



## LCFF Budget Overview for Parents

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

CDS Code: 15 63487 6009534

School Year: 2024-25

LEA contact information:

Mr. Chris Salyards

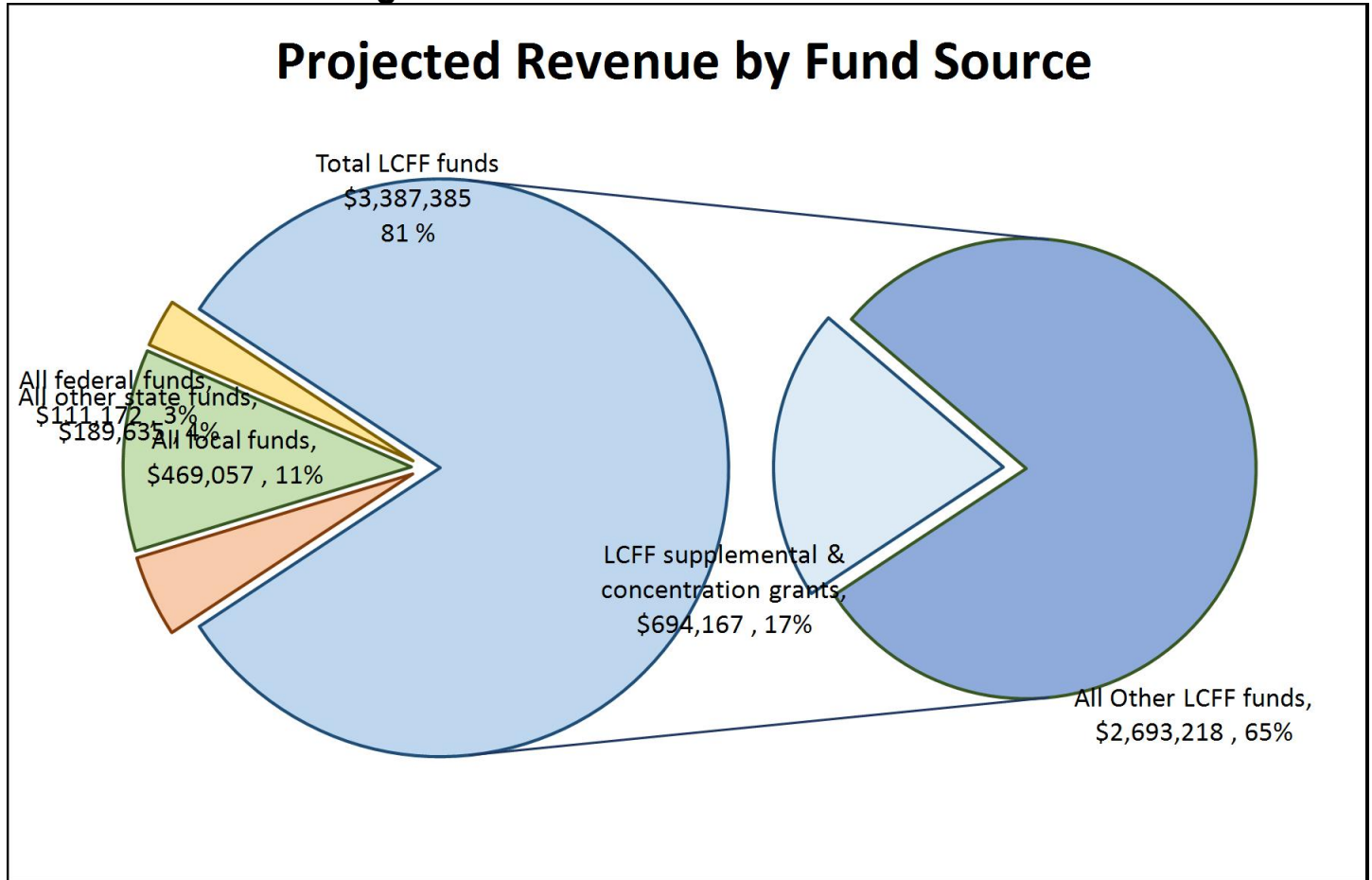
Superintendent

[chriss@generalshafter.org](mailto: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 2024-25 School Year

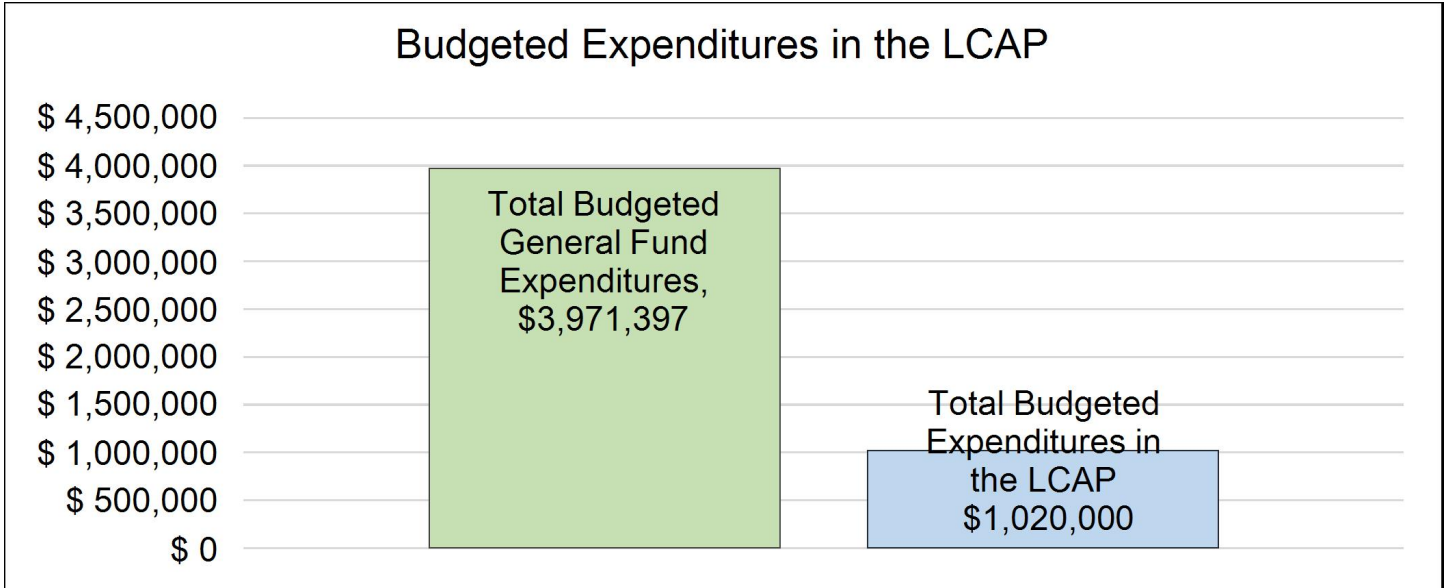


This chart shows the total general purpose revenue General Shafter Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for General Shafter Elementary School District is \$4,157,249, of which \$3387385 is Local Control Funding Formula (LCFF), \$189635 is other state funds, \$469057 is local funds, and \$111172 is federal funds. Of the \$3387385 in LCFF Funds, \$694167 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 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

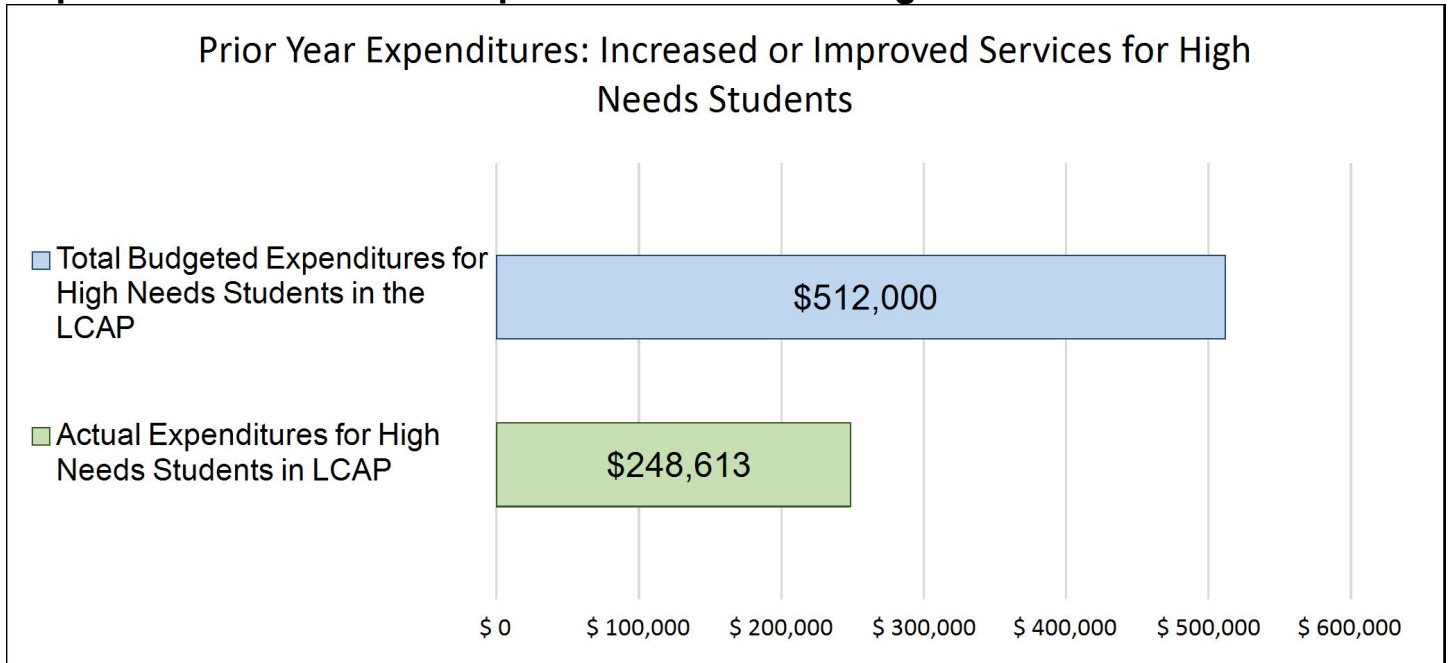
The text description of the above chart is as follows: General Shafter Elementary School District plans to spend \$3,971,397 for the 2024-25 school year. Of that amount, \$1,020,000 is tied to actions/services in the LCAP and \$2,951,397 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2024-25, General Shafter Elementary School District is projecting it will receive \$694,167 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 \$755,000 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what 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 2023-24, General Shafter Elementary School District's LCAP budgeted \$512000 for planned actions to increase or improve services for high needs students. General Shafter Elementary School District actually spent \$248612.74 for actions to increase or improve services for high needs students in 2023-24.



*General Shafter*  
SCHOOL DISTRICT



# 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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

# 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.

## 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.	From the 2023-24 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 substantially implemented.
Priority: #2 - Implementation of State Standards (B) How do the program and services will enable English	100% of EL students have access to CCSS and ELD standards for purpose of obtaining content knowledge and language	In 2021 100% of EL students have access to CCSS and ELD standards for purpose of obtaining content knowledge and	In 2022 100% of EL students have access to CCSS and ELD standards for purpose of obtaining content knowledge and	In 2023 100% of EL students have access to CCSS and ELD standards for purpose of obtaining content knowledge and	100% of EL students have access to CCSS and ELD standards for purpose of obtaining content knowledge and language

