



LCFF Budget Overview for Parents

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

CDS Code: 15 63487 6009534

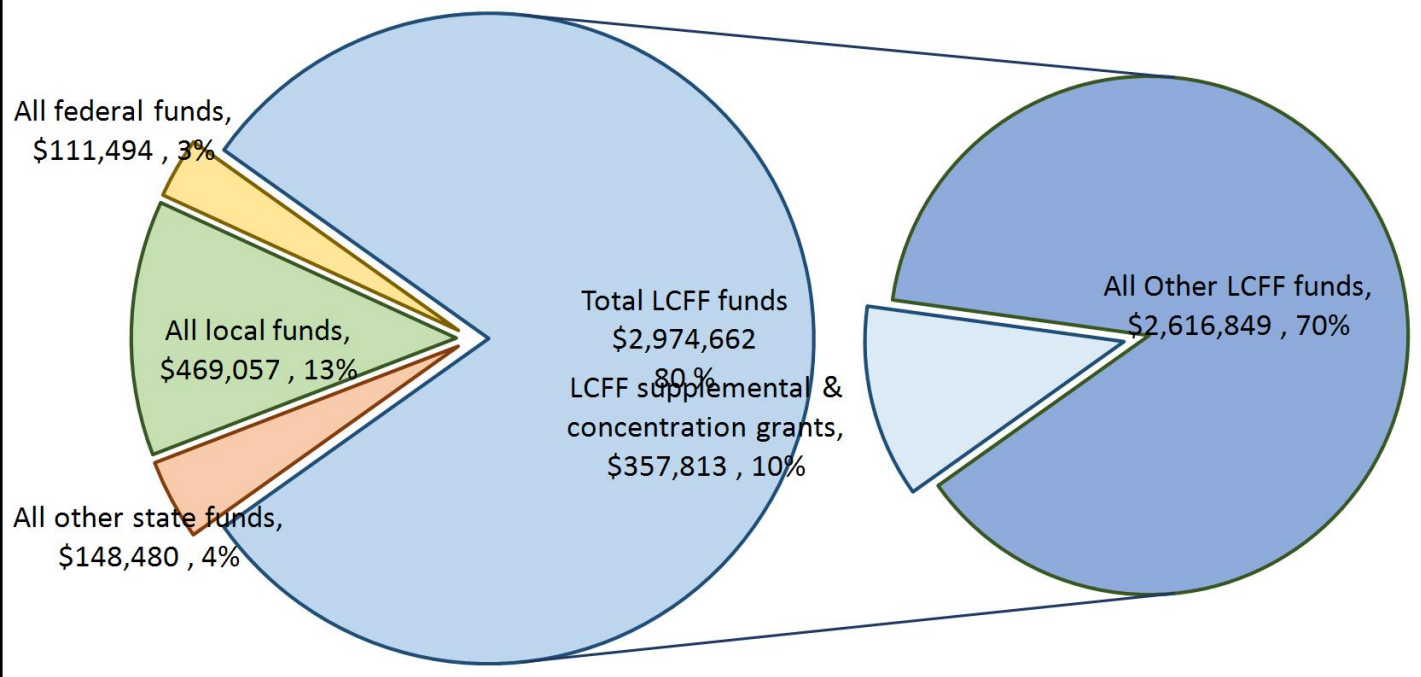
School Year: 2023-24

LEA contact information:
Mr. Chris Salyards
Superintendent
chriss@generalshafter.org
(661) 837-1931

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

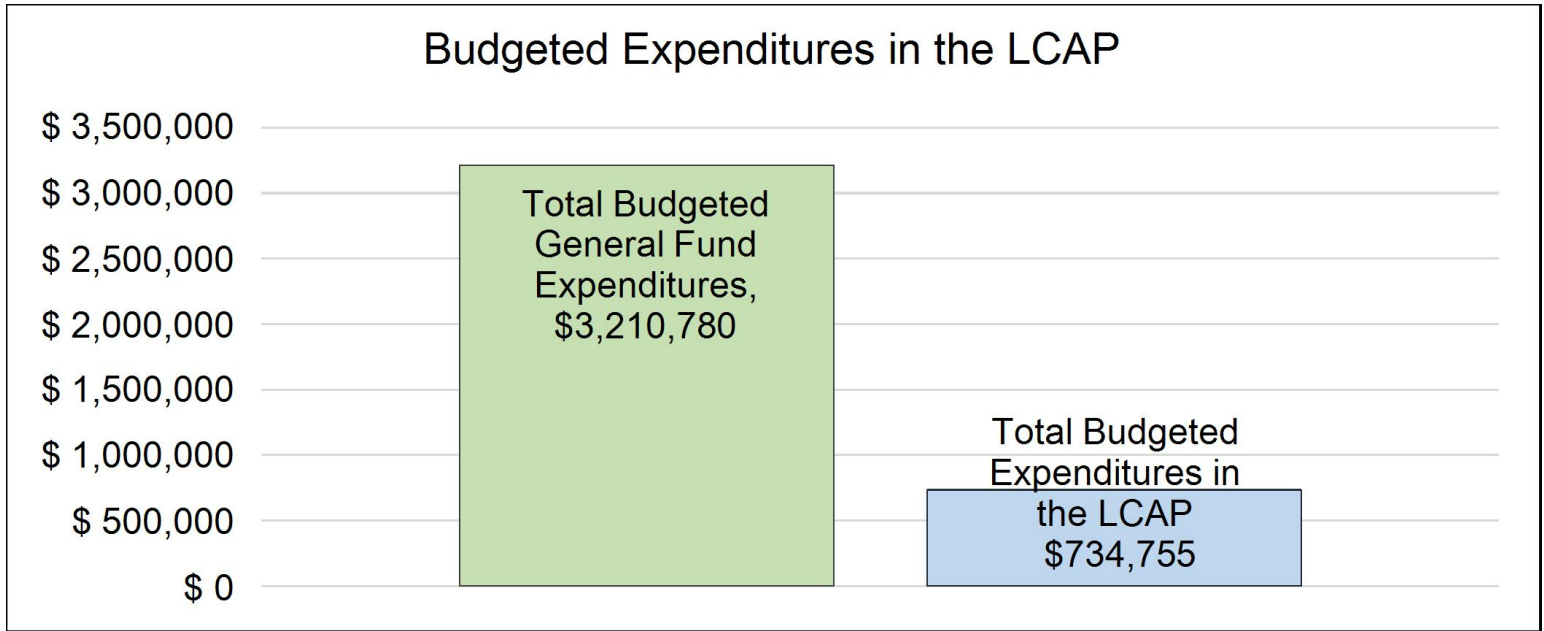


This chart shows the total general purpose revenue General Shafter Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for General Shafter Elementary School District is \$3,703,693, of which \$2974662 is Local Control Funding Formula (LCFF), \$148480 is other state funds, \$469057 is local funds, and \$111494 is federal funds. Of the \$2974662 in LCFF Funds, \$357813 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 General Shafter Elementary School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

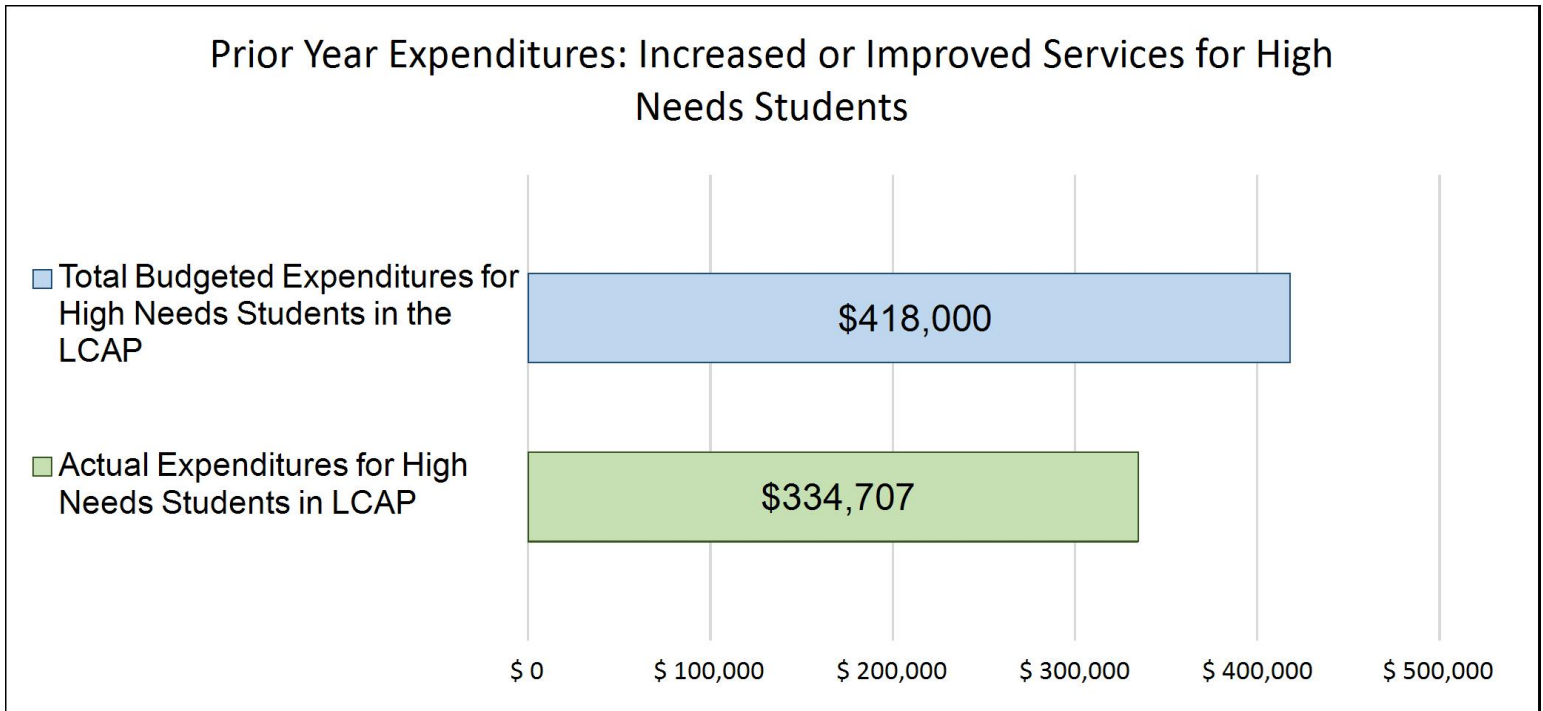
The text description of the above chart is as follows: General Shafter Elementary School District plans to spend \$3210780 for the 2023-24 school year. Of that amount, \$734755 is tied to actions/services in the LCAP and \$2,476,025 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, General Shafter Elementary School District is projecting it will receive \$357813 based on the enrollment of foster youth, English learner, and low-income students. General Shafter Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. General Shafter Elementary School District plans to spend \$518000 towards meeting this requirement, as described in the LCAP.

