 1.1 Technology Refresh Plan: A success in implementing this action was improved technology support for students, teachers, staff, and parents. With the addition of two more technology specialists, technology support was provided to over 10,000 requests. In addition, the district was able to provide one to one chrome-books for all students and hot spots for those families in need. A challenge was the distribution of chrome-books to students on quarantine if they were not sent home from school with the technology.

Action 1.2 Beginning Teacher Support: Beginning teachers were provided support through mentors and trainings throughout the year via Zoom. A success in implementing this action was 100% completion of Individualized Learning Plans. A challenge was the lack of available substitute teachers to allow for classroom observations. Teachers worked with their administrators to receive coverage for shorter periods of time to observe other teachers in lieu of half-day or full-day classroom observations.

Action 1.5 Supplemental Writing Program: A success in implementing this action is the continued use of Thinking Maps (TM) and Write From the Beginning and Beyond program (WFTBB) by all grade levels. In addition, new teachers were provided training on the use of TM and WFTBB at the start of the year as part of the onboarding process. A challenge was the lack of substitute teachers which resulted in a pause in the ongoing professional learning on the supplemental evidence-based writing program for all teachers.

Action 1.6 Supplemental English Language Acquisition Program: The district was able to send trainers to attend the EL Symposium to maintain training certification, however it was held through Zoom and the cost was far less than in-person training.

Action 1.8 STAR Assessment Programs: The invoice for the STAR Assessment programs was entwined with the Supplemental Software programs in actions 1.9 and 1.16. As a result, the cost was overestimated and resulted in a substantial carryover. The invoice proved to be a challenge in regards to separating the services of the three actions. As a result, the actions have been consolidated into one for the 2022-23 LCAP.

Action 1.11 Data Analysis Software: The action was implemented as planned however the cost was overestimated and there was a carryover.

Action 1.13 Elementary Music Program: The elementary music teachers were able to provide general music instruction at all elementary sites for 3rd-5th grade teachers and band participation was offered to 5th grade students. \$40,000 was planned for instrument purchases in the event instruments were displaced during the pandemic. However, all instruments were accounted for and the purchase was not necessary at this time.

Action 1.20 Educational Field Trips: During the Spring of 2022, a few in-person field trips were successfully achieved. A challenge was access to educational sites due to COVID pandemic. Field trips could not be arranged due to closures for most of the year. Once sites became available during the Spring of 2022, most were not able to be scheduled due to limited availability.

Action 1.22 EL Multi-Year Plan: A success in implementing this action was the development of a plan to integrate STEAM principles and strategies in 7th and 8th grade designated and integrated English Language instruction. A challenge was the lack of substitutes for instructional day trainings. Professional learning activities were postponed to next year.

Action 1.23 Intervention Support: Program assistants were able to provide intervention support under the supervision of site academic coaches that prioritized unduplicated students. Sites were able to provide three cycles of intervention and use STAR Reading and CBM data to monitor progress. All students were provided universal supports; some students were provided additional supports, and few students were provided intensive supports. A challenge was the quarantine protocol that created gaps in instruction due to student and staff absences.

Action 1.24 Math Multi-Year Plan: The district was able to implement plan developed in consultation with KCSOS. However, some of the training was moved to Zoom due to COVID restrictions and lack of substitute teachers.

Action 1.27 Additional Professional Learning: Due to lack of substitute teachers, the planned additional professional learning was cancelled. For the 2022-23 LCAP, this action has been retired and professional learning will be embedded in other actions.

Action 1.29 SWIFT/Multi-Tiered System of Support: The partnership with SWIFT was successfully implemented this year with some of the professional learning and consulting occurring over Zoom due to COVID restrictions. Due to the contract specifications and other funding sources, the \$50,000 was not expended at this time.

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

GFUSD conducted an analysis of material differences between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2021-22 LCAP Goal 1 was \$25,577,616. The estimated actual expenditures for 2021-22 LCAP Goal 1 was \$22,831,156. The difference is \$2,764,460.

The substantive difference (\$662,210) was in action 1.1, Technology Refresh, due to an overestimation of the number of chromebooks that needed to be replaced at the end of distance learning and the return to in-person instruction.

The substantive difference (\$564,767) were in actions 1.2, Beginning Teacher Support, 1.5 Supplemental Writing Program, 1.6 Supplemental English Language Acquisition Program, 1.22 ELD, 1.23 Intervention, 1.24 Math Multi-Year Plan, and 1.27 Additional Professional Learning, due to lack of substitute teachers and paraprofessional and low interest in extra-duty.

The substantive difference (\$180,709) in action 1.8, Supplemental STAR Assessments, (-\$45,652) in action 1.9, Supplemental Math Software, and (-\$16,879) in action 1.16, Supplemental Reading Software was due to a combined invoice for the assessments and software programs.

The substantive difference (-\$139,921) were in actions 1.10 District Specialists, 1.12 Academic Coaches, 1.14 TK Program, 1.18 Library Assistants, 1.19 Bilingual Assistants, and Maintenance of AP salaries, due to one-time off schedule salary increase.

The substantive difference (\$60,506) was in action 1.13, Elementary Music Teachers, due to an overestimation of the number of musical instruments that needed to be replaced at the end of distance learning and the return to in-person instruction.

The substantive difference (\$980,015) was in action 1.20, Educational Field Trips, due to restrictions on in-person field trips following County Department of Public Health guidelines.

The substantive difference (-\$49,405) was in action 1.29 due to a contract that ends in December 2022 at which time payment is due.

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

LCAP Goal 1 is to improve academic achievement for all students.

- STAR Reading results for 2021-22 show 29.4% of students met proficiency in grade level reading, which is a decline of 1.1%. STAR Math results for 2021-22 show 18.3% of students met proficiency in grade level math, which is a decline of nearly 6% from the previous year.

- Although STAR Reading and STAR Math overall scores are lower than the previous two years, the gains between fall and winter scores were much greater this year. As students returned to in-person instruction in 2021-22 gains in reading and math have accelerated compared to the 2020-21 school year. Students in reading achieved an average of 46 growth percentile points between Fall 2021 and Winter 2022 assessment results; an acceleration from the previous year that had an average of 39 growth percentile points during the same assessment window. Students in math achieved an average of 48 growth percentile points between Fall 2021 and Winter 2022 assessment results; a rebound from the previous year that had an average of 37 growth percentile points during the same assessment window. Our additional and intensive interventions have accelerated reading and math growth as compared to the previous year (Action 1.23).
- The district EL reclassification rate dropped to 7.0% which mirrors similar drops in state and county rates.
- Staff rated district at level 4 - Full Implementation for ELA and Math and level 3 - Initial Implementation for NGSS, History, and ELD. This rating is the same as the previous year.
- 100% site participation in MTSS professional learning for 2021-22 and extension of SWIFT partnership through the 2023-24 academic school year.

Based on an analysis of these results, the district believes actions in Goal 1 are showing to be effective in making progress towards the goal. The decline in STAR Reading scores is attributed to the remote administration of this assessment in Winter 2021 that set the baseline. The independent administration of the assessment could not be verified and the validity of the results may be in question. Data from 2021-22 shows that students are making great gains in both reading and math. Although the EL reclassification rate dropped considerably, most likely this is due to a change to the criteria for reclassification. The new reclassification criteria is more rigorous and has subsequently reduced the number of students eligible for reclassification. It also reflects the challenges of assessing students during distance learning. The district has created ELD benchmarks to monitor EL progress and prioritized EL students for interventions. MTSS professional learning throughout the year has moved the district towards improving the overall collaborative educational system that provides supports for all students, and additional supports and intensive supports for those students that need them. The district is confident that these efforts along with the return of in-person instruction will result in progress towards goal 1.