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Learners to access the CCSS & ELD standard for purpose of gaining academic content knowledge and English language proficiency.	proficiency as measured by Local Survey Data, Master Schedule, and Admin Walk-Throughs (Min of 30 minutes or more of Daily ELD).	language proficiency as measured by Local Survey Data, Master Schedule, and Admin Walk-Throughs (Min of 30 minutes or more of Daily ELD).	language proficiency as measured by Local Survey Data, Master Schedule, and Admin Walk-Throughs (Min of 30 minutes or more of Daily ELD).	language proficiency as measured by Local Survey Data, Master Schedule, and Admin Walk-Throughs (Min of 30 minutes or more of Daily ELD).	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 (Orange, Change level declined significantly from prior year)</p> <p>Low Income students -14.3 average</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 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</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"> <li>• 22.3 average distance from standard</li> </ul> <p>English Learners (Low Status Level)</p> <ul style="list-style-type: none"> <li>• 69 average distance from standard</li> </ul> <p>Socioeconomically Disadvantaged students (Low Status Level)</p>	<p>Data pulled in January 2023. The CA Dashboard has been restored therefore the CA Dashboard Data is now included.</p> <p>English Language Arts All Students -21.4 DFS (Low Status Level, Orange)</p> <ul style="list-style-type: none"> <li>• -85.4 average distance from standard</li> <li>• -25.9 average distance from standard</li> </ul> <p>Socioeconomically Disadvantaged students</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> <p>Low Income students -12 average distance from standard</p> <p>Mathematics All Students 0 average distance from standard</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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>CAST (Science Data) All Students-9.09% Met or Exceeded Low Income- 4.55% Met or Exceeded</p>	<p>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> <p>English Learner - 144.8 average distance from standard (Due to suspension of 2020 Ca Dashboard, no color status available)</p>	<ul style="list-style-type: none"> <li>33.3 average distance from standard</li> </ul> <p>Mathematics All Students (Low Status Level)</p> <ul style="list-style-type: none"> <li>32.3 average distance from standard</li> </ul> <p>English Learners (Very Low Status Level)</p> <ul style="list-style-type: none"> <li>99.7 average distance from standard</li> </ul> <p>Socioeconomically Disadvantaged students (Low Status Level)</p> <ul style="list-style-type: none"> <li>53.4 average distance from standard</li> </ul> <p>CAST (Science Data) 5th Grade All Students 22.22% Met or Exceeded</p> <p>Socioeconomically Disadvantaged students 25% Met or Exceeded</p>	<p>(Low Status Level, Yellow)</p> <p>Mathematics All Students -41.4 average distance from standard (Low Status Level, Orange)</p> <ul style="list-style-type: none"> <li>99.1 average distance from standard English Learners (Very Low Status Level, No color status)</li> <li>50.5 average distance from standard Socioeconomically Disadvantaged students (Low Status Level, Orange)</li> </ul> <p>CAST (Science Data) 5th Grade All Students 3.85% Met or Exceeded</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
		<p>Low Income students -62.3 average distance from standard (Due to suspension of 2020 Ca Dashboard, no color status available)</p> <p>CAST (Science Data) All Students-9.09% Met or Exceeded Low Income- 4.55% Met or Exceeded</p>	<p>8th Grade All Students 13.64% Met or Exceeded</p> <p>Socioeconomically Disadvantaged students 8.33% Met or Exceeded</p>	<p>Socioeconomically Disadvantaged students 6.67% Met or Exceeded</p> <p>8th Grade All Students 22.22% Met or Exceeded</p> <p>Socioeconomically Disadvantaged students 16.67% Met or Exceeded</p>	
Priority: #4 - Pupil Achievement (B % of pupils that have successfully completed A-G requirements.	N/A	N/A	N/A	N/A	N/A
Priority: #4 - Pupil Achievement (C) % of pupils that have successfully completed CTE pathways	N/A	N/A	N/A	N/A	N/A
Priority: #4 - Pupil Achievement (D) % of pupil who have completed both B & C.	N/A	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: #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.	CA Dashboard the most recent data was used. The 2022 CA Dashboard English Learner Progress Indicator shows that 44.4% 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%.	Local Data reflects that the District's Redesignation Rate for 2023--24 was 7%.	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	N/A
Priority: #4 - Pupil Achievement (H) % of pupils prepared for college by the EAP (ELA/Math CAASPP Score of 3 or higher)	N/A	N/A	N/A	N/A	N/A
Priority: #7 - Course Access (A) to the extent to which students have access	Review of Master Schedules and Ca Dashboard self-reflection tool used for	Review of 2021-22 Master Schedules and Ca Dashboard self-reflection tool used for	Review of 2022-23 Master Schedules and Ca Dashboard self-reflection tool used for	Review of 2023-24 Master Schedules and Ca Dashboard self-reflection tool used for	Review of Master Schedules and CA Dashboard self-reflection tool used for

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
to and are enrolled in a broad course of study.	<p>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>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>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>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>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>100% of TK - 6th grade have access to art and music class.</p> <p>100% of English Learners received</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>100% of TK - 6th grade have access to art and music class.</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>100% of TK - 6th grade have access to art and music class.</p>	<p>2023-24 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>100% of TK - 6th grade have access to art and music class.</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> <p>100% of TK - 6th grade will have access to art and music class.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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 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 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 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 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>
Priority: #7 Course Access (C) to program and services for student with	Review of Master Schedules and Ca Dashboard self-reflection tool used for	2021-22 school year review of master schedules and Ca Dashboard self-	2022-23 school year review of master schedules and Ca Dashboard self-	2023-24 school year review of master schedules and Ca Dashboard self-	Review of Master Schedules and CA Dashboard self-reflection tool used for

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
disabilities. 100% of students with disabilities are enrolled in all required areas of broad coursework.	<p>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>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>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>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>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>

## Goal Analysis

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 2023-24 school year. General Shafter School District conducted an analysis of material difference between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2023-24 LCAP Goal 1 was \$313,755. The estimated actual expenditures for 2023-24 LCAP Goal 1 was \$312,116.53. This is budget difference of \$1,638.47. The substantive difference (\$27,714.81) 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. Action 1.5 we overspent in the areas of support staff by \$(68,244.72). We underspent on 1.1 Intervention Specialist, due to the loss of an employee. We will fully spend the budgeted amount in the year(s) to come. 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 or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.**

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).

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	33%	40%	13%	13%
2nd Grade	57%	22%	9%	13%
3rd Grade	44%	11%	22%	22%
4th Grade	41%	29%	24%	6%
5th Grade	67%	6%	11%	17%
6th Grade	54%	19%	8%	19%
7th Grade	63%	5%	16%	16%
8th Grade	60%	13%	10%	25%

**READING - STAR RENAISSANCE BENCHMARKS**

	AT OR ABOVE	ON WATCH	INTERVENTION	URGENT INTERVENTION
1st Grade	42%	19%	13%	26%
2nd Grade	39%	4%	13%	43%
3rd Grade	39%	6%	22%	33%
4th Grade	53%	12%	12%	24%
5th Grade	72%	11%	0%	17%
6th Grade	26%	41%	22%	11%
7th Grade	50%	17%	11%	22%
8th Grade	20%	35%	10%	35%

**EARLY LITERACY -STAR RENAISSANCE BENCHMARKS**

	AT OR ABOVE	ON WATCH	INTERVENTION	URGENT INTERVENTION
Transition Kindergarten	29%	11%	11%	24%
Kindergarten	40%	27%	20%	13%
1st Grade	43%	7%	7%	43%

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 2023 Dashboard Data shows the following:



## English Language Arts

All Students -21.4 DFS (Low Status Level, Orange)

- -85.4 average distance from standard English Learners (Low Status Level, No color status)
- -25.9 average distance from standard Socioeconomically Disadvantaged students (Low Status Level, Yellow)

## Mathematics

All Students -41.4 average distance from standard (Low Status Level, Orange)

- -99.1 average distance from standard English Learners (Very Low Status Level, No color status)
- -50.5 average distance from standard Socioeconomically Disadvantaged students (Low Status Level, Orange)

## CAST (Science Data)

### 5th Grade

All Students 3.85% Met or Exceeded

Socioeconomically Disadvantaged students 6.67% Met or Exceeded

### 8th Grade

All Students 22.22% Met or Exceeded

Socioeconomically Disadvantaged students 16.67% Met or Exceeded

## CA Suspension Rate:

All Students (medium status, orange) 2.1%

English Learners (Very Low, blue) 0%

Socioeconomically Disadvantaged Students (medium status, orange) 2.4%

## CA Dashboard Chronic Absenteeism Rate:

All Students (very high status, yellow) 40%

English Learners (very high status, red) 48.9%

Socioeconomically Disadvantaged Students (very high, orange) 42.9%

## English Learner Progress

44.4% of English Learners are making Progress (No Performance Color) and this is an increase of 9.8% from previous year.

General Shafter current data from the Kern Integrated Data Systems (KiDS) as of 5/21/24 include the following:

## Attendance Rate

All Students Year to date Attendance Rate 94.12%, overall increase of 5% from previous 2 years.

English Learners- 93.60%, overall increase of 4% from previous 2 years.

Socioeconomic Disadvantaged Rate 94.31%, overall increase of 5% from previous 2 years.

#### Chronic Absenteeism Rate

All Students- 17%, decline of 23% from previous year

English Learners- 22%, decline of 27% from previous year

Socioeconomic Disadvantaged Rate- 14%, decline of 28% from previous year

#### Suspension Rate

All Students- 1.94%, reduction of .2% from the previous year

English Learners- 0%, remained the same from the previous year

Socioeconomic Disadvantaged- 2.37%, increase of .1% from the previous year

Estimated English Learner Progress Indicator (ELPI) Rate- 48.15%

#### Student Connectedness Survey (Spring 2024)

78% of students feel like teachers and school staff care about them.

80% of students feel like they belong when they are at school.

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 we 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.

## 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	N/A
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>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>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>Based on PFT testing during the 2023-2024 school year, Physical Fitness Scores were. (recorded as % in Health Fitness Zone)</p> <p>Aerobic Capacity 5th Grade 100% 7th Grade 94%</p> <p>Abdominal Strength 5th Grade 100% 7th Grade 94%</p> <p>Trunk Extension 5th Grade 100%</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
	<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>Abdominal Strength 50% 95%</p> <p>Trunk Extension 100% 90%</p> <p>Upper Body Strength 65% 80%</p> <p>Flexibility 80% 70%</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>In 2022-23 100% of 5th Grade and 7th Grade participated in Physical Fitness.</p>	<p>7th Grade 94%</p> <p>Upper Body Strength 5th Grade 94% 7th Grade 94%</p> <p>Flexibility 5th Grade 100% 7th Grade 94%</p>	
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	2023-24 10% 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	Using local communication tools	In 2021-22 using local communication tools	In 2022-23 using local communication tools	In 2023-24 using local communication tools	Using local communication tools

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
district promotes participation of parents for unduplicated pupils	(emails, flyers, phone tree service)  100% of all parent engagement opportunities were advertised and delivered to unduplicated students and families.	(emails, flyers, phone tree service)  100% of all parent engagement opportunities were advertised and delivered to unduplicated students and families.	(emails, flyers, phone tree service)  100% of all parent engagement opportunities were advertised and delivered to unduplicated students and families.	(emails, flyers, phone tree service)  100% of all parent engagement opportunities were advertised and delivered to unduplicated students and families.	(emails, flyers, phone tree service, DOJO)  General Shafter will maintain baseline of 100% of all parent engagement opportunities were advertised and delivered to unduplicated students and families.
Priority #3 - Parent Involvement (C) How district promotes participation of parents for pupils with exceptional needs.	Using local communication tools (emails, flyers, phone tree service)  100% of all parent engagement opportunities were advertised and delivered to Students with Disabilities and families.	In 2021-22 Using local communication tools (emails, flyers, phone tree service)  100% of all parent engagement opportunities were advertised and delivered to Students with Disabilities and families.	In 2022-23 Using local communication tools (emails, flyers, phone tree service)  100% of all parent engagement opportunities were advertised and delivered to Students with Disabilities and families.	In 2023-24 Using local communication tools (emails, flyers, phone tree service)  100% of all parent engagement opportunities were advertised and delivered to Students with Disabilities and families.	Using local communication tools (emails, flyers, phone tree service)  General Shafter will maintain baseline of 100% of all parent engagement opportunities were advertised and delivered to Student with Disabilities and families.
Priority 1 (a): Basic Services-Teachers appropriately assigned and full	From the California Dashboard Local Indicators self-reflection tool shows	2021-22 From the California Dashboard Local Indicators self-reflection tool shows	2022-23 From the California Dashboard Local Indicators self-reflection tool shows	2023-24 From the California Dashboard Local Indicators self-reflection tool shows	Using the California Dashboard Local Indicator self-reflection tool we will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
credentialed for assignment.	100% are fully credentialed and assigned appropriately.	100% are fully credentialed and assigned appropriately.	100% are fully credentialed and assigned appropriately.	100% are fully credentialed and assigned appropriately.	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.	2023-24 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.	2023-24 Facilities have an overall rating of “Exemplary” as indicated on FIT Report.	Facilities will maintain an overall rating of “Exemplary” as indicated on FIT Report.
Priority 5 (a): School attendance rates	According to CalPads and Local Data, the District's Attendance Rate for 2020-2021 was 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%.	General Shafter current data from the Kern Integrated Data Systems (KiDS) as of 5/21/24  Attendance Rate All Students Year to date Attendance Rate 94.12%, overall increase of 5% from previous 2 years. English Learners- 93.60%, overall increase of 4% from previous 2 years.	The California Dashboard will reflect the District's Attendance Rate for 2023-2024 will be 90%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Socioeconomic Disadvantaged Rate 94.31%, overall increase of 5% from previous 2 years.	
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"> <li>• 13.5% for all students.</li> <li>• 21.3% for English Learners</li> <li>• 15.4% Socioeconomically Disadvantaged</li> <li>• 25% White</li> </ul>	<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"> <li>• 45% for all students.</li> <li>• 47% for English Learners</li> <li>• 47% Socioeconomically Disadvantaged</li> <li>• 50% White</li> </ul>	<p>District's Chronic Absenteeism Rate is The Chronic Absenteeism rate on the CA Dashboard is:</p> <ul style="list-style-type: none"> <li>• 45.20% for all students. (Very High)</li> <li>• 42.50% for English Learners (Very High)</li> <li>• 46.30% Socioeconomically Disadvantaged (Very High)</li> <li>• 48.80% White (Very High)</li> </ul>	<p>2023 CA Dashboard Chronic Absenteeism Rate: All Students (very high status, yellow) 40% English Learners (very high status, red) 48.9% Socioeconomically Disadvantaged Students (very high, orange) 42.9%</p> <p>Current Kern Integrated Data System (KiDS, 2/21/24) Chronic Absenteeism Rate All Students- 17%, decline of 23% from previous year English Learners- 22%, decline of 27% from previous year Socioeconomic Disadvantaged Rate-</p>	<p>According to the California Dashboard, the District's Chronic Absenteeism Rate for 2023-2024 will be:</p> <ul style="list-style-type: none"> <li>• 5% for all students.</li> <li>• 10% for English Learners</li> <li>• 10% Socioeconomically Disadvantaged</li> <li>• 10% White</li> </ul>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				14%, decline of 28% from previous year	
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.	According to DataQuest, the Middle School Drop-Out Rate was 0 in 2023-24.	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	N/A
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>2023 CA Dashboard Suspension Rate:</p> <p>All Students (medium status, orange) 2.1%</p> <p>English Learners (Very Low, blue) 0%</p> <p>Socioeconomically Disadvantaged Students (medium status, orange) 2.4%</p> <p>General Shafter current data from the Kern Integrated Data Systems (KIDS) as of 5/21/24</p> <p>Suspension Rate All Students- 1.94%, reduction of .2% from the previous year</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>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				English Learners- 0%, remained the same from the previous year Socioeconomic Disadvantaged- 2.37%, increase of .1% from the previous year	
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 reflects that the District's Expulsion Rate for 2023-24 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	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.	21-22 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.	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.	Based on the Local Measurement of Student Connectedness Survey, the following percentages Agree or Strongly Agree with the following statements.  81% I feel like it is easy to talk with teachers/staff at this school.  87% I feel like my teachers and school staff care about me.	Based on student surveys will reflect  100% enjoy school 90% feel safe at school 95% feel academic expectations are high.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>81% If I am absent, I feel like there is a teacher or some other adult at school who will notice my absence.</p> <p>38% I regularly attend and participate in school-sponsored events, such as school dances, sporting events, student performances, or other school activities.</p> <p>52% There are lots of chances for students at this school to get involved in sports, clubs, and other school activities outside of class.</p> <p>84% I feel like I belong when I am at school.</p>	

## Goal Analysis

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.