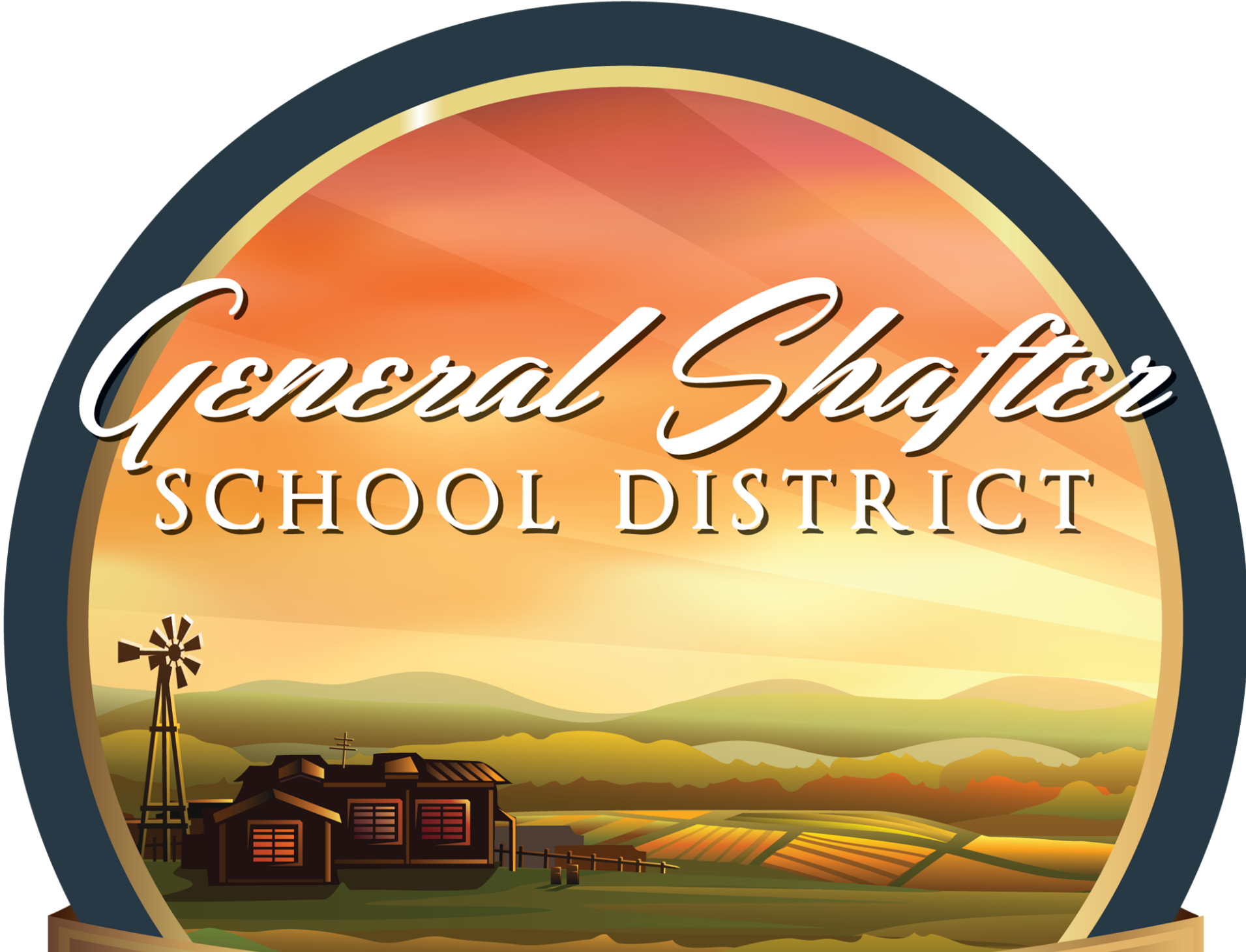
LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, General Shafter Elementary School District's LCAP budgeted \$418000 for planned actions to increase or improve services for high needs students. General Shafter Elementary School District actually spent \$334707 for actions to increase or improve services for high needs students in 2022-23.



General Shafter
SCHOOL DISTRICT

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary [2023-24]

General Information

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

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

Reflections: Successes

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

General Shafter School District has continued to navigate the many challenges COVID-19 brought to the district. With all students experiencing some level of learning loss and apprehension by many of our students throughout the year due to media and other outside sources. Our staff overcame many obstacles in educating students that will not show up on a California School Dashboard. Locally, we celebrate in the successes in all of our students and community as they persevered. We have witness successes in the following areas. We are not satisfied with one-year successes, we want to maintain success year after year. We have experienced many positive trend data on the CA Dashboard. Most recent local assessments using STAR Renaissance in the areas of Math, Reading and Early Literacy are below.

LA and Math: For School & intervention Data: STAR RENAISSANCE (Spring Data)
 Local Assessments from STAR Renaissance DATA is below.

MATH - STAR RENAISSANCE BENCHMARKS

	AT OR ABOVE	ON WATCH	INTERVENTION	URGENT INTERVENTION
1st Grade	52%	13%	9%	26%
2nd Grade	45%	23%	5%	27%
3rd Grade	57%	14%	21%	7%
4th Grade	40%	10%	35%	15%
5th Grade	69%	12%	8%	12%
7th Grade	75%	6%	6%	13%
8th Grade	56%	13%	31%	0%

READING - STAR RENAISSANCE BENCHMARKS

	AT OR ABOVE	ON WATCH	INTERVENTION	URGENT INTERVENTION
1st Grade	64%	0%	7%	29%
2nd Grade	45%	10%	5%	40%
3rd Grade	47%	20%	13%	20%
4th Grade	50%	5%	25%	20%
5th Grade	23%	31%	19%	27%
6th Grade	21%	16%	37%	26%
7th Grade	41%	18%	0%	41%
8th Grade	29%	18%	41%	12%

EARLY LITERACY -STAR RENAISSANCE BENCHMARKS

	AT OR ABOVE	ON WATCH	INTERVENTION	URGENT INTERVENTION
Transition Kindergarten	50%	20%	20%	10%
Kindergarten	67%	17%	0%	17%
1st Grade	20%	13%	20%	47%

General Shafter has had continued growth on the CA Dashboard in recent years. Our current data is trending down slightly, but we feel our actions are still taking time to make an impact on student achievement as students transitioned back to school full time. Our current 2022 Dashboard Data shows the following:

English Language Arts

All Students (Low Status Level)

- 22.3 average distance from standard

English Learners (Low Status Level)

- 69 average distance from standard

Socioeconomically Disadvantaged students (Low Status Level)

- 33.3 average distance from standard

Mathematics

All Students (Low Status Level)

- 32.3 average distance from standard

English Learners (Very Low Status Level)

- 99.7 average distance from standard

Socioeconomically Disadvantaged students (Low Status Level)

- 53.4 average distance from standard

CAST (Science Data)

5th Grade

All Students 22.22% Met or Exceeded

Socioeconomically Disadvantaged students 25% Met or Exceeded

8th Grade

All Students 13.64% Met or Exceeded

Socioeconomically Disadvantaged students 8.33% Met or Exceeded

Ca Suspension Rate- The trend has been very low in this area for the past 4 years and has been a success for General Shafter as we pride ourselves in providing a school that provides a positive school climate and culture and that is evident by the student engagement data.

All Students (Very Low)

0.5%

English Learners (Very Low)

0%

Socioeconomically Disadvantaged students (Low)
0.7%

The following are Professional Development opportunities our staff participating in this during the 2021-22 school year.

S.P.I.R.E PD- August 15, 2022
PD SOUND Sensible- August 16, 2022
Core Growth- August 25, 2022
Next Gen - September 1, 2022
Parent Square- September 2, 2022
Stem Taught - September 6, 2022
Learning Dynamics- September 13, 2022
PLC at work- February 2, 2023
internet Safety 5th grade- Feb 27, 2023

Benchmarks used:

LA and Math: For School & intervention Data: STAR RENAISSANCE 5 X's a year
LA and Math: For Teaching Instruction: IXL DIAGNOSTIC 5 X's a year
Math: For Teaching Instruction: NEXT GEN: 4 x's a year
Reading Fluency: MYON
Reading: Intervention: SPIRE

Supplemental Curriculum:

STAR Renaissance, MYON, IXL, Next Gen, SPIRE, 'Not so Wimpy Writing'
Some teachers use: Spelling A-Z,

Assessment Tools Purchased:

STAR Renaissance is assessment only. SPIRE assessments, Woodcock Johnson for Special Education.

These all are used for teaching and for Assessments:
IXL, Next Gen, SPIRE, MYON, 'Not so Wimpy Writing', Some teachers use: Spelling A-Z,

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

with our parents and community.

1. Our district has continued to make customer service and communication a priority. We obtained high marks from our stakeholders via survey and in person comments regarding our customer service. Through advertisements, and the creation of opportunities for parents to be on campus more we look forward to our parent involvement being greater.

2. General Shafter ESD has put a greater emphasis on Professional Development. Our staff is beginning to see the rewards and benefits of such priorities. Staff has been able to learn new techniques to better educate pupils in their classroom. Due to having one teacher per grade, PD has opened doors for collaboration with other grade levels teachers outside of our district. Staff verbally informs administration of the great things they have received from PD.