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.

Based on an analysis of Goal 1, the following changes will be made for the 2022-23 LCAP year.

No changes to planned goal.

Metrics for Goal 1: Priority 1 c. School Facilities: The goal has been modified to maintain “Good Repair” for all schools to more accurately reflect the status goal for all school sites and the desired outcome has been modified to maintain “Good Repair” for all schools.

Metrics for Goal 1: Priority 4 a. state assessments have been corrected. Due to clerical error, state science scores reflected state results rather than district results. In addition, local assessments were revised to show state benchmark default results for both Winter 2021 and Winter 2022 in order to fairly compare the two years. The desired outcomes were also revised to show an increase of 6% each year based on the revised baseline scores.

Metrics for Goal 1: Priority 8 a. Smarter Balanced ELA and Math Interim Assessment Blocks (IABs). Due to changes in district required IABs, the metric has been revised to only curriculum-based measures (CBM) in grades K-5th grade.

Based on the analysis of survey results and focus group input, several actions were enhanced, a few were consolidated for efficiency purposes, and two new actions were created.

Action 1.5 Supplemental Writing Program has been enhanced to include other components of literacy and renamed Supplemental Literacy Program. The action provides supplemental literacy supports to develop skilled readers and writers. This action includes flexibility for sites to meet specific literacy needs. In addition, the action includes professional learning opportunities.

Action 1.8 STAR Assessment Programs has been consolidated with actions 1.9 Math Supplemental Software Intervention Programs and 1.16 Supplemental Reading Software Programs and renamed STAR Assessment and Supplemental Software Programs for efficiency purposes and record keeping.

Action 1.13 Elementary Music Program has been enhanced to expand music instruction to all grade levels. This includes additional music teachers at elementary sites, art teachers at each middle school, and science, technology, engineering, and math exploration. Educational partners overwhelmingly voiced an interest in expanding STEAM opportunities to all students. This action includes flexibility for sites to meet specific needs. In addition, the action includes professional learning opportunities.

Action 1.17 Additional After School Program Classes has been retired due to additional funding. This action has been moved to ELOP.

Action 1.18 School Libraries has been enhanced to include the purchase of school and classroom library books.

Action 1.20 Educational Field Trips has been enhanced to include site flexibility in offering educational field trips to students in grades TK-3rd to meet their site specific needs.

Action 1.23 Intervention Support has been enhanced to include intervention teachers at each elementary site and restorative teachers at each middle school site. This action also includes additional support staff to assist with intervention programs. This actions includes flexibility for sites to purchase materials and supplies specific for their site needs as well as professional learning opportunities.

Action 1.32 Physical and Health Education is a new action that has been added based on our educational partners input in providing more physical education opportunities and health education. This action includes physical education teachers for elementary sites as well as site flexibility in purchasing supplies and materials to meet their site needs. In addition, professional learning opportunities would be include to build the capacity of staff in the area of physical education and health education.

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

Goals and Actions

Goal

Goal #	Description
2	<p>Safe and Orderly Environment</p> <p>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.</p> <p>Priorities: 5, 6</p>

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 2021-22 District Needs Assessment Survey showed 68.2% of students feel safe when at school and 90.1% 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, DataQuest shows the chronic absenteeism rate has increased to 18.7% for all students. We believe this increase is a result of the COVID 19 pandemic. The chronic absenteeism rate for our English learners, foster youth, and low-income students was even higher at 20.5%, 38.3%, and 19.4% respectively.

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			Priority 5 - Pupil Engagement
a. Attendance rates Data Source: Local (Aeries) Goal is to have a .5% growth each year. Goal has been revised to: 96.0% or greater.	a. District-wide attendance rate was 95.38% for 2019-20.	a. District-wide attendance rate was 94.10% for 2020-2021.			a. District-wide attendance rate will be 96.88%. Desired outcome revised to: 96.0% or greater.
b. Chronic absenteeism (CA) rate Data Source: CA Dashboard and DataQuest Goal is to have a .5% decrease each year.	b. 2019 CA Dashboard - the district-wide chronic absenteeism rate was 9.7%.	b. District-wide chronic absenteeism rate was 18.7% in 2020-2021.			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. 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	NA			d. NA
e. High School graduation rates - NA	e. NA	NA			e. NA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6 - School Climate	Priority 6 - School Climate	Priority 6 - School Climate			Priority 6 - School Climate
a. Suspension rates Data Source: DataQuest 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.	a. DataQuest (2019-20) 2% of all students were suspended. 5.5% of African American students were suspended.	a. DataQuest (2020-2021) 0% of all students were suspended. 0% of African American students were suspended.			Priority 6 - School Climate a. 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. 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 Goal is to improve by 6%.	c. Results from the 2020-21 Student District Needs Assessment for grades 4th through 8th show that: <ul style="list-style-type: none"> 76.0% of our students report they look forward to participating in school each day. 	c. Results from the 2021-22 Student District Needs Assessment for grades 4th through 8th show that: <ul style="list-style-type: none"> 63.9% of our students report they look forward to participating in school each day. 			c. <ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 83.3% of our students report teachers keep them informed of their academic progress. 74.3% of our students feel safe at school. 	<ul style="list-style-type: none"> 82.5% of our students report teachers keep them informed of their academic progress. 68.2% of our students feel safe at school. 			their academic progress. <ul style="list-style-type: none"> 86.3% of our students will feel safe at school.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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. Sites will have flexibility to address specific site needs.	\$282,842.00	Yes
2.2	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.	\$153,298.00	Yes
2.3	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.	\$296,680.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	After School Enrichment	Action moved to Extended Learning Opportunities Program (ELOP)		No
2.5	School Social Workers	School social workers will support sites with high-risk students emphasizing support to low-income students, foster youth, and English learners. Materials and supplies include behavior modification curriculum.	\$1,097,994.00	Yes
2.6	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.	\$621,303.00	Yes
2.7	Student Supports	Director of School Safety and Student Services 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.	\$61,898.00	Yes
2.8	Behavior Intervention	Behavior interventions will be provided at all school sites. 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. This action includes site flexibility to meet specific site needs.	\$1,056,970.00	Yes
2.9	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

Action #	Title	Description	Total Funds	Contributing
2.10	Student Intervention Facilitators	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.	\$638,558.00	Yes
2.11	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.	\$347,132.00	Yes
2.12	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
2.13	Invest in School Facilities to Expand Opportunities	The district will grow services by investing in school facilities and amenities such as upgrading existing running tracks at our middle schools and contributing to a district gym that will function as a multi-use facility for sports and performing arts events. This action will expand engagement opportunities especially for unduplicated students who tend not to have such facilities and amenities available at their home or within the greater Greenfield community.	\$7,006,977.00	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.

All actions in this goal were fully implemented as planned however due to the COVID pandemic there were challenges such as lack of substitute teachers for professional learning activities and vacancies in support staff positions. Some challenges and successes are described below.

Action 2.3 Student Attendance Support: A success in implementing this action was the data analysis using the A2A system to address attendance concerns and provide targeted intervention. A challenge was the increase in chronic absenteeism due to the CDPH guidelines that require quarantine and contact tracing. In order to address this increase, an Attendance Supervisor was added to support site SIFs in providing attendance support to families.

Action 2.4 After School Enrichment: This action was fully implemented but removed from the LCAP and moved to the ELOP.