There are some specific actions the district implemented such as the School Psychologist (Action 2.10), physical education (Action 2.5) and Fine arts program (Action 2.2 and 2.3) 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.

- Attendance Campaign (Action 2.1): No differences noted; the campaign was implemented as planned and yielded positive results.
- Performing and Fine Arts Programs (Actions 2.2 and 2.3): Implemented as planned with positive impacts on student connectedness.
- Modern Classroom Environment (Action 2.4): Implemented as planned; facilities are exemplary.
- Physical Education (Action 2.5): Implemented as planned; fitness outcomes were excellent.
- Field Trips (Actions 2.6 and 2.7): Implemented as planned; likely positive impact on engagement.
- Character Counts (Action 2.8): Implemented as planned; positive impact on attendance and school climate.
- Educational Technology (Action 2.9): Implemented as planned; 100% access achieved.
- School Psychologist (Action 2.10): Implemented as planned; effective in supporting student well-being.
- Resources for Exceptional Needs (Action 2.11): Implemented as planned; supports student engagement.
- Parent Engagement (Action 2.12): Implemented as planned, but with lower-than-expected participation.

Overall, most planned actions were implemented as intended, resulting in significant improvements in attendance, physical fitness, and student connectedness. Some areas, such as parent engagement, could benefit from further efforts to increase participation.

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 2023-24 school year.

General Shafter School District conducted an analysis of material difference between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2023-24 LCAP Goal 2 was \$421,000. The estimated actual expenditures for 2023-24 LCAP Goal 2 was \$137,256.30. This is a difference of \$283,743.70.

The substantive differences are below,

2.1 The material difference between budgeted expenditures and the actual expenditures was due to

2.2 The material difference between budgeted expenditures and the actual expenditures was due to

2.3 The material difference between budgeted expenditures and the actual expenditures was due to

2.5 The material difference between budgeted expenditures and the actual expenditures was due to

2.10 The material difference between budgeted expenditures and the actual expenditures was due to

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 3 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 or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

#### Analysis of Goal Achievement in the Previous Year

##### Attendance Campaign and Incentive Program (Action 2.1)

Planned Action: Implement an attendance campaign with incentives to improve attendance rates and reduce chronic absenteeism.

##### Outcome:

Attendance rate improved to 94.12%, an increase of 5%.

Chronic absenteeism decreased significantly: from 40% to 17% for all students, from 48.9% to 22% for English Learners, and from 42.9% to 14% for socioeconomically disadvantaged students.

Effectiveness: The campaign was highly effective, as demonstrated by the substantial improvement in attendance rates and the notable reduction in chronic absenteeism.

##### Performing Arts (Action 2.2)

Planned Action: Establish a quality performing arts program.

##### Outcome:

Improvement in student engagement and connectedness was observed. 81% of students feel that they belong at school, and 87% feel that teachers and staff care about them.

Effectiveness: While specific metrics for performing arts participation were not provided, the positive feedback on student connectedness suggests the program contributed to a supportive school environment.

##### Fine Arts (Action 2.3)

Planned Action: Develop and maintain a fine arts program.

Outcome: Similar to the performing arts program, the fine arts program likely contributed to student engagement, though specific participation metrics were not provided.

Effectiveness: The fine arts program appears to support the overall goal of fostering creativity and student engagement, as indicated by the

positive survey responses.

#### Maintain Modern Classroom Learning Environment (Action 2.4)

Planned Action: Purchase modern classroom furniture and equipment.

Outcome:

Facilities rated as "Exemplary" on the FIT Report.

100% of students have access to standards-aligned materials.

Effectiveness: The goal was achieved, providing a modern and conducive learning environment.

#### Elementary Physical Education Instructor (Action 2.5)

Planned Action: Maintain a standardized PE program to improve fitness outcomes.

Outcome:

High Physical Fitness Scores: 100% of 5th graders and 94% of 7th graders are in the Health Fitness Zone for various fitness metrics.

Effectiveness: The program was highly effective in achieving fitness goals for students.

#### History and Science-Based Field Trips or Activities (Actions 2.6 and 2.7)

Planned Actions: Conduct annual history and science-based field trips or activities per grade level.

Outcome:

No specific data provided on the impact, but these activities likely contributed to student engagement and learning.

Effectiveness: Without specific outcome data, the effectiveness is inferred from the general improvements in student connectedness and engagement.

#### Character Counts Program (Action 2.8)

Planned Action: Implement the Character Counts program to improve attendance and school discipline.

Outcome:

Attendance improved and the suspension rate decreased slightly.

Positive student survey responses regarding school connectedness.

Effectiveness: The program was effective in improving attendance and fostering a positive school environment.

#### Purchase Educational Technology (Action 2.9)

Planned Action: Ensure equitable access to technology for all students.

Outcome:

100% of students have access to necessary technology for learning.

Effectiveness: The goal was fully achieved, supporting equitable learning opportunities.

School Psychologist (Action 2.10)

Planned Action: Hire a part-time psychologist to support students' mental health and attendance.

Outcome:

Improved support for students, as indicated by the decline in chronic absenteeism and positive survey responses on teacher-student relationships.

Effectiveness: The psychologist's role was effective in supporting student well-being and attendance.

Resources for Families with Exceptional Needs (Action 2.11)

Planned Action: Provide resources for families of students with exceptional needs.

Outcome:

No specific data provided, but the initiative supports overall student and family engagement.

Effectiveness: The effectiveness is inferred to be positive, aligning with the general improvements in school climate and student support.

Parent Engagement (Action 2.12)

Planned Action: Engage parents in educational training and instruction.

Outcome:

10% of families participated in parent training.

100% of engagement opportunities were advertised to unduplicated students and families.

Effectiveness: The engagement levels could be higher, indicating room for improvement in this area.

English Language Arts

All Students -21.4 DFS (Low Status Level, Orange)

- -85.4 average distance from standard English Learners (Low Status Level, No color status)
- -25.9 average distance from standard Socioeconomically Disadvantaged students (Low Status Level, Yellow)

## Mathematics

All Students -41.4 average distance from standard (Low Status Level, Orange)

- -99.1 average distance from standard English Learners (Very Low Status Level, No color status)
- -50.5 average distance from standard Socioeconomically Disadvantaged students (Low Status Level, Orange)

School Data to support Effectiveness of all actions within Goal 2:

CAST (Science Data)

5th Grade

All Students 3.85% Met or Exceeded

Socioeconomically Disadvantaged students 6.67% Met or Exceeded

8th Grade

All Students 22.22% Met or Exceeded

Socioeconomically Disadvantaged students 16.67% Met or Exceeded

CA Suspension Rate:

All Students (medium status, orange) 2.1%

English Learners (Very Low, blue) 0%

Socioeconomically Disadvantaged Students (medium status, orange) 2.4%

CA Dashboard Chronic Absenteeism Rate:

All Students (very high status, yellow) 40%

English Learners (very high status, red) 48.9%

Socioeconomically Disadvantaged Students (very high, orange) 42.9%

English Learner Progress

44.4% of English Learners are making Progress (No Performance Color) and this is an increase of 9.8% from previous year.

General Shafter current data from the Kern Integrated Data Systems (KiDS) as of 5/21/24 include the following:

Attendance Rate

All Students Year to date Attendance Rate 94.12%, overall increase of 5% from previous 2 years.

English Learners- 93.60%, overall increase of 4% from previous 2 years.

Socioeconomic Disadvantaged Rate 94.31%, overall increase of 5% from previous 2 years.

Chronic Absenteeism Rate

All Students- 17%, decline of 23% from previous year



English Learners- 22%, decline of 27% from previous year  
Socioeconomic Disadvantaged Rate- 14%, decline of 28% from previous year

Suspension Rate

All Students- 1.94%, reduction of .2% from the previous year  
English Learners- 0%, remained the same from the previous year  
Socioeconomic Disadvantaged- 2.37%, increase of .1% from the previous year

Estimated English Learner Progress Indicator (ELPI) Rate- 48.15%

Student Connectedness Survey (Spring 2024)

78% of students feel like teachers and school staff care about them.  
80% of students feel like they belong when they are at school.

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.

Moving forward. 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.**

## Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

### Goal Analysis

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.

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

- 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.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education  
November 2023



*General Shafter*  
SCHOOL DISTRICT

EXCELLENCE

SINCE 1904

# 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	chris@generalshafter.org (661) 837-1931

## Plan Summary [2024-25]

### General Information

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

General Shafter School District is a school district that is comprised of one Transitional Kindergarten through 8th grade school. General Shafter School District was founded in 1904 and is located in a rural part Kern County located in the southeastern end of Bakersfield. Generally, enrollment at General Shafter remains under 200 students. Currently General Shafter serves 182 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, special education, athletics, and resources for our student populations. Many of our students succeed beyond high school and become responsible citizens who benefit our community due to the professional educators who call General Shafter their place of employment. General Shafter School district is looking to the future growth via the expansion of the Tejon Grapevine Development and the Hard Rock Casino project. 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: Annual Performance

A reflection on annual performance 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	33%	40%	13%	13%
2nd Grade	57%	22%	9%	13%
3rd Grade	44%	11%	22%	22%
4th Grade	41%	29%	24%	6%
5th Grade	67%	6%	11%	17%
6th Grade	54%	19%	8%	19%
7th Grade	63%	5%	16%	16%
8th Grade	60%	13%	10%	25%

### READING - STAR RENAISSANCE BENCHMARKS

	AT OR ABOVE	ON WATCH	INTERVENTION	URGENT INTERVENTION
1st Grade	42%	19%	13%	26%
2nd Grade	39%	4%	13%	43%
3rd Grade	39%	6%	22%	33%
4th Grade	53%	12%	12%	24%
5th Grade	72%	11%	0%	17%
6th Grade	26%	41%	22%	11%
7th Grade	50%	17%	11%	22%
8th Grade	20%	35%	10%	35%

### EARLY LITERACY -STAR RENAISSANCE BENCHMARKS

	AT OR ABOVE	ON WATCH	INTERVENTION	URGENT INTERVENTION
Transition Kindergarten	29%	11%	11%	24%
Kindergarten	40%	27%	20%	13%
1st Grade	43%	7%	7%	43%

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 2023 Dashboard Data shows the following:

#### English Language Arts

All Students -21.4 DFS (Low Status Level, Orange)

- 85.4 average distance from standard English Learners (Low Status Level, No color status)
- 25.9 average distance from standard Socioeconomically Disadvantaged students (Low Status Level, Yellow)

## Mathematics

All Students -41.4 average distance from standard (Low Status Level, Orange)

- -99.1 average distance from standard English Learners (Very Low Status Level, No color status)
- -50.5 average distance from standard Socioeconomically Disadvantaged students (Low Status Level, Orange)

## CAST (Science Data)

### 5th Grade

All Students 3.85% Met or Exceeded

Socioeconomically Disadvantaged students 6.67% Met or Exceeded

### 8th Grade

All Students 22.22% Met or Exceeded

Socioeconomically Disadvantaged students 16.67% Met or Exceeded

## CA Suspension Rate:

All Students (medium status, orange) 2.1%

English Learners (Very Low, blue) 0%

Socioeconomically Disadvantaged Students (medium status, orange) 2.4%

## CA Dashboard Chronic Absenteeism Rate:

All Students (very high status, yellow) 40%

English Learners (very high status, red) 48.9%

Socioeconomically Disadvantaged Students (very high, orange) 42.9%

## English Learner Progress

44.4% of English Learners are making Progress (No Performance Color) and this is an increase of 9.8% from previous year.

General Shafter current data from the Kern Integrated Data Systems (KiDS) as of 5/21/24 include the following:

### Attendance Rate

All Students Year to date Attendance Rate 94.12%, overall increase of 5% from previous 2 years.

English Learners- 93.60%, overall increase of 4% from previous 2 years.

Socioeconomic Disadvantaged Rate 94.31%, overall increase of 5% from previous 2 years.

### Chronic Absenteeism Rate

All Students- 17%, decline of 23% from previous year

English Learners- 22%, decline of 27% from previous year (Red Indicator on 2023 CA Dashboard)

Socioeconomic Disadvantaged Rate- 14%, decline of 28% from previous year

General Shafter plans to use Goal 2, Action 2.1, 2.3, and 2.4 to address the Red Indicator on the 2023 CA Dashboard in Chronic Absenteeism for our English Learners.