3. General Shafter ESD students have benefited from implementation of the creation of a modern learning environment in each classroom by updating furniture and technology in the classroom setting to improve and promote hands on learning. We will maintain our learning environments as we move forward. Our district has a Chromebook for each student at a 1 to 1 ratio.

Reflections: Identified Need

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

The following CA Dashboard Data showcases an identified need among student groups:

English Language Arts

All Students (Low Status Level)

- 22.3 average distance from standard

English Learners (Low Status Level)

- 69 average distance from standard

Socioeconomically Disadvantaged students (Low Status Level)

- 33.3 average distance from standard

Mathematics

All Students (Low Status Level)

- 32.3 average distance from standard

English Learners (Very Low Status Level)

- 99.7 average distance from standard

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CAST (Science Data)

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8th Grade

All Students 13.64% Met or Exceeded

Socioeconomically Disadvantaged students 8.33% Met or Exceeded

Chronic Absenteeism Rate

All Students (Very High)

45.2%

English Learners (Very High)

42.5%

Socioeconomically Disadvantaged students (Very High)

46.3%

Our trend data on the CA Dashboard has fluctuated over the years and though we have seen growth during some years, currently our data is the furthest Distance from Standard than we have had in recent years.

CA Dashboard ELA Data:

All Student Group

2017 (-17.3) DFS

2018 (0.6) DFS

2019 (-3.7) DFS

2022 (-22.3) DFS, Low Status

SED Student Group

2017 (-22) DFS

2018 (-8) DFS

2019 (-14) DFS

2022 (-33.3) DFS, Low Status

English Learners Student Group
2022 (-69) DFS Low
2019 (-42) DFS

CA Dashboard Math Data:
All Student Group
2017 (-21) DFS
2018 (-4) DFS
2019 (1) DFS
2022 (-32.3) DFS, Low Status

SED Student Group
2017 (-25) DFS
2018 (-15) DFS
2019 (-8) DFS
2022 (-53.4) DFS, Low Status

English Learners Student Group
2019 (-34) DFS
2022 (-99.7) DFS, Very Low Status

CA English Learner Progress
2019- 65.2%
2022- 34.6%

The student group that made General Shafter Eligible for ATSI was the (White) student group. The criteria for this group was “All lowest status but 1 in another category”. Because there were only 2 priorities used for this student group (Chronic Absenteeism Very High and Suspension Rate-Very Low) the qualifications made it almost impossible to not be eligible

Due to the current climate of our community, our district needs to continue on the path of mental health awareness. PD will be a priority for our staff in the coming years.

Actions within Goal 1 and 2 will continue to be implemented as a way to address our identified need from above.

Additionally, below are areas our district needs to improve.

1. According to the DATA present on the Dashboard, General Shafter ESD has one Very High Status category in the area of Chronic Absenteeism. We will strive to make progress in this area. Our goal is to be in the Medium status category in the area of Chronic

Absenteeism in the coming years. We understand the challenges we face as a small rural school and will implement an attendance campaign with incentives for school attendance. Educating families and students on the importance of being in school on a daily basis will be a priority as well. English Learners will continue to be a priority of our district.

2. General Shafter has identified a greater quality of customer service to our stakeholders, parents, staff and students as a need. Continue communication with parents/guardians, having employees available to answer questions in a prompt and accurate manner.

3. General Shafter staff and parents both have identified parent training as a priority for success of our students. We will look for ways to offer parent training. General Shafter intends to work closely with community leaders to identify the type of parent training needed.

4. Based on survey results. Parents indicated the need for mental health services. Also indicated was the need for assistance with substance abuse.

5. All classrooms in the district need to have modern learning resources, by way of technology and furniture etc. to promote hands on learning.

6. Local parent survey input indicated a need of parent and family engagement with the school and staff.

LCAP Highlights

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

As 2022-23 school year began with excitement for instruction, there was also excitement for new programs, new staff and fresh educational opportunities. Planned in our LCAP was an refocus in the area of Intervention, including our EL program. Additional staffing was added, and additional resources committed to this area. Parents, students and staff agreed this program was a success due to additional services being provided daily to identified pupils based on testing scores, and recommendations from administration and teachers. Pupils had scheduled pull out time to receive additional instruction in small group settings and one on one settings. Throughout the year growth was measured by local assessments that showed growth amongst the pupils served. General Shafter is excited to watch our intervention program grow and flourish in the coming years with even greater success amongst our pupils enrolled.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

During the 2022-23 school year, Board, Administration, Certificated staff, Classified staff, DELAC and SELPA provided input in the LCAP. The district also used the following resources: Surveys from parents, students and staff. The district held a district-wide public meeting on May 10th, at 10:30am to solicit feedback from parent and the community. In the spring of 2023, we consulted with DELAC and SELPA regarding our LCAP. A meeting was held on March 4th, at 8:00am to discuss the goals, outcomes and receive input from representation from parent group, board of trustees, administration (including principals), classified staff, CTA as well as management. All meetings reviewed and discussed the progress the district made to achieve LCAP goals from 2022-23 and also received input for goals to the 2022-23 LCAP. The Board of Trustees held a public hearing on June 6th, 2023, to review the LCAP and Budget. The Board of Trustees approved the LCAP and Budget on June 7th, 2023. There were no questions that needed a written response. The LCAP will continually be reviewed for appropriate updates as needed.

A summary of the feedback provided by specific educational partners.

Input gathered in 2022-23 was reflected again in suggestions and concerns gathered during 2022-23 input period. The following are summaries of information gathered.

STUDENTS:

Students reported their pleasure in having the ability to come to school every day. They indicated being on campus with their teachers and friends made their lives easier and the work was easier when they were as school in-person. Students indicated they feel safe at school. Also indicated were the students thought their work was challenging.

DISTRICT ADMINISTRATION

Administration was pleased with the new and refresh of programs. Also, the additional staffing for Art, Intervention and PE was seen as a success. Professional Development needs to be improved upon and school safety needs to continue to be addressed on all levels.

Administration looks forward to the challenges of new programs being developed from 2022-23,

STAFF (Teachers and Classified)

Staff is happy with being back to in-person instruction. However, many behaviors have now manifested themselves due to the absence of in-person instruction the past couple of years. Staff has requested reinforces and supports from administration to get through this with the students and families.

PARENTS/DISTRICT ADVISORY COUNCILS

Parents have expressed thanks for administrators, teachers, Classified and support staff. for their persistence, motivation, and support of students. Feedback was consistent amongst all stakeholder groups and students. Positive words were said about the art, EL and PE programs. Areas in which stakeholders would like to see addressed are as follows:

- > Parent engagement and participation in school activities was a top priority.
- > Continue the growth and Supplemental Programs - Music, Art, etc.
- > Continue Physical Education
- > Parent Support by in areas of cyber bullying, substance abuse.

LOCAL BARGAINING GROUPS

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

SCHOOL BOARD

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

SELPA

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

School Strengths, Weaknesses, Goals, Priorities were discussed. Input received from parent group, Certificated, Classified staff, Board, Administration and surveys from parents, students and staff formed updated goals and priorities are reflected in the LCAP. All groups have been pleased with the progress and outcomes of the school district over the past year. However, staff and parents agreed that work need to continue specifically with parent engagement and participation in school activities. Communication from the teachers to parents is a target. The District EL program will continue to improve.

All items were responded to in public hearing for the LCAP on June 6, 2023. No comments were presented for response.

The Board of Trustees approved the LCAP on July 7, 2023.

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

Due to feedback from all groups, it was determined to continue on the with the goals and actions as written in the previous year with minimal changes.

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

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

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

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

Attendance:

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

The 2022 CA Chronic Absenteeism rate is:

- 45.20% for all students. (Very High)
- 42.50% for English Learners (Very High)
- 46.30% Socioeconomically Disadvantaged (Very High)
- 48.80% White (Very High)

School Climate:

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

STAFF (Teachers and Classified)

Staff has inquired about physical ways to relieve their mental and social emotional concerns. With the impact learning loss, the staff has fealty overwhelmed with burden for student achievement. General Shafter feels that this input has influenced Goal #2 and all the actions embedded within this goal addresses stakeholder input from staff.

LOCAL BARGAINING GROUPS

Discussions with General Shafter Teacher's Association (GSTA) revolved around safety, scheduling, and ensuring staff had required resources. Staff inquired about how they could help administration accelerate the process in getting students back to full time in-person instruction. Professional Development and scheduling input was also a topic of discussion. General Shafter feels that this input has influenced Goal #1 and all the actions embedded within this goal addresses stakeholder input from Local Bargaining Groups.

Parent Stakeholder:

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

Student Survey Input:

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

Administration:

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

School attendance is a concern and will be a point of emphasis moving forward. All groups are (Very High) Chronic Absenteeism rate.