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

GFUSD conducted an analysis of material differences between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2021-22 LCAP Goal 1 was \$3,315,975. The estimated actual expenditures for 2021-22 LCAP Goal 1 was \$3,315,975. The difference is -\$331,596. The substantive difference (-\$366,395) were in actions 2.1 PBIS, 2.2 Safety Personnel, 2.3 Attendance Support, and 2.10 Student Intervention Facilitators due to additional staff/and or extra duty for existing staff to support school sites as they transitioned back to in-person instruction. A substantive difference (-\$72,709) were in actions 2.6 Additional Custodians and 2.8 Behavior Intervention due to additional concentration funding for additional staff. A substantive difference (\$101,150) was in action 2.4 After School Enrichment due to additional funding through the Expanded Learning Opportunities Program.

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

LCAP Goal 2 is to provide a safe and orderly environment for all.

- The district-wide attendance rate has decreased in 2020-21 by less than 1.5% as compared to the previous year. However, there was a significant increase in chronic absenteeism jumping from 9.7% to 18.7%. This increase is in step with county and state increases due to the COVID-19 pandemic.
- Attendance rate for foster youth outperformed all students in 2021-22. In addition the chronic absenteeism rate for foster youth was lower for foster youth compared to all students in 2021-22.
- Suspension rates for all students in 2020-21 was 0% due to distance learning. Although suspensions are increasing in 2021-22 compared to 2020-21, they are trending lower than the baseline year of 2019-20.

- The number of students that reported they look forward to school each day and feel safe at school has decreased since 2020-21. Classroom Circles (Restorative Circles) has been implemented at all school sites in all grades. 87% of the students (grades 3rd-8th) believe that classroom circles are having a positive impact in their class.

Based on an analysis of these results, the district believes actions in Goal 2 are showing to be effective in making progress towards the goal. Although the district-wide attendance rate has decreased from the previous year, the impact is due to the COVID-19 pandemic and distance learning. During distance learning in 2020-2021, teachers were able to quickly pivot to online instruction utilizing Screencastify, Zoom, and Google classroom. Teachers were able to reach out to families through Zoom and provide support as they worked in partnership to keep students engaged. The district anticipates the attendance rate for 2021-22 may decrease more due to quarantine and contact tracing procedures that were implemented in accordance with public health guidelines. The district has implemented restorative circles in all grades and restorative classrooms in the middle schools in 2021-22. A district-wide referral process was enacted in 2021-22 to provide support for students in the area of academics, behavior, social-emotional learning, health, family trauma, speech, and other needs. According to the data from the beginning of the year up until April 2022, over 550 referrals were made by teachers, parents, and staff at the elementary sites and over 1100 referrals at the middle school sites. Over 60% of all referrals were in regards to behavior, family trauma, and/or social-emotional needs. The majority of the referrals were directed to the school social workers and counselors. The district was prepared to address the increased social-emotional needs of our students as they returned to in-person instruction. As the impact of the pandemic continues, the district continues to provide the support to address student needs.

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.

Based on an analysis of Goal 2, the following changes will be made for the 2022-23 LCAP year.

No changes to the planned goal.

Metrics for Goal 1: Priority 5 a. Attendance rates: The goal has been modified to 96.0% or greater for all schools to more accurately reflect a reasonable goal for attendance rate. The desired outcome has been modified to 96.0% or greater for all schools.

Based on the analysis of survey results and focus group input, several actions were enhanced and a new action was created.

Action 2.1 PBIS has been enhanced to include flexibility for sites to meet specific PBIS needs. The action also includes professional learning opportunities.

Action 2.5 School Social Workers: Additional site school social workers will provide support.

Action 2.8 Behavior Intervention: The action has been enhanced to include behavior interventions at all school sites, including the materials, supplies, and professional learning opportunities based on site needs.

Action 2.13 Invest in School Facilities to Expand Opportunities: This is a new action that has been added based on educational partner feedback. This action aims to provide access to our unduplicated students to the same educational opportunities including athletic and fine arts facilities as their peers in neighboring communities. By investing in school facilities, students will want to come to school which will reduce chronic absenteeism. This action includes investing in new facilities as well as enhancing and improving existing facilities.

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

Goals and Actions

Goal

Goal #	Description
3	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 4 (Full 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 received from recent surveys and meetings, parents, students, 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 input and survey, 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			Priority 3 - Parent Engagement

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>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)</p>	<p>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)</p>	<p>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)</p>			<p>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)</p>
<p>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-Self Reflection Tool and Local</p>	<p>b. 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.</p>	<p>b. 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.</p>			<p>b. 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.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>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)</p> <p>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</p>	<p>Rating: 4(Full Implementation)</p> <p>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</p>	<p>community. Rating: 4 (Full Implementation).</p> <p>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.</p>			<p>Goal: Maintain 4(Full Implementation)</p> <p>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.</p>
c. How the school district will promote parental participation in programs for students with	c. Outreach (flyers, messages to phone and email, recruitment at school sites) targeting parents of	c. Outreach (flyers, messages to phone and email through Parent Square, recruitment at school			c. Maintain outreach to parents of students with disabilities to encourage participation in School

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	students with disabilities is used to encourage participation in School Site Council and the District Advisory Committee/ District English learner Advisory Committee.	sites) targeting parents of students with disabilities is used to encourage participation in School Site Council, the District Advisory Committee/ District English learner Advisory Committee, and District African American Parent Advisory Committee.			Site Council and the District Advisory Committee/ District English learner Advisory Committee.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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.	\$782,079.00	Yes
3.2	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.	\$20,007.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	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.	\$248,424.00	Yes
3.4	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.	\$46,000.00	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.

Not all actions in this goal were fully implemented as planned due to limitations from the COVID pandemic such as a freeze on in-person family engagement activities and training and nutrition classes. Some challenges and successes are described below.

Action 3.1 Student Health and Family Wellness: A success in implementing this action was the resources provided to families in our community through the Greenfield Family Resource Center. Additional nurses were able to provide support to families as they navigated the quarantine and contact tracing process. A challenge was the limitations for parent engagement activities due to restrictions on in-person gatherings. Nutrition classes were not able to be implemented.

Action 3.3 Parent Outreach: A success in implementing this action was the increased participation via Zoom by parents at the District African American Parent Advisory Committee. Participation doubled from the previous year. An average of 30 families attended each of the committee meetings.

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

GFUSD conducted an analysis of material differences between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2021-22 LCAP Goal 3 was \$922,694. The estimated actual expenditures for 2021-22 LCAP Goal 3 was \$901,909. The

difference is \$20,785. The substantive difference (-\$59,791) was in action 3.1 Student Health and Family Wellness due to additional staff salary and extra-duty to support quarantine procedures including contact tracing. The substantive difference (\$75,776) were in actions 3.2 Tobacco Use Prevention Education (TUPE) program and 3.3 Parent Outreach due to restrictions on in-person gatherings.

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

LCAP Goal 3 is to have strong school and community relationships.

Parent engagement activities have shown an increase with the addition of Zoom.

The Family Engagement and Community Liaison has been able to provide some training to site Parent Outreach Liaisons. However, some activities were postponed due to limitations by the COVID-19 procedures and guidelines. Nonetheless, participation in our District African American Parent Advisory Committee has doubled from a year ago. Other district and site outreach events also increased in participation through the use of Zoom which provided more options and flexibility for our parents. Based on an analysis of these results, the district believes actions in Goal 3 are showing to be effective in making progress towards the goal. Although the majority of district-wide family engagement activities were held virtually, parents were provided important information, participated in the decision-making process, and engaged in meaningful learning opportunities. After over a year of distance learning, the use of tobacco and more precisely vaping has increased throughout the district, especially in the middle schools. The need for tobacco-use education and anti-substance education is more important than ever. Restorative teachers have been able to address the issue with students in the middle schools.