#### Suspension Rate

All Students- 1.94%, reduction of .2% from the previous year

English Learners- 0%, remained the same from the previous year

Socioeconomic Disadvantaged- 2.37%, increase of .1% from the previous year

Estimated English Learner Progress Indicator (ELPI) Rate- 48.15%

#### Student Connectedness Survey (Spring 2024)

78% of students feel like teachers and school staff care about them.

80% of students feel like they belong when they are at school.

The following are Professional Development opportunities our staff participating in this during the 2023-24 school year.

Heggerty - August 16, 2023

Next Gen: Math Daily Check-ins - August 17, 2023

Renaissance - Using accelerated Reader - August 18, 2023

Renaissance - Measuring Reading with MyON - September 6, 2023

STEM Taught - September 6, 2023

Next Gen: Daily Micro-Formative Assessment - October 4, 2023

S.P.I.R.E PD- October 16, 2023

TK/K Conference: January 26, 2024

Kids: CAASP Training February 1, 2024

Stem Taught -March 13, 2024

#### 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, SPIRE

Reading: Intervention: SPIRE

#### Supplemental Curriculum:

STAR Renaissance, MYON, IXL, Next Gen, SPIRE, 'Not so Wimpy Writing', Heggerty.

Some teachers use: Spelling A-Z,

#### Assessment Tools Purchased:

STAR Renaissance is assessment only. SPIRE assessments, Bateria - Woodcock 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: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

## 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 in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Staff (Certificated, teachers and Classified, other school personnel)	Staff are happy with the overall direction. Staff would like to see clear guidelines for behavioral issues. Staff has requested reinforcement and support from administration. Staff feel communication with parents and guardians has improved.
Principal and Administration	Administration meets monthly throughout the year to review assessments and data being received. This process allows for administration to have constructive conversations regarding the needs of the school district, subgroups and individual students. This process is key along with input from other stakeholders to develop our LCAP.
Students	Students are invited to participate in two surveys throughout the year. One survey is a local survey, and the 2nd survey is produced by KIDs. This information provides insight as to how our students feel about school, their relationship with staff, and their sense of being safe at school. We use this information to help us quage the mental makeup of our students while at school.
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 were also a topic of discussion.
Board of Trustees	A Mid-Year review of the LCAP was done in February. An update to the implementation of all actions and update of the budget expenditures to date was provided.

Educational Partner(s)	Process for Engagement
	<p>The Board of Trustees held a public hearing on June 4th, 2024, to review the LCAP and Budget. The Board of Trustees approved the LCAP and Budget on June 6th, 2024. There were no questions that needed a written response. The LCAP will continually be reviewed for appropriate updates as needed.</p>
Parents	<p>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 arts, EL Intervention, and Extra Curricular activities. programs. Areas in which stakeholders would like to see addressed are as follows:</p> <ul style="list-style-type: none"> <li>&gt; Parent engagement and participation in school activities was a top priority.</li> <li>&gt; Continue the growth and Supplemental Programs - Music, Art, etc.</li> <li>&gt; Continue Extra Curricular activities</li> <li>&gt; Parent Support by in areas of cyber bullying, substance abuse.</li> </ul>
SELPA	<p>In the Fall of 2023 and Spring of 2024, we consulted with SELPA regarding our LCAP. General Shafter administration met with SELPA to discuss our plans and goals. We also shared our areas of concern and areas of strength. A meeting was held on March 4th, at 8:00am to discuss the goals, outcomes and receive input from representation from parent group. Meetings reviewed and discussed the progress the district made to achieve LCAP goals from 2023-24 and also received input for goals to the 2024-25 LCAP.</p>
District Advisory Councils	<p>Parents from our Advisory Council 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 arts, EL Intervention, and Extra Curricular activities. programs. Areas in which stakeholders would like to see addressed are as follows:</p> <ul style="list-style-type: none"> <li>&gt; Parent engagement and participation in school activities was a top priority.</li> <li>&gt; Continue the growth and Supplemental Programs - Music, Art, etc.</li> <li>&gt; Continue Extra Curricular activities</li> </ul>

Educational Partner(s)	Process for Engagement
	> Parent Support by in areas of cyber bullying, substance abuse.
DELAC	In the Fall of 2023 and Spring of 2024, we consulted with DELAC 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. Meetings reviewed and discussed the progress the district made to achieve LCAP goals from 2023-24 and also received input for goals to the 2024-25 LCAP.

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

During the 2023-24 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 2024, 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 2023-24 and also received input for goals to the 2024-25 LCAP. The Board of Trustees held a public hearing on June 4th, 2024, to review the LCAP and Budget. The Board of Trustees approved the LCAP and Budget on June 6th, 2024. There were no questions that needed a written response. The LCAP will continually be reviewed for appropriate updates as needed.

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 2024-2027 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 2024-27 LCAP will have 2 goals focused on engagement/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 districtwide English learner program, with a 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 designate English language development and the integrate English language development. improve English proficiency and academic achievement of English Learners.

Based upon classroom walks, local and state data, input from teachers and parents we will address the decline in core areas. 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. Our program is 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. Students 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:

Over the past few years our district has had issues with school attendance, especially in the area of Excessive Excused absences, a significant portion of the population has been identified as Chronically Absent. Our District has implemented Character Counts as a resource to build off of and deter absenteeism, along with incentives for good attendance. We have shown small growth in attendance in the 2023-24 school year. We desire to build and have even higher attendance rates over the next 3 years. 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/PBIS 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.

District's Chronic Absenteeism Rate on the CA Dashboard is:

- 40% for all students. (Yellow)
- 48.9% for English Learners (Red)
- 42.9% Socioeconomically Disadvantaged (Orange)
- 33.3% White (Orange)

#### School Climate:

Stakeholder input overwhelmingly gave our district and site administration high marks for their ability to communicate, especially using the resource ParentSquare to keep them informed of happenings in our district. Students and families feel safe at school and feel the facilities are well taken care of and sanitized regularly. Administration has indicated the continued 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 continually is being purchased and implemented to indicate real-time access to student engagement and oversight of use of technology in appropriate manners. We continue to

evaluate and upgrade our facilities and technology to keep our students and staff safe.

**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 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.

**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, Media Arts, etc. (From Parent, Student Stakeholders, PAC, and ELPAC)
- > Extra Curricular (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	Type of Goal
1	Increase academic achievement in the core areas for all student groups, including students with disabilities and unduplicated pupils. Including a districtwide English learner program, with a 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 designate English language development and the integrate English language development. improve English proficiency and academic achievement of English Learners.	Broad Goal

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Based upon classroom walks, local and state data, input from teachers and parents we will address the decline in core areas. 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. Our program is 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. Students 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.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% implementation of CCSS standards in the classroom.	From the 2023 California Dashboard Local Indicator self-			2026 From the California Dashboard Local	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Source: Local Data Priority: 2- Implementation of State Standards (A) Implementation of state board adopted academic content and performance standards for all students.</p>	<p>reflection tool and classroom walkthrough, Data reflect 100% of classrooms implement CCSS on a daily basis.</p> <p>Data will be based upon California Dashboard Local Indicator self-reflection tool and classroom walkthrough.</p>			Indicator self-reflection tool and classroom walkthrough, Data will reflect 100% of classrooms implement CCSS on a daily basis.	
1.2	<p>% implementation of CCSS standards and ELD standards in the classroom. Source: Local Data Priority: 2 - Implementation of State Standards (B) How do the program and services will enable English Learners to access the CCSS and ELD standards for prps of gaining academic content knowledge and English language proficiency.</p>	<p>2023-24 data showcases 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 45 minutes or more of Daily ELD).</p> <p>Knowledge and language proficiency as measured by Local Survey Data, Master Schedule, and Admin Walk-Throughs</p>			2027-28 100% of EL students will 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 45 minutes or more of Daily ELD).	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Performance Level (DFS and % met or exceeded in Science) on CA State Assessments. Source: Ca Dashboard Priority: 4 - Pupil Achievement (A) Statewide assessments administered.	<p>Data will be collected from Statewide assessments and 2023 CA Dashboard.</p> <p>English Language Arts ELA (All students): 21.4 points below standard Maintained 1 points (orange level)</p> <p>English Learners: (Low Status Level) 85.4 points below standard, Declined 16.3 Points</p> <p>Socioeconomically Disadvantaged: 25.9 points below standard</p> <p>Mathematics All Students: 41.4 points below standard Declined 9.1 points (orange level)</p> <p>English Learners: 99.1 points below standard, Increased 5.6 points (No performance level)</p> <p>Socioeconomically Disadvantaged: 50.5 points below standard, maintained 2.9 points (orange level)</p>			<p>2026 English Language Arts ELA (All students): 19 points below standard</p> <p>English Learners: (Low Status Level) 80 points below standard</p> <p>Socioeconomically Disadvantaged: 23 points below standard</p> <p>Mathematics All Students: 39 points below standard</p> <p>English Learners: 95 points below standard,</p> <p>Socioeconomically Disadvantaged: 45 points below standard.</p> <p>CAST (Science Data) 5th Grade All Students Met or Exceeded: 10%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>CAST (Science Data) 5th Grade All Students Met or Exceeded: 3.85%</p> <p>Socioeconomically Disadvantaged Students Met or Exceeded: 6.67%</p> <p>8th Grade All Students Met or Exceeded: 22.22%</p> <p>Socioeconomically Disadvantaged Students Met or Exceeded: 16.67%</p>			<p>Socioeconomically Disadvantaged Students Met or Exceeded: 7%</p> <p>8th Grade All Students Met or Exceeded: 23%</p> <p>Socioeconomically Disadvantaged Students Met or Exceeded: 17%</p>	
1.4	<p>Priority: 4 - Pupil Achievement (C) Percentage of pupils that have successfully completed CTE pathways.</p> <p>N/A</p>	N/A			N/A	
1.5	<p>Priority: 4 - Pupil Achievement (D) Percentage of pupils who have completed both A and B.</p> <p>N/A</p>	N/A			N/A	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Priority: 4 - Pupil Achievement (B) Percentage of pupils who have completed A-G requirements.  N/A	N/A			N/A	
1.7	% of EL's making progress towards English Proficiency Source: CA Dashboard Priority: 4 - Pupil Achievement (E) Percentage of EL who make progress toward English proficiency as measured by English Learner progress indicator.	The 2023 CA Dashboard English Learner Progress Indicator shows that 44.4% of our EL students made progress toward English proficiency.			2026 The CA Dashboard English Learner Progress Indicator will show that 47% of our EL students made progress toward English proficiency.	
1.8	% of EL's Reclassified Source: Local Data Priority: 4 - Pupil Achievement (F) EL reclassification rate.	2023-24 Local Data reflects that the District's Redesignation Rate for 2022--23 was 6%.			2027-28 Local Data will reflect that the District's Redesignation Rate is 10%.	
1.9	Priority: 4 - Pupil Achievement (G) Percentage of pupils that pass AP exams with a score of 3 or higher.  N/A	N/A			N/A	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	Priority: 4 - Pupil Achievement (H) Percentage of pupils prepared for college y the EAP (ELA/Math CAASPP score of 3 or higher)  N/A	N/A			N/A	
1.11	% of students with access to a broad course of study Source: Local Data Priority: 7- Course Access (A) to the extent to which students have access to and are enrolled in a broad course of study	Review of 2023-24 Master Schedules and CA Dashboard self-reflection tool used for local indicators reflects 100% of students have access to a broad course of study. 100% of students are enrolled in all required areas of broad coursework. 100% of students are enrolled in Physical Education. 100% of students grades 3-5 are enrolled in VAPA.			2026 Master Schedules and CA Dashboard self-reflection tool used for local indicators will reflects 100% of students have access to a broad course of study. 100% of students are enrolled in all required areas of broad coursework. 100% of students are enrolled in Physical Education. 100% of students grades 3-5 are enrolled in VAPA.	
1.12	% of EL's, low income, and foster youth who have access to a broad course of study Source: Local Data	2023-24 school year review of master schedules and CA Dashboard self reflection tool used for			2027-28 School year review of master schedules and CA Dashboard self-reflection tool	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Priority: 7- Course Access (B) to programs and services for low income, English learner and foster youth.</p>	<p>local indicators reflects 100% of unduplicated students are enrolled in all required areas of broad coursework.</p> <p>100% of TK - 6th grade have access to art and music class. 100% of English Learners received targeted English Language Development during Designated and Integrated English Language Development instruction 100% of identified English Learners receive appropriate supports during Integrated ELD as identified by classroom walkthrough tool to be implemented 2023-24 100% of enrolled foster youth and their families are aware of programs and services and have access to desired programs and services.</p>			<p>used for local indicators will reflects 100% of unduplicated students are enrolled in all required areas of broad coursework.</p> <p>100% of TK - 6th grade will have access to art and music class. 100% of English Learners received targeted English Language Development during Designated and Integrated English Language Development instruction 100% of identified English Learners receive appropriate supports during Integrated ELD as identified by classroom walkthrough tool to be implemented 100% of enrolled foster youth and their families are aware of programs and services and</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					have access to desired programs and services.	
1.13	<p>% of students with disabilities who are offered and enrolled in support services and programs.</p> <p>Source: Local Data 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>	<p>2023-24 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.</p> <p>100% of students with disabilities in grade 3- 5 are enrolled in VAPA.</p> <p>All students who are on an IEP, have 100% updated plans.</p>			<p>2026 School year 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 will receive Physical Education. 100% of students with disabilities in grade 3- 5 are enrolled in VAPA.</p> <p>All students who are on an IEP, have 100% updated plans.</p>	
1.14	<p>% of students at or above grade level in reading</p> <p>Source: Local Data</p>	<p>2023-24 - Renaissance STAR Reading Performance Level At/Above Grade Level: 1st Grade: 38% Average IRL: -.5</p>			<p>2027-28 Renaissance STAR Reading Performance Level At/Above Grade Level: 1st Grade: 39%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority: 8- Other pupil outcomes	2nd Grade: 27% Average IRL: .9 3rd Grade: 41% Average IRL: 2.4 4th Grade: 56% Average IRL: 3.6 5th Grade: 58% Average IRL: 4.9 6th Grade: 35% Average IRL: 5.4 7th Grade: 56% Average IRL: 6.5 8th Grade: 25% Average IRL: 6.4  Accelerated Reader average quizzes passed per student in each grade for the school year: 1st Grade: <1 2nd Grade: 1 3rd Grade: 2 4th Grade: 1 5th Grade: 3 6th Grade: 1 7th Grade: 1 8th Grade: <1  2023-24 STAR Data Unfied Avg. Scale Score  STAR Reading (All Students) Fall-949			Average IRL: -.5 2nd Grade: 28% Average IRL: .9 3rd Grade: 42% Average IRL: 2.4 4th Grade: 57% Average IRL: 3.6 5th Grade: 59% Average IRL: 4.9 6th Grade: 36% Average IRL: 5.4 7th Grade: 57% Average IRL: 6.5 8th Grade: 26% Average IRL: 6.4  Accelerated Reader average quizzes passed per student in each grade for the school year: 1st Grade: 5 2nd Grade: 5 3rd Grade: 5 4th Grade: 5 5th Grade: 5 6th Grade: 6 7th Grade: 5  2026-27 STAR Data Unfied Avg. Scale Score  STAR Reading (All Students)	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Winter-983 Spring-985  STAR Reading (English Learners) Fall-861 Winter-894 Spring-902  STAR Reading (SED students) Fall-953 Winter-987 Spring-984  STAR Math (All Students) Fall-964 Winter-986 Spring-1000  STAR Math (English Learners) Fall-891 Winter-908 Spring-938  STAR Math (SED students) Fall-967 Winter-992 Spring-1006			Fall +5 from baseline Winter +5 from baseline Spring +5 from baseline  STAR Reading (English Learners) Fall +5 from baseline Winter +5 from baseline Spring +5 from baseline  STAR Reading (SED students) Fall +5 from baseline Winter +5 from baseline Spring +5 from baseline  STAR Math (All Students) Fall +5 from baseline Winter +5 from baseline Spring +5 from baseline  STAR Math (All Students) Fall +5 from baseline Winter +5 from baseline Spring +5 from baseline  STAR Math (English Learners)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Fall +5 from baseline Winter +5 from baseline Spring +5 from baseline  STAR Math (SED students) Fall +5 from baseline Winter +5 from baseline Spring +5 from baseline 8th Grade: 5	
1.15						
1.16						
1.17	% of books checked out of Library Source: Local Data Priority: 8- Other pupil outcomes	2023-24 Book Checkout Rates 0%			2027-28 Book Checkout Rates 50%	
1.18	Early Literacy Rates (STAR Early Lit) Math Avg. Scale Scores Reading Avg. Scale Scores Source: Local Data	23/24 From Kern Integrated Data System (KiDS, Spring) STAR Early Literacy Average Scaled Scores - 739			2027-28 From Kern Integrated Data System (KiDS, Spring) STAR Early Literacy	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority: 8- Other pupil outcomes, local assessment data	<p>Socioeconomic Disadvantaged- 743 English Learners-712</p> <p>23/24 From Kern Integrated Data System (KiDS, Spring) STAR Math Average Scale Scores- 1000 Socioeconomic Disadvantaged- 1006 English Learners-933</p> <p>23/24 From Kern Integrated Data System (KiDS, Spring) STAR ELA Average Scale Scores- 985 Socioeconomic Disadvantaged-984 English Learners-896</p>			<p>Average Scaled Scores - 785 Socioeconomic Disadvantaged-770 English Learners-750</p> <p>2027-28 From Kern Integrated Data System (KiDS, Spring) STAR Math Average Scale Scores- 1050 Socioeconomic Disadvantaged-1030 English Learners-975</p> <p>2027-28 From Kern Integrated Data System (KiDS, Spring) STAR ELA Average Scale Scores- 1000 Socioeconomic Disadvantaged-995 English Learners-940</p>	

# Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Intervention Specialist	<p>The district will continue to employ an intervention specialist to provide supplemental support in reading, math and ELD. The specialist will utilize local data from classroom assessment to refine instruction and curriculum of all TIER 2 or TIER 3 student. The specialist will work and collaborate with all staff to implement necessary intervention to struggling students mastering grade level standards and close the achievement gap of English Learners, Low-Income, and any Foster Youth students.</p> <p>The Intervention Specialist will provide small group tutoring, mentorship and training for staff using supplemental curriculum tools, and timely data monitoring of students to staff and families.</p>	\$165,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Support Staff	The district will employ 5 intervention aides to assist the Intervention specialist and classroom teacher with reading, math and EL intervention. These instructional assistants will provide instructional support and small group instruction to English learner, Foster youth and pupils of low socio-economic status. The support works in coordination with the Intervention specialist to assist mastery of grade level standards including English Language Development.	\$175,000.00	Yes
1.3	Title I Staff	<p>2 support staff will provide targeted small group instruction in Math and Reading to address skill gaps to master grade level standards. Individual student monitoring who are receiving support will be used to ensure students are on track to meet learning goals. Progress monitoring will be used from local and state assessments to track progress of students.</p> <p>Based on a Needs Assessment that Includes Performing Gaps identified in the Measuring and Reporting section above, General Shafter plans on using our allocated Title I funding to provide support staff for students who are struggling to meet grade level standards.</p>	\$65,000.00	No
1.4	Professional Development Support	<p>The District will provide professional development to staff specializing in Mathematics, English Language Arts, Teacher Collaboration, and training/support to be identified as a model school (state and federal programs). Growth in these areas will be bolstered through mentoring practices. All teachers, with a particular focus on those teaching English Learners, SED students, and Foster Youth will be trained.</p> <p>Professional Development will involve a series of workshops, collaborative planning sessions, and peer observations aimed at providing teachers with the tools and strategies necessary to excel in their respective subjects. The professional development activities will be facilitated by expert educators and instructional coaches.</p>	\$120,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>PLCs will meet bi-weekly to analyze student data, share effective instructional strategies, and plan interventions for struggling learners. Special focus will be given to data-driven decision-making to tailor instruction that meets the diverse needs of students, particularly those in identified subgroups.</p> <p>PLCs will include teachers, Coaches, and Administrators focused on learning what students should be expected to learn and do, how students will learn using common formative assessments, what staff will do when students do not learn essential standards, and what staff will do when students do learn essential standards. Teams will identify trends, celebrate successes, and develop action plans for areas needing improvement.</p> <p>Professional Development Includes:  Site Stipends  Sub Release Time  Consultant Training Fees  Material and Supplies  Supplemental Hourly Wages  Material and Supplies</p>		
<b>1.5</b>	Purchasing Supplemental Materials, Curriculum and Assessment tools.	General Shafter will purchase supplemental resources in the area of math, reading, and ELD. 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 and be provided to our English Learners.	\$15,000.00	Yes
<b>1.6</b>	Literacy Program	General Shafter will create a literacy program that will include the modernized space, book checkout software, furniture, books and classified staff to maintain the space and book inventory. This program will address the needs of our students who are not reading at their grade level. According to state data, parents groups and teachers. Literacy needs to	\$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>become more of a focus for our students. Reading needs to be made fun and engaging. Family literacy will be promoted by having our literacy space open in the evenings as well as specific literacy events during and after school hours to promote reading.</p> <p>General Shafter will renovate and modernize the school library to create an inviting and engaging space for students to check out books. This will include designing and implementing a renovation plan that includes updated decor, comfortable seating areas, and dedicated reading nooks to encourage students to spend time in the library. Updates to book collection to cater to different reading levels and interest for students will be completed by 2 staff responsible for supporting students, managing the book checkout system, organizing reading events, and providing literacy support as needed. Family literacy will be promoted by having our literacy space open in the evenings as well as specific literacy events during and after school hours to promote reading.</p>		
1.7	Speech Pathologist	<p>General Shafter will hire one part-time District Speech Pathologist to monitor the Response to Intervention Program, and to provide additional support to students, families, and staff in the area of School Attendance and Reading.</p> <p>The Speech Pathologist will conduct comprehensive speech and language assessments to identify specific needs and develop individualized intervention plans for students. Targeted speech and language therapy in individual and small group settings will be used to address specific communication needs.</p>	\$65,000.00	Yes
1.8	Educational Technology	<p>General Shafter will enhance Tier 1 instruction by providing comprehensive technology support that aligns with state standards and supports differentiated instruction. This initiative includes integrating technology resources into the existing curriculum, offering additional practice and enrichment opportunities for students, updating software and hardware for</p>	\$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		staff and students and implementing data platforms to support informed decision-making during team meetings		



# Goals and Actions

## Goal

Goal #	Description	Type of 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.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

**Attendance:**  
 Over the past few years our district has had issues with school attendance, especially in the area of Excessive Excused absences, a significant portion of the population has been identified as Chronically Absent. Our District has implemented Character Counts as a resource to build off of and deter absenteeism, along with incentives for good attendance. We have shown small growth in attendance in the 2023-24 school year. We desire to build and have even higher attendance rates over the next 3 years. 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/PBIS 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.

**District's Chronic Absenteeism Rate on the CA Dashboard is:**

- 40% for all students. (Yellow)
- 48.9% for English Learners (Red)
- 42.9% Socioeconomically Disadvantaged (Orange)
- 33.3% White (Orange)

**School Climate:**  
 Stakeholder input overwhelmingly gave our district and site administration high marks for their ability to communicate, especially using the resource ParentSquare to keep them informed of happenings in our district. Students and families feel safe at school and feel the facilities

are well taken care of and sanitized regularly. Administration has indicated the continued 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 continually is being purchased and implemented to indicate real-time access to student engagement and oversight of use of technology in appropriate manners. We continue to evaluate and upgrade our facilities and technology to keep our students and staff safe.