Points of discussion from stakeholders:

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

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READING - STAR RENAISSANCE BENCHMARKS

	AT OR ABOVE	ON WATCH	INTERVENTION	URGENT INTERVENTION
1st Grade	64%	0%	7%	29%
2nd Grade	45%	10%	5%	40%
3rd Grade	47%	20%	13%	20%
4th Grade	50%	5%	25%	20%
5th Grade	23%	31%	19%	27%
6th Grade	21%	16%	37%	26%
7th Grade	41%	18%	0%	41%
8th Grade	29%	18%	41%	12%

EARLY LITERACY -STAR RENAISSANCE BENCHMARKS

	AT OR ABOVE	ON WATCH	INTERVENTION	URGENT INTERVENTION
Transition Kindergarten	50%	20%	20%	10%
Kindergarten	67%	17%	0%	17%
1st Grade	20%	13%	20%	47%

State Data shows the following from the 2022 California Dashboard:

English Language Arts

All Students (Low Status Level)

- 22.3 average distance from standard

English Learners (Low Status Level)

- 69 average distance from standard

Socioeconomically Disadvantaged students (Low Status Level)

- 33.3 average distance from standard

Mathematics

All Students (Low Status Level)

- 32.3 average distance from standard

English Learners (Very Low Status Level)

- 99.7 average distance from standard

Socioeconomically Disadvantaged students (Low Status Level)

- 53.4 average distance from standard

CAST (Science Data)

5th Grade

All Students 22.22% Met or Exceeded

Socioeconomically Disadvantaged students 25% Met or Exceeded

8th Grade

All Students 13.64% Met or Exceeded

Socioeconomically Disadvantaged students 8.33% Met or Exceeded

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

State Priorities used in Goal #1

2, 4, 7

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority: #2 - Implementation of State Standards (A) Implementation of state board adopted academic content and performance standards for all students.	From the California Dashboard Local Indicators self-reflection tool and classroom walkthroughs, Data reflects 100% of classrooms implement CCSS on a daily basis.	From the 2021-22 California Dashboard Local Indicators self-reflection tool and classroom walkthroughs, Data reflects 100% of classrooms implement CCSS on a daily basis.	From the 2022-23 California Dashboard Local Indicators self-reflection tool and classroom walkthroughs, Data reflects 100% of classrooms implement CCSS on a daily basis.		Using the California Dashboard Local Indicator self-reflection tool we will maintain Survey Data that reflects 100% of teachers received Professional Development in CCSS. Classroom observations will show that the CCSS are

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					substantially implemented.
Priority: #2 - Implementation of State Standards (B) How do the program and services will enable English Learners to access the CCSS & ELD standard for purpose of gaining academic content knowledge and English language proficiency.	100% of EL students have access to CCSS and ELD standards for purpose of obtaining content knowledge and language proficiency as measured by Local Survey Data, Master Schedule, and Admin Walk-Throughs (Min of 30 minutes or more of Daily ELD).	In 2021 100% of EL students have access to CCSS and ELD standards for purpose of obtaining content knowledge and language proficiency as measured by Local Survey Data, Master Schedule, and Admin Walk-Throughs (Min of 30 minutes or more of Daily ELD).	In 2022 100% of EL students have access to CCSS and ELD standards for purpose of obtaining content knowledge and language proficiency as measured by Local Survey Data, Master Schedule, and Admin Walk-Throughs (Min of 30 minutes or more of Daily ELD).		100% of EL students have access to CCSS and ELD standards for purpose of obtaining content knowledge and language proficiency as measured by Local Survey Data, Master Schedule, and Admin Walk-Throughs (Min of 30 minutes or more of Daily ELD).
Priority: #4 - Pupil Achievement (A) Statewide assessments administered.	<p>2019 Ca Dashboard results met/exceed standards: ELA (All students): 33%, (ELs): 30%. Math: (All) 39%, (ELs): 41%.</p> <p>English Language Arts All Students -3.7 average distance from standard (Yellow, change level declined from prior year)</p> <p>English Learners-42.8 average distance from standard</p>	<p>Due to the Suspension of the 2020 Ca Dashboard we utilized 2020 CASSPP data available from the Kern Integrated Data Systems (KiDS). Data pulled in August, 2022.</p> <p>2020-21 KiDS results met/exceed standards:</p> <p>English Language Arts</p>	<p>Data pulled in May 2023. The CA Dashboard has been restored therefore the CA Dashboard Data is now included.</p> <p>English Language Arts All Students (Low Status Level)</p> <ul style="list-style-type: none"> 22.3 average distance from standard <p>English Learners (Low Status Level)</p>		<p>California Dashboard results met/exceed standards: ELA (All students): 37%, (ELs): 35%. Math: (All) 45%, (ELs): 45%.</p> <p>English Language Arts All Students -2.0 average distance from standard</p> <p>English Learners - 38.0 average distance from standard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>(Orange, Change level declined significantly from prior year)</p> <p>Low Income students -14.3 average distance from standard (Orange, Change level declined from prior year)</p> <p>Mathematics All Students .8 average distance above standard (Green, Change level maintained from prior year)</p> <p>English Learner -34 average distance from standard (Orange, Change level declined from prior year)</p> <p>Low Income students -8 average distance from standard (Green, Change level increased from prior year)</p>	<p>All Students -44.4 average distance from standard (Due to suspension of 2020 Ca Dashboard, no color status available)</p> <p>English Learners-149.7 average distance from standard (Due to suspension of 2020 Ca Dashboard, no color status available)</p> <p>Low Income students -53.6 average distance from standard (Due to suspension of 2020 Ca Dashboard, no color status available)</p> <p>Mathematics All Students -57.3 average distance above standard (Due to suspension of 2020 Ca Dashboard, no color status available)</p>	<ul style="list-style-type: none"> 69 average distance from standard <p>Socioeconomically Disadvantaged students (Low Status Level)</p> <ul style="list-style-type: none"> 33.3 average distance from standard <p>Mathematics All Students (Low Status Level)</p> <ul style="list-style-type: none"> 32.3 average distance from standard <p>English Learners (Very Low Status Level)</p> <ul style="list-style-type: none"> 99.7 average distance from standard <p>Socioeconomically Disadvantaged students (Low Status Level)</p> <ul style="list-style-type: none"> 53.4 average distance from standard <p>CAST (Science Data)</p>		<p>Low Income students -12 average distance from standard</p> <p>Mathematics All Students 0 average distance from standard</p> <p>English Learners -30 average distance from standard</p> <p>Low Income students -7.0 average distance from standard</p> <p>CAST (Science Data) All Students-15% Met or Exceeded Low Income- 10% Met or Exceeded</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	CAST (Science Data) All Students-9.09% Met or Exceeded Low Income- 4.55% Met or Exceeded	English Learner - 144.8 average distance from standard (Due to suspension of 2020 Ca Dashboard, no color status available) Low Income students -62.3 average distance from standard (Due to suspension of 2020 Ca Dashboard, no color status available) CAST (Science Data) All Students-9.09% Met or Exceeded Low Income- 4.55% Met or Exceeded	5th Grade All Students 22.22% Met or Exceeded Socioeconomically Disadvantaged students 25% Met or Exceeded 8th Grade All Students 13.64% Met or Exceeded Socioeconomically Disadvantaged students 8.33% Met or Exceeded		
Priority: #4 - Pupil Achievement (B % of pupils that have successfully completed A-G requirements.	N/A	N/A	N/A		N/A
Priority: #4 - Pupil Achievement (C) % of pupils that have successfully	N/A	N/A	N/A		N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
completed CTE pathways					
Priority: #4 - Pupil Achievement (D) % of pupil who have completed both B & C.	N/A	N/A	N/A		N/A
Priority: #4 - Pupil Achievement (E) % of EL who make progress toward English proficiency as measure by English Learner Progress Indicator	The 2019 Ca Dashboard English Learner Progress Indicator shows that 65.2% of our EL students made progress toward English proficiency.	Due to the suspension of the CA Dashboard the most recent data was used. The 2019 CA Dashboard English Learner Progress Indicator shows that 65.2% of our EL students made progress toward English proficiency.	CA Dashboard the most recent data was used. The 2022 CA Dashboard English Learner Progress Indicator shows that 34.6% of our EL students made progress toward English proficiency.		English Learner Progress Indicator Data will show 68% of our EL students made progress toward English proficiency.
Priority: #4 - Pupil Achievement (F) EL reclassification rate.	Local Data reflects that the District's Redesignation Rate for 2019-2020 was 10%.	Local Data reflects that the District's Redesignation Rate for 2021-22 was 6%.	Local Data reflects that the District's Redesignation Rate for 2022--23 was 6%.		The District's Redesignation Rate for 2023-2024 will be 15% or higher.
Priority: #4 - Pupil Achievement (G) % of pupils that pass AP exams with a score of 3 or higher	N/A	N/A	N/A		N/A
Priority: #4 - Pupil Achievement (H) % of pupils prepared for college by the EAP	N/A	N/A	N/A		N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(ELA/Math CAASPP Score of 3 or higher)					
Priority: #7 - Course Access (A) to the extent to which students have access to and are enrolled in a broad course of study.	<p>Review of Master Schedules and Ca Dashboard self-reflection tool used for local indicators reflects 100% of students have access to a broad course of study.</p> <p>100% of students are enrolled in all required areas of broad coursework. 100% of students are enrolled in Physical Education. 100% of students grades 3-5 are enrolled in VAPA.</p>	<p>Review of 2021-22 Master Schedules and Ca Dashboard self-reflection tool used for local indicators reflects 100% of students have access to a broad course of study.</p> <p>100% of students are enrolled in all required areas of broad coursework. 100% of students are enrolled in Physical Education. 100% of students grades 3-5 are enrolled in VAPA.</p>	<p>Review of 2022-23 Master Schedules and Ca Dashboard self-reflection tool used for local indicators reflects 100% of students have access to a broad course of study.</p> <p>100% of students are enrolled in all required areas of broad coursework. 100% of students are enrolled in Physical Education. 100% of students grades 3-5 are enrolled in VAPA.</p>		<p>Review of Master Schedules and CA Dashboard self-reflection tool used for local indicators will reflect 100% of students have access to a broad course of study.</p> <p>100% of students are enrolled in all required areas of broad coursework. 100% of students are enrolled in Physical Education. 100% of students grades 3-5 are enrolled in VAPA.</p>
Priority: #7 Course Access (B) to programs and services for low income, English learner and foster youth.	<p>Review of Master Schedules and Ca Dashboard self-reflection tool used for local indicators reflects 100% of unduplicated students are enrolled in all required areas of broad coursework.</p>	<p>2021-22 school year review of master schedules and Ca Dashboard self-reflection tool used for local indicators reflects 100% of unduplicated students are enrolled in all required areas of broad coursework.</p>	<p>2022-23 school year review of master schedules and Ca Dashboard self-reflection tool used for local indicators reflects 100% of unduplicated students are enrolled in all required areas of broad coursework.</p>		<p>Review of Master Schedules and CA Dashboard self-reflection tool used for local indicators will reflect 100% of unduplicated students are enrolled in all required areas of broad coursework.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>100% of TK - 6th grade have access to art and music class.</p> <p>100% of English Learners received targeted English Language Development during Designated and Integrated English Language Development instruction</p> <p>100% of identified English Learners receive appropriate supports during Integrated ELD as identified by classroom walkthrough tool to be implemented 2021-2022.</p> <p>100% of enrolled foster youth and their families are aware of programs and services and have access to desired programs and services.</p>	<p>100% of TK - 6th grade have access to art and music class.</p> <p>100% of English Learners received targeted English Language Development during Designated and Integrated English Language Development instruction</p> <p>100% of identified English Learners receive appropriate supports during Integrated ELD as identified by classroom walkthrough tool to be implemented 2021-2022.</p> <p>100% of enrolled foster youth and their families are aware of programs and services and have access to desired programs and services.</p>	<p>100% of TK - 6th grade have access to art and music class.</p> <p>100% of English Learners received targeted English Language Development during Designated and Integrated English Language Development instruction</p> <p>100% of identified English Learners receive appropriate supports during Integrated ELD as identified by classroom walkthrough tool to be implemented 2022-23</p> <p>100% of enrolled foster youth and their families are aware of programs and services and have access to desired programs and services.</p>		<p>100% of TK - 6th grade will have access to art and music class.</p> <p>100% of English Learners will receive targeted English Language Development during Designated and Integrated English Language Development instruction</p> <p>100% of identified English Learners receive appropriate supports during Integrated ELD as identified by classroom walkthrough observations.</p> <p>100% of enrolled foster youth and their families will be aware of programs and services and have access to desired programs and services.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority: #7 Course Access (C) to program and services for student with disabilities. 100% of students with disabilities are enrolled in all required areas of broad coursework.	<p>Review of Master Schedules and Ca Dashboard self-reflection tool used for local indicators reflects 100% of students with disabilities are enrolled in all required areas of broad coursework.</p> <p>100% of students with disabilities are enrolled in Physical Education. 100% of students with disabilities in grade 3-5 are enrolled in VAPA.</p>	<p>2021-22 school year review of master schedules and Ca Dashboard self-reflection tool used for local indicators reflects 100% of students with disabilities are enrolled in all required areas of broad coursework.</p> <p>100% of students with disabilities are enrolled in Physical Education. 100% of students with disabilities in grade 3-5 are enrolled in VAPA.</p>	<p>2022-23 school year review of master schedules and Ca Dashboard self-reflection tool used for local indicators reflects 100% of students with disabilities are enrolled in all required areas of broad coursework.</p> <p>100% of students with disabilities are enrolled in Physical Education. 100% of students with disabilities in grade 3-5 are enrolled in VAPA.</p>		<p>Review of Master Schedules and CA Dashboard self-reflection tool used for local indicators will reflect 100% of students with disabilities are enrolled in all required areas of broad coursework.</p> <p>100% of students with disabilities are enrolled in Physical Education. 100% of students with disabilities in grade 3-5 are enrolled in VAPA.</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Intervention Specialist	The district will hire an intervention specialist to provide supplemental support in reading, math, and ELD. The specialist will utilize local data from classroom assessments to refine instruction and curriculum for all TIER 2 or Tier 3 students. They will also work together with all staff to implement necessary strategies to close the achievement gaps of English Learners, Low-Income, and any Foster Youth students.	\$135,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Purchasing supplemental Curriculum and Assessment tools	General Shafter will purchase supplemental resources in the area of math, reading, and EL. Resources are intended to obtain quality data to provide services for better outcomes in grade level mastery of the standards and to support language acquisition. The supplemental materials and resources will be used for academic intervention.	\$5,000.00	Yes
1.4	Professional Development in areas of Math, Language Arts, Science and History.	We will provide Professional Development for trainings for all teachers, SPED teachers, and support staff in the area of math, reading, and ELD. This Professional Development will allow our focus to remain on academic achievement to utilize best practices and increase English Language acquisition. Professional Development is multi funded. \$4,676.00 is Title II funds and \$29,000 is LCFF funds.	\$33,676.00	Yes
1.5	Support Staff	The district will retain two and hire one intervention aid to assist classroom teachers with reading, math and EL intervention. These instructional assistants will provide instructional support and small group instruction for English Learners, Foster Youth, and pupils of low socio-economic status. The support works in coordination with the Intervention Team to assist mastery of grade level standards including English Language Development.	\$104,000.00	Yes
1.6	Title I Staff	Staffing for Title I to provide standards base instruction to ensure academic success.	\$36,079.00	No