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

No changes to planned goal, desired outcome, or actions.

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

Goals and Actions

Goal

Goal #	Description
4	Addressing Learning Loss Due to COVID-19 This goal has been retired and actions have been embedded in goals 1 - 3.

An explanation of why the LEA has developed this goal.

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Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
a. Statewide assessments 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.	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% African American - 31.26% Students with Disabilities - 9.18% Math: Students scored standard met or standard exceeded All students - 35.24%	a. No 2020 and 2021 CAASPP scores. Did not test CAASPP ELA, Math, or Science because of viability issues due to the pandemic. See STAR data below.			a. 2023 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% Students with Disabilities - 27.18% Math: Students scored standard met or standard exceeded All students - 53.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Low-income - 34.32%</p> <p>English learners - 6.78%</p> <p>Foster Youth -19.0%</p> <p>Homeless - 14.71%</p> <p>African American - 21.39%</p> <p>Students with Disabilities - 6.97%</p> <p>Science: Students scored standard met or standard exceeded</p> <p>All students - 29.93%</p> <p>Low-income - 18.76%</p> <p>English learners - 2.9%</p> <p>Homeless - 14.86%</p> <p>African American - %</p> <p>Students with Disabilities - 8.10%</p> <p>Due to clerical error, the above Science scores reflect state not district scores. The correct district scores are as follows:</p> <p>Science: Students scored standard met or standard exceeded</p> <p>All students - 24.05%</p> <p>Low-income - 23.16%</p> <p>English learners - 0.92%</p>				<p>Low-income - 52.3%</p> <p>English learners - 24.78%</p> <p>Foster Youth -37.0%</p> <p>Homeless - 32.71%</p> <p>African American - 39.39%</p> <p>Students with Disabilities - 24.97%</p> <p>Science: Students scored standard met or standard exceeded</p> <p>All students - 47.93%</p> <p>Low-income - 36.67%</p> <p>English learners - 20.9%</p> <p>Homeless - 32.86%</p> <p>African American - %</p> <p>Students with Disabilities - 26.10%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Homeless - 16.67%</p> <p>African American - 11.54%</p> <p>Students with Disabilities - 2.61%</p> <p>Local Measure: STAR Assessments: 2021 winter results</p> <p>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%</p> <p>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%</p>				<p>Local Measure: STAR Assessments: winter results</p> <p>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%</p> <p>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%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Students with Disabilities - 16.1%</p> <p>The above STAR scores are based on the district benchmark setting. In 2021-2022, the district changed the setting to the state benchmark. As a result, the STAR Assessment 2021 Winter results have been updated to reflect the state benchmark setting:</p> <p>STAR Reading: students scored proficient or higher. All students - 30.5% Low-income - 28.9% English learners - 14.3% Foster Youth - 21.6% Homeless - 21.0% African American - 22.3% Students with Disabilities - 9.5%</p> <p>STAR Math: students scored proficient or higher. All students - 24.2%</p>	<p>Local Measure: STAR Assessments: 2022 winter results (state benchmark setting)</p> <p>STAR Reading: students scored proficient or higher. All students - 29.4% Low-income - 27.8% English learners - 10.4% Foster Youth - 16.7% Homeless - 14.8% African American - 21.3% Students with Disabilities - 5.2%</p> <p>STAR Math: students scored proficient or higher. All students - 18.3% Low-income - 17.4% English learners - 9.0% Foster Youth - 7.8% Homeless - 7.0% African American - 9.8% Students with Disabilities - 3.7%</p>			<p>The above STAR scores are based on the district benchmark setting. In 2021-2022, the district changed the setting to the state benchmark. As a result, the STAR Assessment desired outcome results have been updated to reflect the state benchmark setting:</p> <p>STAR Reading: students scored proficient or higher. All students - 48.5% Low-income - 46.9% English learners - 32.3% Foster Youth - 39.6% Homeless - 39% African American - 40.3% Students with Disabilities -27.5%</p> <p>STAR Math: students scored proficient or higher. All students - 42.2% Low-income - 41.5%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Low-income - 23.5% English learners - 16.8% Foster Youth - 10.9% Homeless - 11.0% African American - 15.8% Students with Disabilities - 6.4%				English learners - 34.8% Foster Youth - 28.9% Homeless - 29% African American - 33.8% Students with Disabilities - 24.4%
b. % of pupils that have successfully completed A-G requirements - NA	b. NA	b. NA			b. NA
c. % of pupils that have successfully completed CTE pathways - NA	c. NA	c. NA			c. NA
d. % of pupils who have successfully completed both B & C - NA	d. 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. Did not test in 2019-20 because testing was suspended due to the pandemic. Data unavailable on the CA Dashboard for 2020-21. Based on Local Data Source (KiDS) 31% of English learners are making progress towards			e. 68.2% of ELs will make progress towards English language proficiency.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		English language proficiency.			
f. EL reclassification rate - Data Source: Local (2019-20) Corrected: Data Source: DataQuest (2019-20) Goal is to increase by 6% each year.	f. EL Reclassification rate - 26.4% of ELs were reclassified.	f. 2020-2021 EL Reclassification rate - 7.0%			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			g. NA
h. Pupils prepared for college by the EAP - NA	h. NA	h. NA			h. NA

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Extending Instructional Learning Time	Action retired.	\$0.00	No
4.2	Accelerating Learning Progress	Action retired.	\$0.00	No
4.3	Integrated Student Supports	Action retired.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	Social Emotional Well Being	Action retired.	\$0.00	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.

Not all actions in this goal were fully implemented as planned due to limitations from the COVID-19 pandemic such as in-person gatherings. Some challenges and successes are described below.

Actions 4.1 and 4.2: A success in implementing these actions was the availability of extended learning opportunities and additional intervention support materials. Some of the planned activities were funded through other additional funds. Summer school was available to all students. In addition expanded learning opportunities were available through the After School Program. Priority was given to our low-income, English learners, and foster youth. Intervention materials were purchased for school sites to accelerate learning progress. In addition, small group instruction and tutoring was offered by credentialed and classified staff before and after school.

Action 4.3: A challenge in implementing this action was the restrictions for in-person gatherings that resulted in a freeze on many parent educational programs.

Action 4.4: A success in implementing this action was the training on restorative social-emotional strategies to address student behaviors. The results of the District Needs Assessment Survey- Students showed great positive feedback about restorative circles.

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

GFUSD conducted an analysis of material differences between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2021-22 LCAP Goal 4 was \$7,040,289. The estimated actual expenditures for 2021-22 LCAP Goal 4 was \$7,016,000. The difference is \$24,289.

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

LCAP Goal 4 is to address learning loss.

STAR Reading results for 2021-22 show 29.4% of students met proficiency in grade level reading, which is a decline of approximately 1% from the previous year. STAR Math results for 2021-22 show 18.3% of students met proficiency in grade level math, which is a decline of nearly 6% from the previous year.

Unduplicated students had a greater decline in both reading and math as compared to all students.

The district EL reclassification rate dropped to 7.0% which mirrors similar drops in state and county rates.

31% of English learners are making progress towards English language proficiency which has dropped from 50.2% in 2019. 100% of English learners are provided designated English learner instruction, have access to Multi-tiered System of Support (MTSS) and extended day programs. 100% site participation in MTSS professional learning for 2021-22 and extension of SWIFT partnership through the 2023-24 academic school year.