**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 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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of teachers appropriately assigned and fully credentialed	2023-24 From the California Dashboard Local Indicators self-			2026-27 From the California Dashboard Local Indicators self-	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Local Data and DataQuest Priority 1(a): Basic Services-Teachers appropriately assigned and full credentialed for assignment.	reflection tool shows 100% are fully credentialed and assigned appropriately. 2022 Teaching Assignment Monitoring Outcomes 90%-Clear Credential 10%-Intern 0%- Ineffective			reflection tool will show 100% are fully credentialed and assigned appropriately 2026 Teaching Assignment Monitoring Outcomes 100%-Clear Credential 0%-Intern 0%- Ineffective	
2.2	% of students with access to standards aligned material.  Source: Local Data Priority 1(b): Pupils access to standards aligned materials.	2023-24 From the California Dashboard Local Indicators self-reflection tool and our data source is using our textbook inventory database, 100% of students have access to standards aligned materials.			2026-27 From the California Dashboard Local Indicators self-reflection tool, 100% of students will have access to standards aligned materials.	
2.3	Rating Scale (Exemplary, Good, Fair, Poor) from FIT Report Source: Local Data Priority 1(c): School facilities maintained and in good repair.	2023-24 Facilities have an overall rating of "Exemplary" as indicated on FIT Report.			2026-27 General Shafter Facilities will have an overall rating of "Exemplary" as indicated on FIT Report.	
2.4	% of parents actively engaged in parent trainings Source: Local Data	Based off of data collected from local surveys, sign in sheets.			2026-27 20% of our families will be engaged in parent training offered by	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority: #3- Parent Involvement (A) Efforts to seek parent input in making decisions for district and school sites.	2023-24 0% of our families are engaged in parent training offered by General Shafter School District			General Shafter School District	
2.5	% of parent communication in programs for Low Income, English Learners, and Foster Youth. Source: Local Data Priority: #3- Parent involvement (B) How district promotes participation of parents for unduplicated pupils	Based off of data collected from local surveys, sign in sheets.  In 2023-24 using local communication tools (emails, flyers, phone tree service) 100% of all parent engagement opportunities were advertised and delivered to unduplicated students and families.			2026-27 General Shafter will continue using local communication tools (emails, flyers, Pare Square) 100% of all parent engagement opportunities will be advertised and delivered to unduplicated students and families.	
2.6	% of parent communication in programs for students with exceptional needs Source: Local Data Priority: #3- Parent Involvement (C) How district promotes participation of parents for pupils with exceptional needs.	Based off of data collected from local surveys, sign in sheets.  In 2023-24 Using local communication tools (emails, flyers, phone tree service) 100% of all parents engagement opportunities were advertised and delivered to Students with Disabilities and families.			2026-27 General Shafter will continue using local communication tools (emails, flyers, Pare Square) 100% of all parent engagement opportunities will be advertised and delivered to Students with	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Disabilities and families.	
2.7	Attendance Rate Source: CalPads and KiDS Priority 5 (a): School attendance rates	According to CALPADS and Local Data, the District's Attendance Rate for 2023-24 was 94.4%.  2023-24 KiDS Data All Students-94.46% EL-94.12% SED-94.62%			2026-27 According to CALPADS and Local Data, the District's Attendance Rate will be above 94%  206-27 KiDS Data All Students-94% or higher EL-94.6% or higher SED-94.7% or higher	
2.8	Chronic Absenteeism Rate Source: Ca Dashboard Priority 5 (b): Chronic absenteeism rates	Absenteeism rate on the 2023 CA Dashboard is: <ul style="list-style-type: none"> <li>• 40% for all students. (Yellow)</li> <li>• 48.9% for English Learners (Red)</li> <li>• 42.9% Socioeconomically Disadvantaged (Orange)</li> <li>• 33.3% White (Orange)</li> </ul>			2026-27 District's Chronic Absenteeism Rate is The Chronic Absenteeism rate on the CA Dashboard will be: <ul style="list-style-type: none"> <li>• 30% for all students. (Yellow)</li> <li>• 45% for English Learners (Red)</li> <li>• 40% Socioeconomically Disadvant</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<p>aged (Orange)</p> <ul style="list-style-type: none"> <li>• 30% White (Orange)</li> </ul>	
2.9	Middle School Drop-Out Rate Source: Local Data Priority 5 (c): Middle school drop-out rates	According to Dataquest, the middle school drop-out rate is 0 in 2023-24			2026-27 According to Dataquest, the middle school drop-out rate will be 0.	
2.10	Priority 5 (d): High school drop-out rates  N/A	N/A			N/A	
2.11	Priority 5 (E): High school graduation rates  N/A	N/A			N/A	
2.12	Suspension Rate and Referral Rate Source: CA Dashboard Priority 6 (a): Pupil suspension rates	According to the 2023 California Dashboard, the District's Suspension Rate for was 0.5%. As measured by our Student Information System, the referral rate was 1.94%.			2026-27 According to the California Dashboard, the District's Suspension Rate will be 0.5%. As measured by our Student Information System, the referral rate will be 1.5% or less.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.13	Expulsion Rate Source: Local Data Priority 6 (b): Pupil expulsion rates	Local Data reflects that the District's Expulsion Rate for 2023-24 was 0.			2026-27 Local Data will reflect that the District's Expulsion Rate will be 0.	
2.14	% of student who agree or strongly agree with school connectedness Source: Local Data Priority 6 (c): Other local measures on sense of safety and school connectedness	<p>2023-24 Based on the Local Measurement of Student Connectedness Survey, the following percentages Agree or Strongly Agree with the following statements.</p> <p>81% I feel like it is easy to talk with teachers/staff at this school.</p> <p>87% I feel like my teachers and school staff care about me.</p> <p>81% If I am absent, I feel like there is a teacher or some other adult at school who will notice my absence.</p> <p>38% I regularly attend and participate in school-sponsored events, such as school dances, sporting events, student</p>			<p>2026-27 Based on the Local Measurement of Student Connectedness Survey, the following percentages Agree or Strongly Agree with the following statements.</p> <p>85% I feel like it is easy to talk with teachers/staff at this school.</p> <p>89% I feel like my teachers and school staff care about me.</p> <p>85% If I am absent, I feel like there is a teacher or some other adult at school who will notice my absence.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>performances, or other school activities.</p> <p>52% There are lots of chances for students at this school to get involved in sports, clubs, and other school activities outside of class.</p> <p>84% I feel like I belong when I am at school.</p>			<p>40% I regularly attend and participate in school-sponsored events, such as school dances, sporting events, student performances, or other school activities.</p> <p>55% There are lots of chances for students at this school to get involved in sports, clubs, and other school activities outside of class.</p> <p>85% I feel like I belong when I am at school.</p>	
2.15	<p>Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Section 51210 and 51220(a)-(i), as applicable.</p> <p>Source: Local Data Based on PFT testing</p>	<p>Based on PFT testing during the 2023-2024 school year, Physical Fitness Scores were. (recorded as % in Health Fitness Zone)</p> <p>Aerobic Capacity 5th Grade 100% 7th Grade 94%</p> <p>Abdominal Strength</p>			<p>2026-27 The target PFT testing, Physical Fitness Scores will be . (recorded as % in Health Fitness Zone)</p> <p>Aerobic Capacity 5th Grade 100% 7th Grade 100%</p>	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5th Grade 100% 7th Grade 94%  Trunk Extension 5th Grade 100% 7th Grade 94%  Upper Body Strength 5th Grade 94% 7th Grade 94%  Flexibility 5th Grade 100% 7th Grade 94%			Abdominal Strength 5th Grade 100% 7th Grade 100%  Trunk Extension 5th Grade 100% 7th Grade 100%  Upper Body Strength 5th Grade 100% 7th Grade 100%  Flexibility 5th Grade 100% 7th Grade 100%	

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Attendance Campaign and Incentive Program, Character Counts/PBIS	<p>A district-wide attendance awareness campaign to educate all students, parents, and the community about the importance of regular school attendance. Personalized outreach to families of students with high absenteeism rates to understand and address barriers to attendance. General Shafter will establish a system for real-time attendance monitoring and early intervention and utilize positive incentives to increase daily attendance.</p> <p>The use of the Character Counts program will bring awareness to school attendance. Studies show great improvement in areas of academic performance, school discipline and attendance through 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%.</p> <p>This action will also address the red indicator on the CA Dashboard with Chronic Absenteeism for English Learners.</p>	\$70,000.00	Yes
2.2	Maintain Modern Classroom Learning environment	General Shafter Schools District will continue to purchase modern classroom furniture and equipment to facilitate better learning. Included purchases include, student desk, science lab equipment	\$75,000.00	No
2.3	Performing and Media Arts	The General Shafter Elementary School Performing and Media Arts Program aims to introduce students to music, singing, and art to foster a love for the arts, enhance student engagement, and improve attendance rates. This program will create a vibrant and dynamic learning environment	\$55,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>that encourages regular school attendance, particularly targeting English Learners and Low-Income students.</p> <p>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.</p> <p>This action will also address the red indicator on the CA Dashboard with Chronic Absenteeism for English Learners.</p> <p>Program Funding: Off-Site Staffing Materials and Supplies</p>		
2.4	School Psychologist	<p>A licensed school psychologist will be hired to provide trauma-informed care and social-emotional learning (SEL) support to students, particularly focusing on English Learners and Socioeconomically Disadvantaged students.</p> <p>The psychologist will implement trauma-informed care practices by identifying students affected by trauma, providing individual and group counseling, and collaborating with teachers to create a supportive classroom environment. The psychologist will also lead SEL programs, conducting weekly sessions to help students develop skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.</p> <p>They will conduct professional development workshops for teachers on trauma-informed practices and SEL, equipping staff with strategies to support students' emotional and mental well-being in the classroom, and organize informational sessions and workshops for parents to help them understand trauma, SEL, and how they can support their children's emotional and mental health at home.</p> <p>The psychologist will work closely with school administration to monitor student progress, identify additional needs, and adjust interventions as necessary.</p>	\$65,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action will also address the red indicator on the CA Dashboard with Chronic Absenteeism for English Learners.		
2.5	Parent Engagement	<p>Engaging parents and community in annual and monthly training and instruction on educational needs.</p> <p>Materials/Supplies and additional staff support contribute to this action.</p>	\$20,000.00	No
2.6	Educational Field Trip Experiences	General Shafter will increase student interest and participation in learning through interactive and immersive educational experiences. Local museums, science centers, historical sites, and other educational institutions will collaborate with the school to provide enriching, hands-on learning experiences for the students.	\$15,000.00	Yes
2.7	Physical Education program and instructor	<p>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.</p> <p>The program will include daily PE classes for all students, focusing on promoting physical fitness, teamwork, and healthy lifestyles. The PE teacher will organize and oversee extracurricular activities such as after-school sports clubs, fitness challenges, and school-wide athletic events.</p>	\$100,000.00	Yes

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$694,167	\$38,682

## 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
31.973%	18.262%	\$394,242.04	50.235%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p><b>Action:</b> Intervention Specialist</p> <p><b>Need:</b> 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 2023 Dashboard Data shows the</p>	<p>Intervention specialist will develop lesson plans with classroom teacher to provide collaborative teaching to increase daily small group reading instruction that addresses concepts of print, fluence, phonemic awareness and comprehension strategies in language arts and across content area in grades K-5.</p> <p>These actions address literacy gaps for low-income students. They are provided on a LEA-wide basis to integrate and increase foundational</p>	<p>CAASPP Data- Metric 1.3 EL Progress towards English Proficiency- Metric 1.7 Reading levels- Metric 1.14 Local Assessments- Metric 1.18</p>

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	<p>following:</p> <p>English Language Arts All Students -21.4 DFS (Low Status Level, Orange)</p> <ul style="list-style-type: none"> <li>• -85.4 average distance from standard English Learners (Low Status Level, No color status)</li> <li>• -25.9 average distance from standard Socioeconomically Disadvantaged students (Low Status Level, Yellow)</li> </ul> <p>The 2023 CA Dashboard English Learner Progress Indicator shows that 44.4% of our EL students made progress toward English proficiency.</p> <p>Mathematics All Students -41.4 average distance from standard (Low Status Level, Orange)</p> <ul style="list-style-type: none"> <li>• -99.1 average distance from standard English Learners (Very Low Status Level, No color status)</li> <li>• -50.5 average distance from standard Socioeconomically Disadvantaged students (Low Status Level, Orange)</li> </ul> <p>23/24 From Kern Integrated Data System (KiDS, Spring) STAR Early Literacy Average Scaled Scores - 739 Socioeconomic Disadvantaged- 743 English Learners-712</p> <p>23/24 From Kern Integrated Data System</p>	<p>reading skill and literacy across content areas for all students and provide support for all families to increase literacy outcome for all students.</p>	

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	<p>(KiDS, Spring)  STAR Math Average Scale Scores- 1000  Socioeconomic Disadvantaged- 1006  English Learners-933</p> <p>23/24 From Kern Integrated Data System  (KiDS, Spring)  STAR ELA Average Scale Scores- 985  Socioeconomic Disadvantaged-984  English Learners-896</p> <p>Our enrollment data and input from low-income parents and their teacher identified that many low-income students have limited foundational literacy skills because many have not attended pre-school, transitional kindergarten and or kindergarten.</p> <p>Educational partner feedback from our low-income family indicated many students and their family have limited access to support and material to increase their capacity to provide opportunity for reading and to develop literacy at home in English and in the primary language.</p> <p><b>Scope:</b>  LEA-wide</p>		
1.2	<p><b>Action:</b>  Support Staff</p> <p><b>Need:</b>  General Shafter has had continued growth on the CA Dashboard in recent years. Our current</p>	<p>Support staff will assist in the development of lesson plans with classroom teacher to provide collaborative teaching to increase daily small group reading instruction that addresses concepts of print, fluence, phonemic awareness and</p>	<p>CAASPP Data- Metric 1.3  EL Progress towards English Proficiency- Metric 1.7  Reading levels- Metric 1.14</p>

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	<p>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 2023 Dashboard Data shows the following:</p> <p>English Language Arts All Students -21.4 DFS (Low Status Level, Orange)</p> <ul style="list-style-type: none"> <li>• -85.4 average distance from standard English Learners (Low Status Level, No color status)</li> <li>• -25.9 average distance from standard Socioeconomically Disadvantaged students (Low Status Level, Yellow)</li> </ul> <p>The 2023 CA Dashboard English Learner Progress Indicator shows that 44.4% of our EL students made progress toward English proficiency.</p> <p>Mathematics All Students -41.4 average distance from standard (Low Status Level, Orange)</p> <ul style="list-style-type: none"> <li>• -99.1 average distance from standard English Learners (Very Low Status Level, No color status)</li> <li>• -50.5 average distance from standard Socioeconomically Disadvantaged students (Low Status Level, Orange)</li> </ul> <p>23/24 From Kern Integrated Data System (KiDS, Spring) STAR Early Literacy Average Scaled Scores - 739</p>	<p>comprehension strategies in language arts and across content area in grades K-5.</p> <p>These actions address literacy gaps for low-income students. They are provided on a LEA-wide basis to integrate and increase foundational reading skill and literacy across content areas for all students and provide support for all families to increase literacy outcome for all students.</p>	<p>Local Assessments- Metric 1.18</p>



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	<p>Socioeconomic Disadvantaged- 743 English Learners-712</p> <p>23/24 From Kern Integrated Data System (KiDS, Spring) STAR Math Average Scale Scores- 1000 Socioeconomic Disadvantaged- 1006 English Learners-933</p> <p>23/24 From Kern Integrated Data System (KiDS, Spring) STAR ELA Average Scale Scores- 985 Socioeconomic Disadvantaged-984 English Learners-896</p> <p>Our enrollment data and input from low-income parents and their teacher identified that many low-income students have limited foundational literacy skills because many have not attended pre-school, transitional kindergarten and or kindergarten.</p> <p>Educational partner feedback from our low-income family indicated many students and their family have limited access to support and material to increase their capacity to provide opportunity for reading and to develop literacy at home in English and in the primary language.</p> <p><b>Scope:</b> LEA-wide</p>		