Goal Analysis [2022-23]

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.

The Intervention program created through this goal was a catalyst for success in many of our identified students. Focusing resources to hire an intervention specialist who created their team of support personnel proved to be our most valuable program throughout the year. Due to a great deal of learning loss in our pupil population including EL population, this program was able to work in small group setting and one on one to meet identified need based upon test scores, assessments and teacher/administration identification. Parents, staff and students all agreed this program was of great value and we look to continue to build upon its success in the coming year. Due to the success of this action, we were challenged by the need to hire more staffing to educate the pupils in need in the previous year. However we were able to bolster our staffing levels by hiring more support staff for this well needed program.

Actions 1.1 and 1.5 were actions that pertained to personnel. The staffing was integral to the success of this goal. When this goal was created, we utilized known curriculum to our district and utilized professional development through our county office. Due to an increase of students identified for intervention support staffing will increase. Due to these actions, our students were offered a high-level intervention allowing our trained staff to work with the classroom teacher to see that growth was achieved. Parents indicated their pleasure in how their students were being offered intervention. Students indicated on surveys their approval of the extra help.

Actions 1.1, 1.2, 1.4, 1.5, and 1.6 focus was to provide grade level standards for students to increase academic achievement. The staffing (Actions 1.1, 1.5, and 1.6) were able to provide direct support to students who needed additional time and resources to master grade level standards. This was done during the school day and after-school as students were identified for additional support based on local assessments. The professional development (Action 1.4) provided all staff with additional training focusing on working with teams in a Professional Learning Community. This allowed members to take back what was learned at the training to Focus on learning, Focus on Collaboration, and Focus on Results. The supplemental materials provided with students (Action 1.2) allowed for staff to work with students who needed intervention in ELA and Math.

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.

There were material differences between Budgeted Expenditures and Estimated Actual Expenditures of the following actions during the 2022-23 school year.

General Shafter School District conducted an analysis of material difference between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2022-23 LCAP Goal 1 was \$203,000. The estimated actual expenditures for 2022-23 LCAP Goal 1 was \$208,592.12. This is a over budget difference of \$5,592. The substantive difference (\$3,718) was in action 1.4, Professional Development in the areas of Math, Language Arts, Science, and History. The district utilized free professional development opportunities through Kern County Superintendent of Schools. The over budget spending was realized in action 1.2 and 1.5. 1.2 was initial purchasing of supplemental curriculum and assessment tools, we overspent by 13,854. Action 1.5 we overspent in the areas of support staff by \$5,663.70.

Action 1.6 overspent by double than what was budgeted due to increased hours (including additional cost for health and welfare benefits and salary raises) for Title I Staff.

Please note that the material difference does not represent the LCAP carry-over funding amount.

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

General Shafter attributes actions 1.1 through 1.6 to the success identified below. These actions working collectively together is making progress toward Goal 1, which is to increase academic achievement for all students. While we continue to improve on local and state data, we will continue to use the actions within this goal moving forward.

These actions has been proven to be effective based on trend data from 2017-2022 which indicate an increase in Achievement scores on State Assessments as indicated on the California Dashboard for all students and our Socioeconomic Disadvantaged students (Low-Income DFS for ELA was -22 in 2017, -8.2 in 2018, -14.3 in 2019, and -69 in 2022/ Low-Income DFS for Math was -25.4 in 2017, -15.7 in 2018, -8 in 2019, and -53.4 in 2022).

Curent 2022 Ca Dashboard Data:

English Language Arts

2021-2022

All- 44.70% Met or Exceeded Standard

(Growth of 6% from prior year)

SED- 39.75% Met or Exceeded Standard

(Growth of 6% from prior year)

Math

2021-2022

All- 36% Met or Exceeded Standard

(Growth of 10% from prior year)

SED- 25.68% Met or Exceeded Standard

(Growth of 3% from prior year)

There has also been an increase in Reading levels as measured by the STAR Benchmarks in multiple grade levels (2022 Spring Data).

READING - STAR RENAISSANCE BENCHMARKS

.....AT OR ABOVE.....ON WATCH.....INTERVENTION.....URGENT INTERVENTION

1st Grade.....	64%.....	0%.....	7%.....	29%
2nd Grade.....	45%.....	10%.....	5%.....	40%
3rd Grade.....	47%.....	20%.....	13%.....	20%
4th Grade.....	50%.....	5%.....	25%.....	20%
5th Grade.....	23%.....	31%.....	19%.....	27%
6th Grade.....	21%.....	16%.....	37%.....	26%
7th Grade.....	41%.....	18%.....	0%.....	41%
8th Grade.....	29%.....	18%.....	41%.....	12%

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 the data included in goal 1, budget, and educational partners feedback, General Shafter School determined that overspent in staffing budget to support students.

With this analysis it was determined that personnel expenses (Action 1.5) needed to be adjusted to the allocated budget due to the success of this goal. Due to anticipated growth in students qualifying for this program e anticipate additional resources being allotted to hire more staffing and purchase more curriculum. Professional development cost is anticipated to increase due to new staffing and new curriculum. We look forward to seeing the success of our students through this goal.

We have also increased funding for Professional Development (Action 1.4) to remain our focus on academic achievement and utilize the best practices in the classroom for all students.

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

An explanation of why the LEA has developed this goal.

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

The Chronic Absenteeism rate is:

- 45.20% for all students. (Very High)
- 42.50% for English Learners (Very High)
- 46.30% Socioeconomically Disadvantaged (Very High)
- 48.80% White (Very High)

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

of use of technology in appropriate manners. This product has been sampled during the 4th quarter of 2020-21 school year and was very well received this year due to distance learning and input suggests continued use to support small group instruction and differentiated instruction.