Based on an analysis of these results, the district believes actions in Goal 4 are showing to be effective in making progress towards the goal. The decline in STAR Reading scores is attributed to the remote administration of this assessment in Winter 2021 that set the baseline. The independent administration of the assessment could not be verified and the validity of the results may be in question. In addition, math scores suffered a greater decline which is more dependent on teacher instruction to introduce new math concepts each year. Due to the surge in COVID-19 cases during the 2021-2022 school year, as well as quarantine procedures and student and teacher absences, the introduction and mastery of math concepts was a challenge. Although the EL reclassification rate dropped considerably, most likely this is due to a change to the criteria for reclassification. The new reclassification criteria is more rigorous and has subsequently reduced the number of students eligible for reclassification. It also reflects the challenges of assessing students during distance learning. The district has created ELD benchmarks to monitor EL progress and prioritized EL students for interventions. Through its partnership with SWIFT, the district has put in place processes to give priority to low-income, English learners, and foster youth for intervention supports. In addition, sites were able to purchase evidence-based interventions to meet the needs of their intervention and urgent intervention groups. MTSS professional learning throughout the year has moved the district towards improving the overall collaborative educational system that provides supports for all students, and additional supports and intensive supports for those students that need them. With the enhancement of actions in Goals 1-3, the district is confident that these efforts along with the return of in-person instruction will result in progress towards addressing learning loss.

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.

Based on the analysis of Goal 4 and input received from educational partners, Goal 4 will be retired given the fact that Goals 1-3 have enhanced actions to address learning loss.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$35,586,650	\$4,662,710

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
42.71%	9.00%	\$7,096,663.00	51.71%

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

Required Descriptions

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

After assessing the needs, conditions, and circumstances of our low-income students, English learners, and foster youth, we learned that there is an academic achievement gap between all students and our unduplicated students as measured by the STAR assessments. The academic achievement for our low-income students was 1% lower in both Reading and Math than for all students. For English learners, the achievement gap is 19% in Reading and 9.3% in Math. For our foster youth the gap is 12.7% in reading and 10.5% in math. In order to address this condition, 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.

As the district transitioned back to in-person instruction, families continued to need internet access and devices to support instruction when students were placed in quarantine. Based on recent survey results, 90.6% of students rely on the district technology to access instruction. In addition, our educational partners 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 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 1.8, 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 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 needs.

According to the results of the Teacher Candidate Survey, 96% of beginning teachers believe that mentor support has positively impacted their classroom practice. In order to address the needs of our beginning teachers, professional learning in core content areas to accelerate learning will be provided throughout the year (Action 1.2). 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, provide and monitor professional learning, 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, 1.15, 1.11). 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.

According to the 2022 winter STAR Reading results, 52% of our low-income students, 73% of our English learners, and 67% of our foster youth scored below the 25th percentile. This signifies that the majority of our unduplicated students need reading intervention support. During our educational partner 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. Our educational partners 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 student 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). Intervention teachers and support staff will provide small group interventions. Priority will be given to unduplicated students for interventions (Action 1.23). Transitional kindergarten classes will be added to support the preparation of all students (including low income students, foster youth, and English learners) for kindergarten and academic success (Action 1.14). By maintaining smaller class sizes, we expect staff will be able to meet the needs of our unduplicated students by offering more small group instruction.

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 reading and writing performance. ELPAC data shows only 8% of English learners scored well-developed in the area of writing and 7% scored well-developed in reading, 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 reading and 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 reading and writing instruction with supplemental materials and will be provided professional learning opportunities to improve their literacy 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 reading and writing will be greater for these groups than for all students.

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%. Furthermore, only 6.91% of our English Learners had an overall performance level of well-developed on the summative ELPAC assessment in 2020-21 and 3.84% had a written language performance level of well-developed. 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 development 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 for English learners, Ellevation, an online data management system will be implemented to monitor and communicate the progress of English learners and students reclassified as fully English proficient (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). The benefits of bilingual education which include increased achievement scores, higher self-esteem, and increased creativity and problem-solving is supported by our educational partners. The district has developed a plan to implement dual language immersion classes beginning in transitional kindergarten and kindergarten in the academic year of 2024-2025. Interested teachers would receive Bilingual Authorization (BILA) through California State University - Bakersfield and participate in professional learning activities beginning in the 2022-2023 school year (Action 1.30). 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.

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 our 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 CAASPP ELA and math assessments by 6% annually including all subgroups. In order to address this issue, the 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 (four 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 Educational Software for Guiding Instruction (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 through ELA and math (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.

A review of educational partners' 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, nurture creativity, and increase engagement. Research indicates that low-income students that have access to the arts academically outperform those that do not. In order to provide a more well-rounded educational experience, general music instruction will be provided at all elementary schools and art instruction at the middle school. The elementary music programs will also provide access to band instruction for 5th graders with a priority given to low income students. The music teachers will participate in training in music instruction to improve student engagement and achievement. In addition, students will be provided opportunities to participate in science, technology, engineering, and math activities to increase engagement and critical thinking skills in order to better prepare them for the competitive job market (Action 1.13). Access to high quality reading materials is a priority for the district. 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.

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 CAASPP 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 an action 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 CAASPP 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 an equity-based Multi-Tiered System of Support for inclusive education to improve academic outcomes for all students (Action 1.29).

After assessing the needs, conditions, and circumstances of our low-income, English learner, and foster youth, the district needs assessment results showed that over 31% of parents and over 35% of students believe that physical education is an area for the district to focus on to support student success. In addition, parents and administrators shared increased concern over the rise of vaping among children. Our district serves vulnerable groups that are at higher risk for adverse health outcomes. To address this need, physical education teachers at the elementary schools will provide structured physical activities and build skills through a collaborative effort with general education teachers and a district health educator will provide pertinent health education (Action 1.32).

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). The Director of School Safety and 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). SWIFT will be utilized to ensure students receive an equity-based MTSS for inclusive education to improve behavior and attendance outcomes for all students (Action 2.12). 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). School social workers will 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 (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.

In reviewing the 2019 CA Dashboard 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. During the pandemic years of 2020-21 and 2021-22 (data unavailable for 2019-2020), chronic absenteeism rates have climbed significantly higher, especially for our African-American students as compared to all 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). 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.

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 (Action 2.6).

For the 2020-21 school year, DataQuest shows the chronic absenteeism rate increased to 18.7% for all students from the previous year. The chronic absenteeism rate for our English learners, foster youth, and low-income students was even higher at 20.5%, 38.3%, and 19.4% respectively. Preliminary reports for 2021-22 show a significant rise in chronic absenteeism. In the 2019-20 school year, DataQuest shows the suspension rate for foster youth and low-income students higher than all students with foster youth at a significantly higher rate of 15.5% compared to 2.0% for all students. Our unduplicated students have been especially impacted by the COVID-19 pandemic. According to a report by the Center on Reinventing Public Education, the negative impacts of the pandemic were greater for low-income students and students of color causing them to fall even greater behind (CRPE, 2022) . State Board of Education President Linda Darling Hammond in her article "Accelerating Learning As We Build Back Better" points out that low-income families and communities of color have had higher rates of infection, hospitalization and death, as well as financial distress resulting in increases in food and housing insecurity (Darling-Hammond, 2021). Furthermore, chronic absenteeism was twice as likely for these student groups further exacerbating the academic divide (CRPE, 2022). This last year has shown a significant increase in chronic absenteeism and a decline in enrollment in the district. Many of our students

are finding barriers to attending school regularly and some are disengaging completely. Offering students and families rich opportunities for physical activity and artistic expression will increase engagement and provide a sense of agency. Hammond argues, “students need to engage in outdoor play and exercise, expressive arts ... that support brain development and learning.” In addition, student focus groups expressed frustration at the lack of updated facilities and equipment. Students requested more sports and amenities like tracks and gyms as well as performing arts opportunities such as dedicated fine arts facilities. Sports, physical education activities, and art and music activities were often cited as reasons why students enjoy coming to school. Other educational partners including classified employees and parent advisory groups shared similar concerns with the state of facilities and the need to beautify campuses and provide access to sport facilities. For example, some students shared the poor condition of the track at one of the middle schools while others pointed out that every year the track needs to be redrawn since it is not a “real” track. A report titled “Education Equity Requires Modern School Facilities” by Filardo, Vincent, and Sullivan argues that quality facilities play an important role in a school’s climate. Modern school facilities promote a positive learning environment and encourage children to want to come to school (Filardo, M., Vincent J.M., & Sullivan, K., 2018).