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<p><b>1.4</b></p>	<p><b>Action:</b> Professional Development Support</p> <p><b>Need:</b> 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 2023 Dashboard Data shows the following:</p> <p>English Language Arts All Students -21.4 DFS (Low Status Level, Orange)</p> <ul style="list-style-type: none"> <li>-85.4 average distance from standard English Learners (Low Status Level, No color status)</li> </ul> <p>The 2023 CA Dashboard English Learner Progress Indicator shows that 44.4% of our EL students made progress toward English proficiency.</p> <p>Mathematics All Students -41.4 average distance from standard (Low Status Level, Orange)</p> <ul style="list-style-type: none"> <li>-99.1 average distance from standard English Learners (Very Low Status Level, No color status)</li> </ul> <p>23/24 From Kern Integrated Data System (KiDS, Spring) STAR Early Literacy Average Scaled Scores - 739</p>	<p>These workshops will equip teachers with specific strategies to effectively support these student groups, improving their academic outcomes. Equipping educators with the latest teaching strategies will enhance the quality of instruction and better support struggling learners.</p> <p>Comprehensive training ensures consistency in instructional quality and equity across the district and are being provided on a LEA-wide bases because all students can benefit from high quality teaching staff that have learned impactful strategies to support student learning. These actions address literacy gaps for low-income students. They are provided on a LEA-wide basis to integrate and increase foundational reading skill and literacy across content areas for all students and provide support for all families to increase literacy outcome for all students.</p>	<p>Implementation of Standards (Walkthrough)- Metric 1.1 Implementation of Standards (Walkthrough)- Metric 1.2 CAASPP Data- Metric 1.3 EL Progress towards English Proficiency- Metric 1.7 Reading levels- Metric 1.14 Local Assessments- Metric 1.18</p>

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	<p>Socioeconomic Disadvantaged- 743 English Learners-712</p> <p>23/24 From Kern Integrated Data System (KiDS, Spring) STAR Math Average Scale Scores- 1000 Socioeconomic Disadvantaged- 1006 English Learners-933</p> <p>23/24 From Kern Integrated Data System (KiDS, Spring) STAR ELA Average Scale Scores- 985 Socioeconomic Disadvantaged-984 English Learners-896</p> <p>Educational Partner Feedback from our staff feel that they need a high quality professional development program to stay current in the pedagogy to allow them to provide a quality instructional program. Educational Partners wanted to ensure that staff receive the necessary training to improve their instructional practices.</p> <p><b>Scope:</b> LEA-wide</p>		
1.6	<p><b>Action:</b> Literacy Program</p> <p><b>Need:</b> English Language Arts All Students -21.4 DFS (Low Status Level, Orange)</p>	<p>These actions address literacy gaps for low-income students. They are provided on a LEA-wide basis to integrate and increase foundational reading skill and literacy across content areas for all students and provide support for all families to increase literacy outcome for all students.</p>	<p>CAASPP Data- Metric 1.3 EL Progress towards English Proficiency- Metric 1.7 English Learner Reclassification Rate Metric 1.8</p>

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	<ul style="list-style-type: none"> <li>• -85.4 average distance from standard English Learners (Low Status Level, No color status)</li> <li>• -25.9 average distance from standard Socioeconomically Disadvantaged students (Low Status Level, Yellow)</li> </ul> <p>The 2023 CA Dashboard English Learner Progress Indicator shows that 44.4% of our EL students made progress toward English proficiency.</p> <p>23/24 From Kern Integrated Data System (KiDS, Spring) STAR Early Literacy Average Scaled Scores - 739 Socioeconomic Disadvantaged- 743 English Learners-712</p> <p>23/24 From Kern Integrated Data System (KiDS, Spring) STAR ELA Average Scale Scores- 985 Socioeconomic Disadvantaged-984 English Learners-896</p> <p>Our enrollment data and input from low-income parents and their teacher identified that many low-income students have limited foundational literacy skills because many have not attended pre-school, transitional kindergarten and or kindergarten.</p> <p>Educational partner feedback from our low-income family indicated many students and their family have limited access to support and material to increase their capacity to provide</p>	<p>This program is being implemented district-wide to ensure that all students have equitable access to high-quality literacy resources and support. By modernizing the library and enhancing the book checkout system, the district aims to foster a love for reading, improve literacy rates, and support academic achievement across all schools.</p>	<p>Reading levels- Metric 1.14 % of Books Check-Out- Metric 1.17 Local Assessments- Metric 1.18</p>

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	<p>opportunity for reading and to develop literacy at home in English and in the primary language.</p> <p><b>Scope:</b> LEA-wide</p>		
<p><b>1.7</b></p>	<p><b>Action:</b> Speech Pathologist</p> <p><b>Need:</b> Based on the data for General Shafter, the district has observed a significant impact on student achievement due to COVID-19, with notable learning loss in Math, Reading, and Early Literacy. There is also a need to support students with speech and language impairments, as these can further impede academic progress and participation.</p> <p>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 2023 Dashboard Data shows the following:</p> <p>English Language Arts All Students -21.4 DFS (Low Status Level, Orange)</p> <ul style="list-style-type: none"> <li>-85.4 average distance from standard English Learners (Low Status Level, No color status)</li> </ul>	<p>The action of a speech pathologist involves them conducting comprehensive assessments and providing targeted speech and language therapy to students identified with speech and language impairments. This intervention will help improve their communication skills, which are critical for academic success and social integration. By addressing these needs, the pathologist's actions aim to mitigate learning loss, support language development, and enhance overall student achievement.</p> <p>Speech pathologist will serve our students who need the support to enhance and improve their speaking and reading skills. The pathologist will work closely with our intervention team and site administration to achieve the goals for each pupil.</p> <p>This service is being provided district-wide to ensure that all students with speech and language impairments across the General Shafter School District have access to specialized support. Providing this service uniformly ensures consistency in addressing speech and language needs, which are essential for academic performance and reducing disparities among different student groups. District-wide implementation also allows for comprehensive</p>	<p>CAASPP Data- Metric 1.3 EL Progress towards English Proficiency- Metric 1.7 English Learner Reclassification Rate Metric 1.8 Reading levels- Metric 1.14 Local Assessments- Metric 1.18</p>

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	<ul style="list-style-type: none"> <li>-25.9 average distance from standard Socioeconomically Disadvantaged students (Low Status Level, Yellow)</li> </ul> <p>The 2023 CA Dashboard English Learner Progress Indicator shows that 44.4% of our EL students made progress toward English proficiency.</p> <p>23/24 From Kern Integrated Data System (KiDS, Spring)  STAR Early Literacy  Average Scaled Scores - 739  Socioeconomic Disadvantaged- 743  English Learners-712</p> <p>23/24 From Kern Integrated Data System (KiDS, Spring)  STAR Math Average Scale Scores- 1000  Socioeconomic Disadvantaged- 1006  English Learners-933</p> <p>23/24 From Kern Integrated Data System (KiDS, Spring)  STAR ELA Average Scale Scores- 985  Socioeconomic Disadvantaged-984  English Learners-896</p> <p>Our enrollment data and input from low-income parents and their teacher identified that many low-income students have limited foundational literacy skills because many have not attended pre-school, transitional kindergarten and or kindergarten.</p> <p>Educational partner feedback from our low-</p>	<p>data collection and the application of best practices across all grade levels to increase literacy outcomes for all students.</p>	

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	<p>income family indicated many students and their family have limited access to support and material to increase their capacity to provide opportunity for reading and to develop literacy at home in English and in the primary language.</p> <p><b>Scope:</b> LEA-wide</p>		
1.8	<p><b>Action:</b> Educational Technology</p> <p><b>Need:</b> Our current 2023 Dashboard Data shows the following:</p> <p>English Language Arts All Students -21.4 DFS (Low Status Level, Orange)</p> <ul style="list-style-type: none"> <li>-85.4 average distance from standard English Learners (Low Status Level, No color status)</li> </ul> <p>The 2023 CA Dashboard English Learner Progress Indicator shows that 44.4% of our EL students made progress toward English proficiency.</p> <p>Mathematics All Students -41.4 average distance from standard (Low Status Level, Orange)</p> <ul style="list-style-type: none"> <li>-99.1 average distance from standard English Learners (Very Low Status Level, No color status)</li> </ul>	<p>Providing supplemental technology resources will address the identified needs through several key activities:</p> <p>Differentiated Instruction: Technology tools that allow teachers to tailor instruction to meet the diverse needs of students, including those who are struggling and those who need enrichment.</p> <p>Interactive Learning: Digital platforms and applications that engage students through interactive and personalized learning experiences.</p> <p>Access to Current Technology: Ensuring all students and staff have access to up-to-date devices and software to support modern educational practices.</p> <p>Technical Support: Ongoing technical support to maintain and troubleshoot technology issues, ensuring minimal disruption to instruction.</p> <p>Informed Decision-Making: Implementing data platforms that provide real-time insights into student performance, helping educators make</p>	<p>CAASPP Data- Metric 1.3 EL Progress towards English Proficiency- Metric 1.7 English Learner Reclassification Rate Metric 1.8 Reading levels- Metric 1.14 Local Assessments- Metric 1.18</p>

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	<p>23/24 From Kern Integrated Data System (KiDS, Spring) STAR Early Literacy Average Scaled Scores - 739 Socioeconomic Disadvantaged- 743 English Learners-712</p> <p>23/24 From Kern Integrated Data System (KiDS, Spring) STAR Math Average Scale Scores- 1000 Socioeconomic Disadvantaged- 1006 English Learners-933</p> <p>23/24 From Kern Integrated Data System (KiDS, Spring) STAR ELA Average Scale Scores- 985 Socioeconomic Disadvantaged-984 English Learners-896</p> <p>Educational Partner Feedback from our parents and community include the want to maintain the district 1:1 technology program.</p> <p>Educational Partner Feedback from our staff include the want to continue to be technologically relevant in the educational program.</p> <p>Educational Partner Feedback from our students include the want to maintain the 1:1 technology program.</p> <p>There is a clear need for enhanced instructional support to address significant achievement gaps in ELA and Math,</p>	<p>informed decisions during team meetings and planning sessions.</p> <p>Monitoring Progress: Tools to track student progress and identify areas needing additional support or intervention.</p> <p>Dedicated Support: Allocating supplemental hours for a staff member dedicated to technology support ensures continuous assistance for both students and staff, facilitating the effective use of technology in the classroom.</p> <p>This action is being used on a LEA-wide basis because it will ensure all students, especially those from disadvantaged backgrounds, receive the support they need to succeed. Technology also engages all students with interactive and personalized learning experiences that can increase motivation and reduce absenteeism. When students are present in school they are supported in differentiated instruction, allowing students to learn at their own pace and level, which can improve overall academic performance.</p>	



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	<p>particularly among Socioeconomically Disadvantaged and English Learner students. The local I-Ready data further emphasizes the need for differentiated instruction to support students performing below grade level.</p> <p><b>Scope:</b> LEA-wide</p>		
2.1	<p><b>Action:</b> Attendance Campaign and Incentive Program, Character Counts/PBIS</p> <p><b>Need:</b> The General Shafter School District has identified chronic absenteeism as a significant issue, particularly among English Learners and socioeconomically disadvantaged students. The data indicates:</p> <p>All Students: Chronic Absenteeism Rate of 40% (very high status, yellow) English Learners: Chronic Absenteeism Rate of 48.9% (very high status, red) Socioeconomically Disadvantaged Students: Chronic Absenteeism Rate of 42.9% (very high, orange)</p> <p>Despite improvements in attendance rates over the past two years, there is still a pressing need to further reduce absenteeism to enhance overall student achievement and well-being.</p>	<p>General Shafter will utilize the attendance campaign to increase awareness of school attendance to students and families by offering increased support in character pillars and how they connect to attending school on a regular basis. General Shafter will offer monthly and quarterly rewards such as certificates, gift cards, school supplies, and special events for students with perfect or improved attendance. This action will also provide resources and support, including training in Character Counts to students, parents, and staff about the importance of using character traits to promote good decision making that includes good attendance at school.</p> <p>The program is being provided district-wide to ensure that all students benefit from a consistent approach to improving attendance. By addressing chronic absenteeism comprehensively, the district can support academic success and reduce disparities among different student groups, particularly English Learners and socioeconomically disadvantaged students.</p>	<p>We will monitor Attendance Rates (Metric 2.7) Chronic Absenteeism Rates (Metric 2.8) Student Connectedness Surveys (Metric 2.14)</p>

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	<p>Through outreach with low-income parents, student and their teacher we learned that many low-income students and their families are struggling with trauma related housing instability, and they are facing challenges including anxiety.</p> <p><b>Scope:</b> LEA-wide</p>		
2.3	<p><b>Action:</b> Performing and Media Arts</p> <p><b>Need:</b> General Shafter Elementary School has identified issues with school attendance, particularly with excessive excused absences and chronic absenteeism. The district's chronic absenteeism rate is notably high, especially among English Learners (48.9%) and Socioeconomically Disadvantaged students (42.9%). To address this, the school seeks to increase student engagement and attendance through the implementation of a Performing and Media Arts Program.</p> <p>Further Data on our Student Connectedness Survey state that only 38% regularly attend and participate in school-sponsored events, such as school dances, sporting events, student performances, or other school activities. Data for English Learners and Socioeconomically Disadvantaged students are even lower at 30%.</p>	<p>The Performing and Media Arts Program addresses the need to improve attendance by creating a compelling reason for students to attend school regularly. By engaging students in music, singing, and art, the program aims to foster a sense of belonging and excitement about school. For English Learners and Low-Income students, the program provides an inclusive and supportive environment where they can explore their talents and build confidence.</p> <p>The Performing and Media Arts Program offers a creative outlet for students, encouraging parent involvement through performances and showcases. This aligns with parents' desire for more school activities that foster engagement.</p> <p>The program is provided district-wide to ensure all students have equal access to high-quality arts education. By implementing this program across the district, General Shafter aims to create a consistent and engaging school culture that promotes attendance and academic success for all students.</p>	<p>Parent Communication: Metric 2.5 Attendance Rates: Metric 2.7 Chronic Absenteeism Rates: Metric 2.8 Student Connectedness Survey: Metric 2.14</p>