Parent Stakeholder:

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

Student Survey Input:

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

Administration:

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

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

State Priorities used in Goal #2

1, 3, 5, 6, 8

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Section 51210 and 51220(a)-(i), as applicable.	<p>During the 18-19 school year, Physical Fitness Scores were; (recorded as % in Health Fitness Zone)</p> <p>5th Grade 7th Grade</p> <p>Aerobic Capacity 30% 45%</p> <p>Body Composition 25% 50%</p> <p>Abdominal Strength 50% 95%</p> <p>Trunk Extension 100% 90%</p> <p>Upper Body Strength 65% 80%</p> <p>Flexibility 80% 70%</p>	<p>Our most recent data During the 18-19 school year, Physical Fitness Scores were; (recorded as % in Health Fitness Zone)</p> <p>5th Grade 7th Grade</p> <p>Aerobic Capacity 30% 45%</p> <p>Body Composition 25% 50%</p> <p>Abdominal Strength 50% 95%</p> <p>Trunk Extension 100% 90%</p> <p>Upper Body Strength 65% 80%</p> <p>Flexibility 80% 70%</p>	<p>Our most recent data During the 18-19 school year, Physical Fitness Scores were; (recorded as % in Health Fitness Zone)</p> <p>5th Grade 7th Grade</p> <p>Aerobic Capacity 30% 45%</p> <p>Body Composition 25% 50%</p> <p>Abdominal Strength 50% 95%</p> <p>Trunk Extension 100% 90%</p> <p>Upper Body Strength 65% 80%</p> <p>Flexibility 80% 70%</p>		<p>2 percentage point improvement for all areas on the Physical Fitness Scores</p> <p>Based upon the Physical Fitness test.</p> <p>All pupils participating in physical activities regularly based on local assessment.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			In 2022-23 100% of 5th Grade and 7th Grade participated in Physical Fitness.		
Priority: #3 - Parent Involvement (A) Efforts to seek parent input in making decisions for district and school sites.	0% of our families are engaged in parent training offered by General Shafter School District	2021-22 0% of our families are engaged in parent training offered by General Shafter School District	2022-23 0% of our families are engaged in parent training offered by General Shafter School District		50% of our families are engaged in parent training offered by General Shafter.
Priority #3- Parent Involvement (B) How district promotes participation of parents for unduplicated pupils	Using local communication tools (emails, flyers, phone tree service) 100% of all parent engagement opportunities were advertised and delivered to unduplicated students and families.	In 2021-22 using local communication tools (emails, flyers, phone tree service) 100% of all parent engagement opportunities were advertised and delivered to unduplicated students and families.	In 2022-23 using local communication tools (emails, flyers, phone tree service) 100% of all parent engagement opportunities were advertised and delivered to unduplicated students and families.		Using local communication tools (emails, flyers, phone tree service, DOJO) General Shafter will maintain baseline of 100% of all parent engagement opportunities were advertised and delivered to unduplicated students and families.
Priority #3 - Parent Involvement (C) How district promotes participation of	Using local communication tools (emails, flyers, phone tree service)	In 2021-22 Using local communication tools (emails, flyers, phone tree service)	In 2022-23 Using local communication tools (emails, flyers, phone tree service)		Using local communication tools (emails, flyers, phone tree service)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
parents for pupils with exceptional needs.	100% of all parent engagement opportunities were advertised and delivered to Students with Disabilities and families.	100% of all parent engagement opportunities were advertised and delivered to Students with Disabilities and families.	100% of all parent engagement opportunities were advertised and delivered to Students with Disabilities and families.		General Shafter will maintain baseline of 100% of all parent engagement opportunities were advertised and delivered to Student with Disabilities and families.
Priority 1 (a): Basic Services-Teachers appropriately assigned and full credentialed for assignment.	From the California Dashboard Local Indicators self-reflection tool shows 100% are fully credentialed and assigned appropriately.	2021-22 From the California Dashboard Local Indicators self-reflection tool shows 100% are fully credentialed and assigned appropriately.	2022-23 From the California Dashboard Local Indicators self-reflection tool shows 100% are fully credentialed and assigned appropriately.		Using the California Dashboard Local Indicator self-reflection tool we will maintain 100% fully credentialed and appropriately assigned teachers.
Priority 1 (b): Pupils access to standards-aligned materials.	From the California Dashboard Local Indicators self-reflection tool, 100% of students have access to standards-aligned materials.	2021-22 From the California Dashboard Local Indicators self-reflection tool, 100% of students have access to standards-aligned materials.	2022-23 From the California Dashboard Local Indicators self-reflection tool, 100% of students have access to standards-aligned materials.		Using the California Dashboard Local Indicator self-reflection tool we will maintain 100% of students will have access to standards-aligned materials.
Priority 1 (c): School facilities maintained and in good repair.	Facilities have an overall rating of “Exemplary” as indicated on FIT Report.	2021-22 Facilities have an overall rating of “Exemplary” as indicated on FIT Report.	2022-23 Facilities have an overall rating of “Exemplary” as indicated on FIT Report.		Facilities will maintain an overall rating of “Exemplary” as indicated on FIT Report.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5 (a): School attendance rates	According to CalPads and Local Data, the District's Attendance Rate for 2020-2021 was 100%. (This is COVID year)	According to CalPads and Local Data, the District's Attendance Rate for 2021--2022 was 86.5%.	According to CalPads and Local Data, the District's Attendance Rate for 2022-23 was 86.5%.		The California Dashboard will reflect the District's Attendance Rate for 2023-2024 will be 90%.
Priority 5 (b): Chronic absenteeism rates	<p>According to the California Dashboard, the District's Chronic Absenteeism Rate in 2018-2019 was</p> <ul style="list-style-type: none"> • 13.5% for all students. • 21.3% for English Learners • 15.4% Socioeconomically Disadvantaged • 25% White 	<p>Due to the suspension of the California Dashboard, the District's Chronic Absenteeism Rate in 2021-22 using the Kern Integrated Data System (August 2022) was</p> <ul style="list-style-type: none"> • 45% for all students. • 47% for English Learners • 47% Socioeconomically Disadvantaged • 50% White 	<p>District's Chronic Absenteeism Rate is The Chronic Absenteeism rate on the CA Dashboard is:</p> <ul style="list-style-type: none"> • 45.20% for all students. (Very High) • 42.50% for English Learners (Very High) • 46.30% Socioeconomically Disadvantaged (Very High) • 48.80% White (Very High) 		<p>According to the California Dashboard, the District's Chronic Absenteeism Rate for 2023-2024 will be:</p> <ul style="list-style-type: none"> • 5% for all students. • 10% for English Learners • 10% Socioeconomically Disadvantaged • 10% White
Priority 5 (c); Middle school drop-out rates	According to DataQuest, the Middle School Drop-Out Rate was 0 in 2018-2019.	According to DataQuest, the Middle School Drop-Out Rate was 0 in 2021-22.	According to DataQuest, the Middle School Drop-Out Rate was 0 in 2022-23.		Using Local data and DataQuest, the Middle School Drop-Out Rate will maintain as 0.
Priority 5 (d): High school drop-out rates	N/A	N/A	N/A		N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6 (a): Pupil suspension rates	<p>According to the California Dashboard, the District's Suspension Rate for 2018-2019 was .05%.</p> <p>As measured by our Student Information System, the referral rate was .05%.</p>	<p>According to the California Dashboard, the District's Suspension Rate for 2020-21 was .0%.</p> <p>As measured by our Student Information System, the referral rate was .0%.</p>	<p>According to the California Dashboard, the District's Suspension Rate for 2022-23 was 0.5%.</p> <p>As measured by our Student Information System, the referral rate was .0%.</p>		<p>Using the California Dashboard, the District's Suspension Rate for 2023-24 will be 0.</p> <p>As measured by our Student Information System, the referral rate was 0.</p>
Priority 6 (b): Pupil expulsion rates	Local Data reflects that the District's Expulsion Rate for 2018-2019 was 0.	Local Data reflects that the District's Expulsion Rate for 2021-22 was 0.	Local Data reflects that the District's Expulsion Rate for 2022-23 was 0.		Local Data will reflect the District's Expulsion Rate for 2023-24 will maintain 0.
Priority 6 (c): Other Local Measures on sense of safety and school connectedness	<p>Based on Local Measurement of student surveys regarding safety and school connectedness:</p> <p>93% enjoy school 85% feel safe at school 91% feel academic expectations are high.</p>	<p>21-22 school year Based on Local Measurement of student surveys regarding safety and school connectedness:</p> <p>93% enjoy school 85% feel safe at school 91% feel academic expectations are high.</p>	<p>22-23 school year Based on Local Measurement of student surveys regarding safety and school connectedness:</p> <p>93% enjoy school 85% feel safe at school 91% feel academic expectations are high.</p>		<p>Based on student surveys will reflect</p> <p>100% enjoy school 90% feel safe at school 95% feel academic expectations are high.</p>

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Attendance Campaign and Incentive Program	Create a detailed Attendance Campaign and Incentive Program along with promotional items to create a positive outcome to increase better attendance rates and lower our chronic absenteeism rate.	\$40,000.00	Yes
2.2	Performing Arts	Create and maintain a quality performing arts program that includes introduction to musical instruments, singing and on stage performances. General Shafter School District understands the importance of performing arts in the lives of our students. Therefore, it is our goal to utilize supplemental funds to offer these programs.	\$55,000.00	No
2.3	Fine Arts	Create and Maintain a fine arts program that includes student art shows and events to promote students creativity. General Shafter School District understands the importance of Fine arts in the lives of our students. Therefore, it is our goal to utilize supplemental funds to offer these programs.	\$50,000.00	No
2.4	Maintain modern classroom learning environment	General Shafter School District will continue to purchase modern classroom furniture and equipment to facilitate better learning. Included purchases include, student desks, science lab equipment. This is a multi-funded action with: LCFF funds- \$20,000 Title IV funds (Transferred to Title I)- \$5,000.00	\$25,000.00	No
2.5	Elementary Physical Education Instructor	The General Shafter School District will develop healthy students throughout the district and improve pupil outcomes on fitness tests. GSESD will maintain a standardized Elementary Physical Education program. Trained staff will provide targeted assistance to low income, English learners, and Foster Youth, groups who are more likely to have limited participation in physical activity. According to the U.S. Dept. of Health, there is a strong relationship between family income	\$122,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and physical activity, with low income families being the most sedentary. The effectiveness of this action will be measured by local fitness scores at GSESD and the state fitness test when reinstated.		
2.6	History based field trip or activity annually.	General Shafter will conduct one history based field trip or activity per grade level annually.	\$5,000.00	No
2.7	Science based field trip or activity	General Shafter school will conduct one science-based field trip or activity per grade level annually. This is a multi-funded action with: LCFF funds- \$5,000 Title IV funds (Transferred to Title I)- \$5000	\$10,000.00	No
2.8	Character Counts	Character Counts to bring awareness to school attendance. Studies show great improvement in areas of academic performance, school discipline and attendance through the the implementation of Character Counts. General Shafter ESD will begin the implementation of the program with staff training. Our focus the first year will be to increase attendance. Studies show that enrollment increased in school districts that implemented the program. In one instance homeless attendance increased from 75% to 95%.	\$5,000.00	No
2.9	Purchase educational technology	Purchase and maintain technology for students will have equitable tools that are needed to learn in the classroom. This is a multi-funded action with: LCFF funds- \$5,000 Title IV funds- \$2000	\$7,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.10	School Psychologist	General Shafter hire one part-time District Psychologist to monitor the Response to Intervention Program, and to provide additional support to students, families, and staff in the area of School Attendance, Trauma Informed Care, and Social Emotional Learning.	\$30,000.00	Yes
2.11	Resources for families with pupils with exceptional needs.	General Shafter will seek and distribute resources to families within our district with students with exceptional needs.	\$25,000.00	No
2.12	Parent Engagement	Engaging parents and community in annual and monthly training and instruction on educational needs. Materials/Supplies and additional staff support contribute to this action.	\$47,000.00	Yes

Goal Analysis [2022-23]

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.