This action will grow services in quality and quantity by enhancing existing facilities/amenities such as running tracks at our middle schools and investing in new facilities/amenities for district-wide use such as gyms and performing arts facilities. All GFUSD sites will have access to the enhanced facilities and amenities as students will be provided specific opportunities to participate in district-wide activities such as track events and performing arts activities such as theater and additional music and drama experiences. The facilities would also be used to host family engagement activities such as a district arts and music festival and sporting events. When students and families feel included and like they belong as a result of additional and enhanced services and opportunities, school connectedness and attendance rates improve and chronic absenteeism and suspension rates decrease. The extent that students can improve in academic outcomes hinges on attending school regularly. As a result of this action, we expect chronic absenteeism and suspension rates to be reduced as student attendance rates increase, and student achievement outcomes to improve, especially for our foster youth and low-income students (Action 2.13).

Because of the lack of access to athletic facilities and related amenities as well as performing arts facilities in the greater community area, the district expects that the benefits to our English learners, foster youth, and low-income students will be greater than for all students as reflected in student engagement metrics including a reduction in chronic absenteeism rates as well as suspension rates.

CDC. (2021, July 16). COVID Data Tracker. <https://www.cdc.gov/coronavirus/2019-ncov/covid-data/investigations-discovery/hospitalization-death-by-race-ethnicity.html>

Center on Reinventing Public Education (2022, August). Student Achievement Gaps and the Pandemic: A New Review of Evidence from 2021-2022. https://crpe.org/wp-content/uploads/final_Academic-consensus-panel-2022.pdf

Darling-Hammond, L. (2021). Accelerating Learning As We Build Back Better. Forbes. <https://www.forbes.com/sites/lindadarlinghammond/2021/04/05/accelerating-learning-as-we-build-back-better/?sh=5748d4f36722>

Filardo, M., Vincent J.M., & Sullivan, K. (2018). Education Equity Requires Modern School Facilities. BuildUSschools.org <https://dl.airtable.com/.attachments/45beacbb02f5f405439901fbf95679b2/97242231/EducationEquityRequiresModernSchoolFacilities.pdf>

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 2021-22 results of the Local Indicator Priority 3-Self Reflection Tool parents and staff rated the district a 3 (Initial Implementation) in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement, and evaluate family engagement activities at school and district levels. 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 educational partner 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_Schoolbased_parental_involvement_as_a_predictor_of_achievement_and_school_learning_environment_An_elementary_schoollevel_analysis/links/5a09e1fc0f7e9bb949f9664a/School-based-parental-involvement-as-a-predictor-of-achievement-and-school-learningenvironment-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 strengthen 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). According to survey results prior to the pandemic, 754 parents out of 3,316 surveyed stated they are aware or have participated in the district nutrition classes. Although nutrition classes have been suspended during the pandemic, the goal is to return to in-person nutrition classes for the upcoming year. 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 a greater rate than all families.

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.

As identified in the Identified Need, Engaging Educational Partners, and Metrics sections, district reading scores, ELPAC scores, progress toward English proficiency rate, reclassification rates, and input from various educational partners identified EL students are struggling with literacy skills. To address this need English learners will be provided with additional resources and supports to increase their language proficiency (Action 1.6, 1.19, 1.26). English learners will receive additional opportunities to increase their academic vocabulary and support their language acquisition through language development and content instruction (Action 1.22). We anticipate our EL students reading scores and ELPAC scores will increase.

As identified in the Identified Need, Engaging Educational Partners, and Metrics sections, our foster youth are struggling academically, behaviorally, and with attendance. To address this need our foster youth pupils will receive 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. We anticipate attendance will improve as well as academic and behavior progress.

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

All schools at GFUSD are above 55% unduplicated students therefore there are no comparison schools. The additional grant funding was used to retain staff positions before one-time funding expired including intervention teachers, restorative teachers, general education teachers to maintain smaller class size, and paraprofessionals. The district has also used additional funding to hire additional technology specialists, curriculum specialists, elementary music teachers, and school social workers (Goal 1 Action 1.1, 1.10, 1.13, and Goal 2 Action 2.5). An additional speech pathologist, custodian, school psychologist and nurse were also hired (Goal 1 Action 1.23, Goal 2 Actions 2.6 and 2.8, and Goal 3 Action 3.1). Middle school art teachers, elementary physical education teachers, and a health educator were also hired (Goal 1 Actions 1.13 and 1.32).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	1:38
Staff-to-student ratio of certificated staff providing direct services to students	NA	1:18