Goal 2 was not fully implemented in year one and two. There are some specific actions the district implemented such as the school Psychologist, physical education and Fine arts program that proved to be successful and filled a great need. We will continue to grow these actions as well and continuing the implementation of modern classrooms and having up to date educational technology. Resources for these specific action items led to the district making progress toward this goal. Progress was determined based on PE, Psychologist and Fine Arts being introduced for the first time on our campus. Students, staff and parents all agreed these were great additions to the learning process.

Goal 2 was created with many actions intended to be developed over a long period of time. Within this goal are actions that were not introduced or implemented in year 1. However, the actions that were implemented were successful on a schoolwide level. The Physical Education teacher and program was a positive to our community especially after two years of COVID-19, Many families agreed their student needed to be physically active. Our school psychologist proved to be valuable as many of our students are dealing with mental health issues

from various reasons and lastly our fine arts program was an hit amongst all grade levels throughout the year. We will change Action 2.12 translation services has changed to parent engagement. Due to low attendance and parent engagement, we are putting a greater emphasis on engaging our parents and getting them on our campus. With our absenteeism rate being high we will increase incentives along with a comprehensive plan to encourage and rewards for students to be at school daily.

These actions working collectively together is making progress toward Goal 2, which is to have a healthy school climate and keep students engaged in learning. Student engagement in and out of the classroom is done with offering a well equipped classroom that students are proud as well as having multiple opportunities for students to be involved. This includes physical activity during the day by offering a robust Physical Education Program to offering many opportunities in Fine Arts and Performing Arts. General Shafter offers many field trip opportunities to support science and history that allows students to feel a sense of pride when attending events outside the school setting. Our Character Counts promotes student connectedness and creates a positive culture with daily and weekly lessons that promote school pride. General Shafter offers many field trip opportunities to support science and history that allows students to take what was learned about school pride and use this when attending events outside the school setting.

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.

There were material differences between Budgeted Expenditures and Estimated Actual Expenditures of the following actions during the 2022-23 school year.

General Shafter School District conducted an analysis of material difference between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2022-23 LCAP Goal 2 was \$318,500. The estimated actual expenditures for 2022-23 LCAP Goal 2 was \$158,930.27. This is a difference of \$159,569.63.

The substantive differences are below,

2.1 The material difference between budgeted expenditures and the actual expenditures was due to effects of illness and many students out. As a district we decided to implement this campaign in the coming year.

2.2 The material difference between budgeted expenditures and the actual expenditures was due to a district decision to implement performing arts in year 2 of our plan.

2.5 The material difference between budgeted expenditures and the actual expenditures was due to over budgeting expenditures of a Physical Education teacher with benefits.

2.6 The material difference between budgeted expenditures and the actual expenditures was due to utilizing field trips with free admissions.

2.8 The material difference between budgeted expenditures and the actual expenditures was due to implementing Character Counts in a small way for our 7th grade class.

2.9 The material difference between budgeted expenditures and the actual expenditures was due to the need to purchase more SMART boards than anticipated.

2.10 The material difference between budgeted expenditures and the actual expenditures was due to our ability to share Psychology services with other districts and share cost.

2.11 The material difference between budgeted expenditures and the actual expenditures was due not needing to purchase resources for students with exceptional needs in year 2 of 3.

2.12 The material difference between budgeted expenditures and the actual expenditures was due utilizing in-house translating on a as needed basis.

Please note that the material difference does not represent the LCAP carry-over funding amount.

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

General Shafter attributes actions 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, and 2.9 to the success identified below. These actions working collectively together is making progress toward Goal 2, which is to have a healthy school climate and keep students engaged in learning. Student engagement in and out of the classroom is done with offering a well equipped classroom that students are proud as well as having multiple opportunities for students to be involved. This includes physical activity during the day by offering a robust Physical Education Program to offering many opportunities in Fine Arts and Performing Arts. General Shafter offers many field trip opportunities to support science and history that allows students to feel a sense of pride when attending events outside the school setting. Our Character Counts promotes student connectedness and creates a positive culture with daily and weekly lessons that promote school pride. General Shafter offers many field trip opportunities to support science and history that allows students to take what was learned about school pride and use this when attending events outside the school setting.

While we continue to improve on local and state data, we will continue to use the actions within this goal moving forward.

Ca Suspension Rate- The trend has been very low in this area for the past 4 years and has been a success for General Shafter as we pride ourselves is providing a school that provides a positive school climate and culture and that is evident by the student engagement data.

All Students (Very Low)

0.5%

English Learners (Very Low)

0%

Socioeconomically Disadvantaged students (Low)

0.7%

22-23 school year Based on Local Measurement of student surveys regarding safety and school connectedness:

93% enjoy school

85% feel safe at school

91% feel academic expectations are high.

General Shafter also has actions that are in progress to show effectiveness. An aggressive approach to absentees will be implemented therefore an increase in funding (Action 2.1, 2.10, 2.11, 2.12) to promote and encourage positive attendance for students will be needed this year. We are trying to reduce the 2022 Ca Dashboard Chronic Absenteeism Rate below.

Chronic Absenteeism Rate

All Students (Very High)

45.2%

English Learners (Very High)

42.5%

Socioeconomically Disadvantaged students (Very High)

46.3%

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.

As the district moves forward to year 3 for this goal. There will be increased resources for the school psychologist (Action 2.10), Character Counts (Action 2.8) and performing arts (Action 2.2) will be introduced to the pupils schoolwide. Also, an aggressive approach to absentees will be implemented therefore an increase in funding to promote and encourage positive attendance for students will be needed this year (Action 2.1, 2.3). The modern classrooms, technology and physical education will continue to be a staple at General Shafter. We look forward to the growth of our student's population through the actions of this goal. Action 2.12 translation services has changed to parent engagement. Due to low attendance and parent engagement, we are putting a greater emphasis on engaging our parents and getting them on our campus.

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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
357813	28637

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
18.53%	7.83%	\$144,808.39	26.36%

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.

Goal 1

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

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

General Shafter has had continued growth on the CA Dashboard in recent years. Our current data is trending down slightly, but we feel our actions are still taking time to make an impact on student achievement as students transitioned back to school full time. Our current 2022

Dashboard Data shows the following:

English Language Arts

All Students (Low Status Level)

- 22.3 average distance from standard

English Learners (Low Status Level)

- 69 average distance from standard

Socioeconomically Disadvantaged students (Low Status Level)

- 33.3 average distance from standard

Mathematics

All Students (Low Status Level)

- 32.3 average distance from standard

English Learners (Very Low Status Level)

- 99.7 average distance from standard

Socioeconomically Disadvantaged students (Low Status Level)

- 53.4 average distance from standard

CAST (Science Data)

5th Grade

All Students 22.22% Met or Exceeded

Socioeconomically Disadvantaged students 25% Met or Exceeded

8th Grade

All Students 13.64% Met or Exceeded

Socioeconomically Disadvantaged students 8.33% Met or Exceeded

The Current Chronic Absenteeism rate is:

- 45.20% for all students. (Very High)
- 42.50% for English Learners (Very High)
- 46.30% Socioeconomically Disadvantaged (Very High)

- 48.80% White (Very High)

General Shafter has also identified a gap in parent involvement as 0% of our families, including our English Learners and Socioeconomic Disadvantaged student families has participated in parent trainings offered this past year.

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

	5th Grade	7th Grade
Aerobic Capacity	30%	45%
Body Composition	25%	50%
Abdominal Strength	50%	95%
Trunk Extension	100%	90%
Upper Body Strength	65%	80%
Flexibility	80%	70%

2018-2019 PFT results for Economically Disadvantaged Students

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

In 2022-23 100% of 5th Grade and 7th Grade participated in Physical Fitness.

Additional Conditions and Circumstances

General Shafter is a rural area located on the south eastern edge of Kern County in the state of California.

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

- >exposure to academic language outside of school
- >familial resources to support their education at home
- >access to technology
- >opportunities to demonstrate content knowledge separate from their language development
- >Lack of resources for extra academic or social emotional supports

- >Attendance is impacted due to transportation needs
- >There is a lack of community sports programs available to students due to rural area and cost associated with programs that families would not be able to afford.
- >There is a lack of safe recreational space for students

The following actions were created within Goal 1 and 2 with these needs, conditions, and circumstances in mind as well as input from our stakeholders. General Shafter believes these actions will increase and or improve services for Foster Youth, English Learners, and Low-Income Students.

Goal 1

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

Intervention Specialist

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

Supplemental Curriculum and Assessment Tools

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

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

Professional Development and Support

Goal 1: Action 4, which provides professional development in the area of CCSS and ELD.

This action is intended to provide continued training and staff development for staff to utilize the best research-based practices with state standards. The action will also incorporate a districtwide data system to be used to measure student progress on local assessments and provide supplemental classroom materials to support the core program when students struggle with academic standards. By providing this

action, it will be effective in meeting the goal of our district because staff will have the opportunity to attain Mastery of Common Core Grade level standards and use data to analyze student learning. We will measure the effectiveness of this action by utilizing local benchmark data and state assessment results. While this action is an LEA-Wide Action and all students will benefit from this, we believe that this will close the achievement gap that exists with Foster Youth, English Learners, and Low-Income by increasing the rate of growth as outlined in our state priority metrics.

ELA, MATH, ELD Intervention Aids

Goal 1: Action 5, The district will retain one and hire one intervention aid to assist classroom teachers with reading, math and EL intervention. These instructional assistants will provide instructional support and small group instruction for English Learners, Foster Youth, and pupils of low socio-economic status. The support works in coordination with the Intervention Team to assist mastery of grade level standards including English Language Development.

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

Goal 2

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

Attendance Campaign and Incentive Program

Goal 2: Action 1, This is a continued action and will provide a detailed Attendance Campaign and Incentive Program along with promotional items to create a positive outcome to increase better attendance rates and lower our chronic absenteeism rate. Stakeholder Feedback from parents of Low Income and English Learner families state that their students need to feel a sense of belonging at school. Creating a positive school climate is a goal of General Shafter and our Attendance Campaign will help support this initiative.

We will measure the effectiveness of this action by utilizing school attendance, reduction of chronic absenteeism, local benchmark data, and state assessment results. While this action is an LEA-Wide Action and all students will benefit from this, we believe that this will close the achievement gap that exists with Foster Youth, English Learners, and Low-Income by increasing the rate of growth as outlined in our state priority metrics.

Elementary Physical Education Instructor

Goal 2: Action 5, This is a continued action and will allow General Shafter School District the ability to develop healthy students throughout the district and improve pupil outcomes on fitness tests. GSESD will maintain a standardized Elementary Physical Education program. Trained staff will provide targeted assistance to low income, English learners, and Foster Youth, groups who are more likely to have limited participation in physical activity. According to the U.S. Dept. of Health, there is a strong relationship between family income and physical activity, with low-income families being the most sedentary.

The effectiveness of this action will be measured by local fitness scores at GSESD and the state fitness test when reinstated. We will measure the effectiveness of this action by utilizing local fitness assessments and student engagement (Attendance Rates for health related illnesses). While this action is an LEA-Wide Action and all students will benefit from this, we believe that this will close the achievement gap that exists with Foster Youth, English Learners, and Low-Income by increasing the rate of growth as outlined in our state priority metrics.

School Psychologist

Goal 2: Action 10, This is a continued action and will provide General Shafter the ability to hire one part-time District Psychologist to monitor the Response to Intervention Program, and to provide additional support to students, families, and staff in the area of School Attendance, Trauma Informed Care, and Social Emotional Learning. Stakeholder Feedback from parents of Low Income and English Learner families state that their students need to feel a sense of belonging at school.

Creating a positive school climate is a goal of General Shafter and our School Psychologist will provide resources and training to parents and staff.

We will measure the effectiveness of this action by utilizing school attendance, reduction of chronic absenteeism, local benchmark data, and state assessment results. While this action is an LEA-Wide Action and all students will benefit from this, we believe that this will close the achievement gap that exists with Foster Youth, English Learners, and Low-Income by increasing the rate of growth as outlined in our state priority metrics.

Parent Engagement

Goal 2: Action 12, This is a new action and will allow for parent and community engagement. These services have been requested by our stakeholders and we have been able to provide additional resources to families in their home language. This action also allows additional information gathered from English Learner families. We will measure the effectiveness of this action by utilizing local benchmark data, state assessment results as well as surveys and sign in sheets. While this action is an LEA-Wide Action and all students will benefit from this, we believe that this will close the achievement gap that exists with Foster Youth, English Learners, and Low-Income by increasing the rate of growth as outlined in our state priority metrics.

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

General Shafter is a small school that incorporates services for all kids in our actions. While we consider the needs of English Learner, Foster Youth, and Low-Income Students first, we feel that our actions outlined meet those needs. One specific action that is an increased service to English Learners is Goal 1, Action 2. General Shafter will purchase supplemental resources in the area of math, reading, and EL to support English Learners. Resources are intended to obtain quality data to provide services for better outcomes in grade level mastery of the standards and to support language acquisition. The supplemental materials and resources will be used for academic intervention as our English Learners have a performance gap in academic and language acquisition that is identified below:

Our current 2022 Dashboard Data shows the following:

English Language Arts
 English Learners (Low Status Level)

- 69 average distance from standard

Math
 English Learners (Very Low Status Level)

- 99.7 average distance from standard

CA English Learner Progress
 2019- 65.2%
 2022- 34.6%

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

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.

The additional funding was used to retain staff by adding additional hours to our existing part time paraprofessional who support reading intervention. (Goal 1, Action 5)

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	N/A	15:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	12:1

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$682,000.00			\$52,755.00	\$734,755.00	\$505,079.00	\$229,676.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Intervention Specialist	English Learners Foster Youth Low Income	\$135,000.00				\$135,000.00
1	1.2	Purchasing supplemental Curriculum and Assessment tools	English Learners	\$5,000.00				\$5,000.00
1	1.4	Professional Development in areas of Math, Language Arts, Science and History.	English Learners Foster Youth Low Income	\$29,000.00			\$4,676.00	\$33,676.00
1	1.5	Support Staff	English Learners Foster Youth Low Income	\$104,000.00				\$104,000.00
1	1.6	Title I Staff	All				\$36,079.00	\$36,079.00
2	2.1	Attendance Campaign and Incentive Program	English Learners Foster Youth Low Income	\$40,000.00				\$40,000.00
2	2.2	Performing Arts	All	\$55,000.00				\$55,000.00
2	2.3	Fine Arts	All	\$50,000.00				\$50,000.00
2	2.4	Maintain modern classroom learning environment	All	\$20,000.00			\$5,000.00	\$25,000.00
2	2.5	Elementary Physical Education Instructor	English Learners Foster Youth Low Income	\$122,000.00				\$122,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.6	History based field trip or activity annually.	All	\$5,000.00				\$5,000.00
2	2.7	Science based field trip or activity	All	\$5,000.00			\$5,000.00	\$10,000.00
2	2.8	Character Counts	All	\$5,000.00				\$5,000.00
2	2.9	Purchase educational technology	All	\$5,000.00			\$2,000.00	\$7,000.00
2	2.10	School Psychologist	English Learners Foster Youth Low Income	\$30,000.00				\$30,000.00
2	2.11	Resources for families with pupils with exceptional needs.	All	\$25,000.00				\$25,000.00
2	2.12	Parent Engagement	English Learners Foster Youth Low Income	\$47,000.00				\$47,000.00

2023-24 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
1,930,493	357813	18.53%	7.83%	26.36%	\$512,000.00	0.00%	26.52 %	Total:	\$512,000.00
								LEA-wide Total:	\$512,000.00
								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	Intervention Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$135,000.00	
1	1.2	Purchasing supplemental Curriculum and Assessment tools	Yes	LEA-wide	English Learners	All Schools	\$5,000.00	
1	1.4	Professional Development in areas of Math, Language Arts, Science and History.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$29,000.00	
1	1.5	Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$104,000.00	
2	2.1	Attendance Campaign and Incentive Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	
2	2.5	Elementary Physical Education Instructor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$122,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.10	School Psychologist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	
2	2.12	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$47,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$633,525.00	\$520,543.85

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	Intervention Specialist	Yes	\$105,000.00	\$94,104.05
1	1.2	Purchasing supplemental Curriculum and Assessment tools	Yes	\$3,000.00	\$16,854.00
1	1.4	Professional Development in areas of Math, Language Arts, Science and History.	Yes	\$10,446.00	\$3,718.00
1	1.5	Support Staff	Yes	\$90,000.00	\$101,332.40
1	1.6	Title I Staff	No	\$56,579.00	\$99,210.00
2	2.1	Attendance Campaign and Incentive Program	Yes	\$16,000.00	0.00
2	2.2	Performing Arts	No	\$55,000.00	\$19,406.70
2	2.3	Fine Arts	No	\$25,000.00	\$4,503.00
2	2.4	Maintain modern classroom learning environment	No	\$22,000.00	\$12,700.55
2	2.5	Elementary Physical Education Instructor	Yes	\$122,000.00	\$84,818.41

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	History based field trip or activity annually.	No	\$5,000.00	\$4,975.13
2	2.7	Science based field trip or activity	No	\$11,000.00	\$9,915.75
2	2.8	Character Counts	No	\$3,500.00	0.00
2	2.9	Purchase educational technology	No	\$7,000.00	\$35,125.48
2	2.10	School Psychologist	Yes	\$30,000.00	\$25,375.69
2	2.11	Resources for families with pupils with exceptional needs.	No	\$25,000.00	0.00
2	2.12	Parent Engagement	Yes	\$47,000.00	\$8,504.69

2022-23 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)
344,436	\$418,000.00	\$334,707.69	\$83,292.31	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	Intervention Specialist	Yes	\$105,000.00	\$94,104.50		
1	1.2	Purchasing supplemental Curriculum and Assessment tools	Yes	\$3,000.00	\$16,854.00		
1	1.4	Professional Development in areas of Math, Language Arts, Science and History.	Yes	\$5,000.00	\$3,718.00		
1	1.5	Support Staff	Yes	\$90,000.00	\$101,332.40		
2	2.1	Attendance Campaign and Incentive Program	Yes	\$16,000.00	\$0.00		
2	2.5	Elementary Physical Education Instructor	Yes	\$122,000.00	\$84,818.41		
2	2.10	School Psychologist	Yes	\$30,000.00	\$25,375.69		
2	2.12	Parent Engagement	Yes	\$47,000.00	\$8,504.69		

2022-23 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)
1,850,412	344,436	7.30	25.91%	\$334,707.69	0.00%	18.09%	\$144,808.39	7.83%

Instructions

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[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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