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$42,683,313.00			\$277,000.00	\$42,960,313.00	\$31,124,076.00	\$11,836,237.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Technology Refresh Plan	English Learners Foster Youth Low Income	\$1,816,341.00				\$1,816,341.00
1	1.2	Beginning Teacher Support	English Learners Foster Youth Low Income	\$432,307.00				\$432,307.00
1	1.3	Keep Class Sizes Lower	English Learners Foster Youth Low Income	\$14,784,508.00				\$14,784,508.00
1	1.4	Foster Youth Support	Foster Youth	\$24,203.00				\$24,203.00
1	1.5	Supplemental Literacy Program	English Learners Foster Youth Low Income	\$554,554.00				\$554,554.00
1	1.6	Supplemental English Language Acquisition Program	English Learners	\$15,000.00				\$15,000.00
1	1.7	LCAP Development/ Monitoring and Data Analysis	English Learners Foster Youth Low Income	\$111,920.00				\$111,920.00
1	1.8	STAR Assessment and Supplemental Software Programs	English Learners Foster Youth Low Income	\$575,000.00				\$575,000.00
1	1.9	Math Supplemental Software Intervention Programs	All	\$0.00				\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.10	District Specialists	English Learners Foster Youth Low Income	\$1,110,640.00				\$1,110,640.00
1	1.11	Data Analysis Software	English Learners Foster Youth Low Income	\$90,000.00				\$90,000.00
1	1.12	Academic Coaches	English Learners Foster Youth Low Income	\$1,606,776.00				\$1,606,776.00
1	1.13	STEAM	English Learners Foster Youth Low Income	\$1,315,913.00				\$1,315,913.00
1	1.14	Additional Transitional Kindergarten Classes	English Learners Foster Youth Low Income	\$1,014,058.00				\$1,014,058.00
1	1.15	Supplemental ESGI Assessments	English Learners Foster Youth Low Income	\$25,000.00				\$25,000.00
1	1.16	Supplemental Reading Software Programs	All	\$0.00				\$0.00
1	1.17	Additional After School Program Classes	All	\$0.00				\$0.00
1	1.18	School Libraries	English Learners Foster Youth Low Income	\$375,631.00				\$375,631.00
1	1.19	Bilingual Program Assistants	English Learners	\$460,789.00				\$460,789.00
1	1.20	Educational Field Trips	English Learners Foster Youth Low Income	\$1,189,502.00				\$1,189,502.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.21	ScreenCastify	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00
1	1.22	EL Multi-Year Plan	English Learners	\$28,113.00				\$28,113.00
1	1.23	Intervention Support	English Learners Foster Youth Low Income	\$2,790,268.00				\$2,790,268.00
1	1.24	Math Multi-Year Plan	English Learners Foster Youth Low Income	\$450,000.00				\$450,000.00
1	1.25	Read 180 Software	English Learners Foster Youth Low Income	\$50,000.00				\$50,000.00
1	1.26	ELLevaton - Online ELD Support System	English Learners	\$123,000.00				\$123,000.00
1	1.27	Additional Professional Learning	All	\$0.00				\$0.00
1	1.28	Assistant Principals (14.5% of Salary)	English Learners	\$309,901.00				\$309,901.00
1	1.29	SWIFT/Multi-Tiered System of Support (duplicate action noted in multiple goals)	English Learners Foster Youth Low Income	\$125,000.00				\$125,000.00
1	1.30	Dual Immersion	English Learners Foster Youth Low Income	\$96,113.00				\$96,113.00
1	1.31	Kern Pledge - KiDS	English Learners Foster Youth Low Income	\$50,000.00				\$50,000.00
1	1.32	Physical and Health Education	English Learners Foster Youth Low Income	\$633,614.00				\$633,614.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.1	PBIS	English Learners Foster Youth Low Income	\$282,842.00				\$282,842.00
2	2.2	Additional Safety Personnel at Middle Schools	English Learners Foster Youth Low Income	\$153,298.00				\$153,298.00
2	2.3	Student Attendance Support	English Learners Foster Youth Low Income	\$296,680.00				\$296,680.00
2	2.4	After School Enrichment	All					
2	2.5	School Social Workers	English Learners Foster Youth Low Income	\$1,097,994.00				\$1,097,994.00
2	2.6	Additional Custodians	English Learners Foster Youth Low Income	\$621,303.00				\$621,303.00
2	2.7	Student Supports	English Learners Foster Youth Low Income	\$61,898.00				\$61,898.00
2	2.8	Behavior Intervention	English Learners Foster Youth Low Income	\$1,056,970.00				\$1,056,970.00
2	2.9	Student Support & Behavioral Specialist	Foster Youth and McKinney Vento (homeless)				\$132,000.00	\$132,000.00
2	2.10	Student Intervention Facilitators	English Learners Foster Youth Low Income	\$638,558.00				\$638,558.00
2	2.11	Additional Supervision	English Learners Foster Youth Low Income	\$347,132.00				\$347,132.00
2	2.12	SWIFT/Multi-Tiered System of Support (duplicate action noted in multiple goals)	English Learners Foster Youth Low Income	\$0.00				\$0.00
2	2.13	Invest in School Facilities to Expand Opportunities	English Learners Foster Youth Low Income	\$7,006,977.00				\$7,006,977.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.1	Student Health and Family Wellness	English Learners Foster Youth Low Income	\$782,079.00				\$782,079.00
3	3.2	Tobacco Use Prevention Education (TUPE) program	English Learners Foster Youth Low Income	\$20,007.00				\$20,007.00
3	3.3	Parent Outreach	English Learners Foster Youth Low Income	\$103,424.00			\$145,000.00	\$248,424.00
3	3.4	Zoom for Parent Meetings	English Learners Foster Youth Low Income	\$46,000.00				\$46,000.00
4	4.1	Extending Instructional Learning Time	All	\$0.00				\$0.00
4	4.2	Accelerating Learning Progress	All	\$0.00				\$0.00
4	4.3	Integrated Student Supports	All	\$0.00				\$0.00
4	4.4	Social Emotional Well Being	All	\$0.00				\$0.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$83,314,761	\$35,586,650	42.71%	9.00%	51.71%	\$42,683,313.00	0.00%	51.23 %	Total:	\$42,683,313.00
								LEA-wide Total:	\$42,683,313.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Technology Refresh Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,816,341.00	
1	1.2	Beginning Teacher Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$432,307.00	
1	1.3	Keep Class Sizes Lower	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$14,784,508.00	
1	1.4	Foster Youth Support	Yes	LEA-wide	Foster Youth	All Schools	\$24,203.00	
1	1.5	Supplemental Literacy Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$554,554.00	
1	1.6	Supplemental English Language Acquisition Program	Yes	LEA-wide	English Learners	All Schools TK - 6th grade	\$15,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	LCAP Development/ Monitoring and Data Analysis	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$111,920.00	
1	1.8	STAR Assessment and Supplemental Software Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$575,000.00	
1	1.10	District Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,110,640.00	
1	1.11	Data Analysis Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$90,000.00	
1	1.12	Academic Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,606,776.00	
1	1.13	STEAM	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools 3rd-5th grade	\$1,315,913.00	
1	1.14	Additional Transitional Kindergarten Classes	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary School Sites TK	\$1,014,058.00	
1	1.15	Supplemental ESGI Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools Transitional K - 1st grade	\$25,000.00	
1	1.18	School Libraries	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$375,631.00	
1	1.19	Bilingual Program Assistants	Yes	LEA-wide	English Learners	All Schools	\$460,789.00	
1	1.20	Educational Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 4th -8th grade	\$1,189,502.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.21	Screencastify	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
1	1.22	EL Multi-Year Plan	Yes	LEA-wide	English Learners	All Schools	\$28,113.00	
1	1.23	Intervention Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,790,268.00	
1	1.24	Math Multi-Year Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$450,000.00	
1	1.25	Read 180 Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 4th - 8th grade	\$50,000.00	
1	1.26	ELLevaton - Online ELD Support System	Yes	LEA-wide	English Learners	All Schools	\$123,000.00	
1	1.28	Assistant Principals (14.5% of Salary)	Yes	LEA-wide	English Learners	All Schools	\$309,901.00	
1	1.29	SWIFT/Multi-Tiered System of Support (duplicate action noted in multiple goals)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$125,000.00	
1	1.30	Dual Immersion	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: TBD	\$96,113.00	
1	1.31	Kern Pledge - KiDS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	
1	1.32	Physical and Health Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$633,614.00	
2	2.1	PBIS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$282,842.00	
2	2.2	Additional Safety Personnel at Middle Schools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Middle Schools	\$153,298.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Student Attendance Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$296,680.00	
2	2.5	School Social Workers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Elementary Schools	\$1,097,994.00	
2	2.6	Additional Custodians	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$621,303.00	
2	2.7	Student Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$61,898.00	
2	2.8	Behavior Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,056,970.00	
2	2.10	Student Intervention Facilitators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$638,558.00	
2	2.11	Additional Supervision	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$347,132.00	
2	2.12	SWIFT/Multi-Tiered System of Support (duplicate action noted in multiple goals)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
2	2.13	Invest in School Facilities to Expand Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,006,977.00	
3	3.1	Student Health and Family Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$782,079.00	
3	3.2	Tobacco Use Prevention Education (TUPE) program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,007.00	
3	3.3	Parent Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$103,424.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Zoom for Parent Meetings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$46,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$37,694,574.00	\$27,512,636.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Technology Refresh Plan	Yes	\$4,689,845.00	\$4,007,636
1	1.2	Beginning Teacher Support	Yes	\$400,144.00	\$362,622
1	1.3	Keep Class Sizes Lower	Yes	\$11,032,616.00	\$10,993,422
1	1.4	Foster Youth Support	Yes	\$22,613.00	\$23,259
1	1.5	Supplemental Writing Program	Yes	\$95,000.00	\$8,994
1	1.6	Supplemental English Language Acquisition Program	Yes	\$15,000.00	\$5,990
1	1.7	LCAP Development/ Monitoring and Data Analysis	Yes	\$111,185.00	\$104,106
1	1.8	STAR Assessment Programs	Yes	\$240,604.00	\$59,895
1	1.9	Math Supplemental Software Intervention Programs	Yes	\$158,000.00	\$203,652
1	1.10	District Specialists	Yes	\$1,027,241.00	\$1,045,361

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Data Analysis Software	Yes	\$80,000.00	\$66,522
1	1.12	Academic Coaches	Yes	\$1,529,717.00	\$1,570,009
1	1.13	Elementary Music Program	Yes	\$451,807.00	\$391,301
1	1.14	Additional Transitional Kindergarten Classes	Yes	\$897,081.00	\$949,554
1	1.15	Supplemental ESGI Assessments	Yes	\$18,000.00	\$21,731
1	1.16	Supplemental Reading Software Programs	Yes	\$325,200.00	\$342,079
1	1.17	Additional After School Program Classes	Yes	\$522,142.00	\$0
1	1.18	School Librarian Assistants	Yes	\$309,231.00	\$318,507
1	1.19	Bilingual Program Assistants	Yes	\$298,421.00	\$307,374
1	1.20	Educational Field Trips	Yes	\$1,055,255.00	\$82,720
1	1.21	Screencastify	Yes	\$10,000.00	\$10,000
1	1.22	EL Multi-Year Plan	Yes	\$47,500.00	\$42,694
1	1.23	Intervention Support	Yes	\$1,458,932.00	\$1,249,044

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.24	Math Multi-Year Plan	Yes	\$395,212.00	\$182,676
1	1.25	Read 180 Software	Yes	\$50,000.00	\$50,000
1	1.26	ELLevaton - Online ELD Support System	Yes	\$122,350.00	\$122,282
1	1.27	Additional Professional Learning	Yes	\$150,000.00	\$0
1	1.28	Assistant Principals (14.5% of Salary)	Yes	\$252,520.00	\$263,326
1	1.29	SWIFT/Multi-Tiered System of Support (duplicate action noted in multiple goals)	Yes	\$273,000.00	\$595
1	1.30	Dual Immersion	No	\$50,000.00	\$0
1	1.31	Kern Pledge - KiDS	Yes	\$50,000.00	\$45,805
2	2.1	PBIS	Yes	\$122,254.00	\$281,382
2	2.2	Additional Safety Personnel at Middle Schools	Yes	\$144,581.00	\$165,365
2	2.3	Student Attendance Support	Yes	\$111,450.00	\$284,272
2	2.4	After School Enrichment	Yes	\$101,150.00	\$0
2	2.5	Elementary School Social Workers	Yes	\$524,603.00	\$510,215

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	Additional Custodians	Yes	\$525,235.00	\$583,549
2	2.7	Student Supports	Yes	\$53,751.00	\$61,781
2	2.8	Behavior Intervention	Yes	\$770,463.00	\$784,858
2	2.9	Student Support & Behavioral Specialist	No	\$132,000.00	\$132,000
2	2.10	Student Intervention Facilitators	Yes	\$616,041.00	\$629,702
2	2.11	Additional Supervision	Yes	\$346,447.00	\$346,447
2	2.12	SWIFT/Multi-Tiered System of Support (duplicate action noted in multiple goals)	Yes	\$0.00	\$0
3	3.1	Student Health and Family Wellness	Yes	\$745,988.00	\$805,779
3	3.2	Tobacco Use Prevention Education (TUPE) program	Yes	\$14,750.00	\$478
3	3.3	Parent Outreach	Yes	\$256,956.00	\$50,452
3	3.4	Zoom for Parent Meetings	Yes	\$50,000.00	\$45,200
4	4.1	Extending Instructional Learning Time	No	\$4,688,135.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.2	Accelerating Learning Progress	No	\$2,097,854.00	
4	4.3	Integrated Student Supports	No	\$120,300.00	
4	4.4	Social Emotional Well Being	No	\$134,000.00	

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$34,477,299	\$29,816,285.00	\$27,380,636.00	\$2,435,649.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Technology Refresh Plan	Yes	\$4,689,845.00	\$4,007,636		
1	1.2	Beginning Teacher Support	Yes	\$400,144.00	\$362,622		
1	1.3	Keep Class Sizes Lower	Yes	\$11,032,616.00	\$10,993,422		
1	1.4	Foster Youth Support	Yes	\$22,613.00	\$23,259		
1	1.5	Supplemental Writing Program	Yes	\$95,000.00	\$8,994		
1	1.6	Supplemental English Language Acquisition Program	Yes	\$15,000.00	\$5,990		
1	1.7	LCAP Development/ Monitoring and Data Analysis	Yes	\$111,185.00	\$104,106		
1	1.8	STAR Assessment Programs	Yes	\$240,604.00	\$59,895		
1	1.9	Math Supplemental Software Intervention Programs	Yes	\$158,000.00	\$203,652		
1	1.10	District Specialists	Yes	\$1,027,241.00	\$1,045,361		
1	1.11	Data Analysis Software	Yes	\$80,000.00	\$66,522		
1	1.12	Academic Coaches	Yes	\$1,529,717.00	\$1,570,009		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.13	Elementary Music Program	Yes	\$451,807.00	\$391,301		
1	1.14	Additional Transitional Kindergarten Classes	Yes	\$897,081.00	\$949,554		
1	1.15	Supplemental ESGI Assessments	Yes	\$18,000.00	\$21,731		
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1	1.29	SWIFT/Multi-Tiered System of Support (duplicate action noted in multiple goals)	Yes	\$50,000.00	\$595		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.31	Kern Pledge - KiDS	Yes	\$50,000.00	\$45,805		
2	2.1	PBIS	Yes	\$122,254.00	\$281,382		
2	2.2	Additional Safety Personnel at Middle Schools	Yes	\$144,581.00	\$165,365		
2	2.3	Student Attendance Support	Yes	\$111,450.00	\$284,272		
2	2.4	After School Enrichment	Yes	\$101,150.00	\$0		
2	2.5	Elementary School Social Workers	Yes	\$524,603.00	\$510,215		
2	2.6	Additional Custodians	Yes	\$525,235.00	\$583,549		
2	2.7	Student Supports	Yes	\$53,751.00	\$61,781		
2	2.8	Behavior Intervention	Yes	\$770,463.00	\$784,858		
2	2.10	Student Intervention Facilitators	Yes	\$616,041.00	\$629,702		
2	2.11	Additional Supervision	Yes	\$346,447.00	\$346,447		
2	2.12	SWIFT/Multi-Tiered System of Support (duplicate action noted in multiple goals)	Yes				
3	3.1	Student Health and Family Wellness	Yes	\$745,988.00	\$805,779		
3	3.2	Tobacco Use Prevention Education (TUPE) program	Yes	\$14,750.00	\$478		
3	3.3	Parent Outreach	Yes	\$111,956.00	\$50,452		
3	3.4	Zoom for Parent Meetings	Yes	\$50,000.00	\$45,200		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$78,880,982	\$34,477,299	0%	43.71%	\$27,380,636.00	0.00%	34.71%	\$7,096,663.00	9.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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