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	<p>52% There are lots of chances for students at this school to get involved in sports, clubs, and other school activities outside of class. Data for English Learners and and Socioeconomically Disadvantaged students are even lower at 36%.</p> <p>Input from educational partners emphasized the need for engaging programs to improve attendance and overall student engagement. Both parents and teachers identified communication as a key area for improvement. The program provides an opportunity for regular updates and communication between teachers, students, and parents about upcoming events, performances, and student progress, enhancing overall communication.</p> <p>Both parents and teachers, along with student stakeholders, PAC, and ELPAC, emphasized the importance of extracurricular activities. The program not only serves as part of the school curriculum but also offers extracurricular opportunities for students to engage in after-school activities related to performing and media arts, addressing this feedback.</p> <p><b>Scope:</b> LEA-wide</p>		
2.4	<b>Action:</b> School Psychologist	Our district will continue to create and expand a trauma-informed and trauma -sensitive environment that provides the critical resources	Parent Communication: Metric 2.5

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	<p><b>Need:</b> General Shafter Elementary School faces challenges with attendance and school climate, particularly among English Learners (48.9% chronic absenteeism) and Socioeconomically Disadvantaged students (42.9% chronic absenteeism). Survey responses from stakeholders, including parents, staff, and students, have highlighted a need for enhanced social-emotional support and trauma-informed care to address these issues. In comparison to 15% of all students who have been identified to be chronically absent.</p> <p>Through outreach with low-income parents, student and their teacher we learned that many low-income students and their families are struggling with trauma related housing instability, and they are facing challenges including anxiety.</p> <p><b>Scope:</b> LEA-wide</p>	<p>students need to overcome and cope with adversity. Our wellness center initiative provides low-income student with social emotional support through clinical social workers addressing mental health/trauma related services Additionally, the initiative provides professional development to equip teacher and staff with the skill and strategies to understand trauma and to create a safe supportive learning environment.</p> <p>This action aims at providing targeted support to students dealing with trauma and mental health issues, improving their overall well-being and readiness to learn. It also equips students with essential social-emotional skills to improve their interpersonal relationships, self-regulation, and academic performance. By addressing underlying emotional and mental health issues, the program aims to reduce chronic absenteeism and enhance the overall school climate.</p> <p>This action is being provided on and LEA wide basis because all our student can benefit from the social emotion support and to address mental health and trauma any student may experience. Addressing trauma and social-emotional needs is essential for creating a safe and supportive learning environment for all students. Engaging the entire school community, including parents and staff, in understanding and addressing students' emotional and mental health needs fosters a more supportive and inclusive school environment.</p>	<p>Attendance Rates: Metric 2.7 Chronic Absenteeism Rates: Metric 2.8 Suspension Rates: 2.12 Student Connectedness Survey: Metric 2.14</p>
2.6	<p><b>Action:</b> Educational Field Trip Experiences</p>	<p>By using engaging field trips as an incentive to improve overall student attendance, it will Provide</p>	<p>Parent Communication: Metric 2.5</p>

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	<p><b>Need:</b> General Shafter Elementary School has identified challenges related to school attendance, particularly among English Learners (48.9% chronic absenteeism) and Socioeconomically Disadvantaged students (42.9% chronic absenteeism). Engaging these students and enhancing their educational experience is critical to improving attendance and academic outcomes.</p> <p>Surveys from parents and students consistently highlighted the desire for more supplemental programs, including educational field trips. Parents expressed the importance of exposing their children to real-world learning experiences outside the classroom. Both parents and students showed strong support for incorporating extracurricular activities, such as field trips, to enrich the learning experience and provide opportunities for hands-on learning in math, science, and history.</p> <p>Feedback from educational partners overwhelmingly supported the integration of educational field trip experiences into the curriculum. Parents, students, teachers, staff, and administrative bodies all recognized the value of these trips in enhancing student engagement, improving attendance, and providing real-world applications of classroom learning. This collective input has shaped the decision to prioritize field trips as a key component of the educational strategy at General Shafter Elementary School.</p>	<p>students with real-world applications of math, science, and history concepts, helping them to see the relevance of their classroom learning in the broader world. This action is designed to improve attendance and increase student interest and participation in learning through interactive and immersive educational experiences.</p> <p>English Learners and Socioeconomically Disadvantaged Students often struggle with traditional classroom settings. Educational field trips offer interactive and hands-on learning opportunities that can spark curiosity and motivate students to engage more deeply with their studies. This increased engagement can lead to improved attendance as students become more excited about attending school to participate in these unique experiences.</p> <p>English Learners benefit from contextual and experiential learning, which helps them better understand and retain academic vocabulary and concepts. Field trips provide real-world contexts where students can see, hear, and interact with the material they have studied, which is particularly beneficial for language acquisition and comprehension.</p> <p>Socioeconomically Disadvantaged Students may not have access to enriching extracurricular activities outside of school. Providing these opportunities within the school setting helps bridge this gap and ensures that all students, regardless of their economic background, can benefit from these experiences.</p>	<p>Attendance Rates: Metric 2.7 Chronic Absenteeism Rates: Metric 2.8 Student Connectedness Survey: Metric 2.14</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> LEA-wide</p>	<p>This action is being used on a LEA-wide basis for the following reasons: Field trips allow students to see the real-world applications of their classroom learning, making subjects like math, science, and history more relevant and interesting. This relevance can improve students' understanding and retention of the material, leading to better academic performance.</p> <p>These trips also address social-emotional needs by providing opportunities for students to build relationships with their peers and teachers in different settings. This can improve school climate and students' sense of belonging and well-being, which are critical for both attendance and academic success.</p> <p>Involving parents as volunteers and collaborating with community partners fosters a sense of community and support around the students. This involvement can increase the investment of both parents and students in the educational process, leading to better attendance and engagement.</p> <p>Ensuring all students have access to enriching educational experiences that they might not otherwise have supports the district's goal of fostering a well-rounded education that goes beyond traditional classroom instruction.</p>	
<p><b>2.7</b></p>	<p><b>Action:</b> Physical Education program and instructor</p> <p><b>Need:</b></p>	<p>By providing regular, structured physical activity, the PE program will help reduce the negative impacts of excessive screen time and sedentary behavior, improving students' physical health and reducing illness-related absences.</p>	<p>Parent Communication: Metric 2.5 Attendance Rates: Metric 2.7</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The district has identified a need to improve student attendance and reduce chronic absenteeism, particularly among English Learners and Socioeconomically Disadvantaged students. Many students have been spending excessive time in front of screens, leading to a lack of physical activity and contributing to increased illness and absenteeism. Additionally, there is a recognized need to emphasize healthy bodies and physical activity to foster a positive school climate and improve overall student well-being.</p> <p>General Shafter Elementary School has identified challenges related to school attendance, particularly among English Learners (48.9% chronic absenteeism) and Socioeconomically Disadvantaged students (42.9% chronic absenteeism). Engaging these students and enhancing their educational experience is critical to improving attendance and academic outcomes.</p> <p>Parents and staff recognized the need for structured physical activities to improve students' overall health and reduce illness-related absences, which align with the district's goals to improve attendance rates. Feedback from surveys indicated that many students feel more engaged and have a sense of school pride when participating in sports and physical activities, supporting the implementation of a comprehensive PE program.</p>	<p>Engaging and enjoyable physical activities can make school more appealing, encouraging better attendance and reducing chronic absenteeism, particularly among students who may feel disengaged or unmotivated. Physical activity is known to improve mood, reduce stress, and enhance overall well-being. By promoting physical fitness and healthy lifestyles, the PE program will support students' social-emotional health, contributing to a positive school climate. By integrating physical activity into the school day and offering extracurricular sports and fitness opportunities, the program will help students develop a sense of belonging and school pride, further improving engagement and attendance. The PE teacher will design activities that are culturally inclusive and accessible to all students, ensuring that English Learners and Socioeconomically Disadvantaged students can fully participate and benefit from the program.</p> <p>This action is being provided on an LEA-wide basis because it ensures that all students at General Shafter Elementary School have access to the numerous benefits of physical education. This inclusive approach addresses the holistic health and wellness needs of the entire student population, supports equity, improves attendance and engagement, enhances the school climate, and optimizes resources, ultimately contributing to the overall success and well-being of all students.</p>	<p>Chronic Absenteeism Rates: Metric 2.8  Student Connectedness Survey: Metric 2.14  PE Assessment: Metric 2.15</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Surveys indicated that parents appreciate initiatives that promote healthy lifestyles and physical fitness, and they are supportive of programs that encourage their children to be more active.</p> <p><b>Scope:</b> LEA-wide</p>		

### Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	<p><b>Action:</b> Purchasing Supplemental Materials, Curriculum and Assessment tools.</p> <p><b>Need:</b> 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 2023 Dashboard Data shows the following:</p> <p>English Language Arts</p>	<p>Supplemental Materials, Curriculum and Assessment tools will be used by our Intervention staff with input from the classroom teacher to develop lesson plans with classroom teacher to provide collaborative teaching to increase daily small group reading instruction that addresses concepts of print, fluency, phonemic awareness and comprehension strategies in language arts and across content area in grades K-5.</p> <p>Supplemental materials also support struggling English Learners by providing:</p> <p>Targeted Support: Materials can be tailored to provide extra practice for students who are behind</p>	<p>Implementation of ELD Standards (Walkthrough)- Metric 1.2 CAASPP Data- Metric 1.3 EL Progress towards English Proficiency- Metric 1.7 English Learner Reclassification Rate Metric 1.8 Reading levels- Metric 1.14 Local Assessments- Metric 1.18</p>



Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>All Students -21.4 DFS (Low Status Level, Orange)</p> <ul style="list-style-type: none"> <li>-85.4 average distance from standard English Learners (Low Status Level, No color status)</li> </ul> <p>The 2023 CA Dashboard English Learner Progress Indicator shows that 44.4% of our EL students made progress toward English proficiency.</p> <p>Mathematics</p> <p>All Students -41.4 average distance from standard (Low Status Level, Orange)</p> <ul style="list-style-type: none"> <li>-99.1 average distance from standard English Learners (Very Low Status Level, No color status)</li> </ul> <p>23/24 From Kern Integrated Data System (KiDS, Spring)  STAR Early Literacy  Average Scaled Scores - 739  Socioeconomic Disadvantaged- 743  English Learners-712</p> <p>23/24 From Kern Integrated Data System (KiDS, Spring)  STAR Math Average Scale Scores- 1000  Socioeconomic Disadvantaged- 1006  English Learners-933</p> <p>23/24 From Kern Integrated Data System (KiDS, Spring)  STAR ELA Average Scale Scores- 985  Socioeconomic Disadvantaged-984</p>	<p>and enrichment for those who need more challenging work.</p> <p>Engagement: Engages students with diverse learning resources, helping to maintain their interest and motivation in learning.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>English Learners-896</p> <p>Our enrollment data and input from low-income parents and their teacher identified that many low-income students have limited foundational literacy skills because many have not attended pre-school, transitional kindergarten and or kindergarten.</p> <p>Educational partner feedback from our English Learner families indicated many students and their family have limited access to support and material to increase their capacity to provide opportunity for reading and to develop literacy at home in English and in the primary language.</p> <p>Educational Partner Feedback from our staff include a need for extended opportunities for instruction and remediation.</p> <p>There is a clear need for enhanced instructional support to address significant achievement gaps in ELA and Math, particularly among English Learner students. The local and state data further emphasizes the need for differentiated instruction to support students performing below grade level.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>		

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

N/A

**Additional Concentration Grant Funding**

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

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 1.2).

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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

# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2,171,133.00	694,167	31.973%	18.262%	50.235%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,190,000.00	\$0.00	\$0.00	\$65,000.00	\$1,255,000.00	\$618,000.00	\$637,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Intervention Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	\$165,000.00	\$0.00	\$165,000.00				\$165,000.00	
1	1.2	Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	\$175,000.00	\$0.00	\$175,000.00				\$175,000.00	
1	1.3	Title I Staff	All	No			All Schools	2024-25	\$65,000.00	\$0.00				\$65,000.00	\$65,000.00	
1	1.4	Professional Development Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	\$0.00	\$120,000.00	\$120,000.00				\$120,000.00	
1	1.5	Purchasing Supplemental Materials, Curriculum and Assessment tools.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-25	\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
1	1.6	Literacy Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	\$80,000.00	\$120,000.00	\$200,000.00				\$200,000.00	
1	1.7	Speech Pathologist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	\$63,000.00	\$2,000.00	\$65,000.00				\$65,000.00	
1	1.8	Educational Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-25	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
2	2.1	Attendance Campaign and Incentive Program, Character Counts/PBIS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	\$0.00	\$70,000.00	\$70,000.00				\$70,000.00	
2	2.2	Maintain Modern Classroom Learning environment	All	No			All Schools	2024-25	\$0.00	\$75,000.00	\$75,000.00				\$75,000.00	
2	2.3	Performing and Media Arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	\$0.00	\$55,000.00	\$55,000.00				\$55,000.00	
2	2.4	School Psychologist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	\$0.00	\$65,000.00	\$65,000.00				\$65,000.00	
2	2.5	Parent Engagement	All	No			All Schools	2024-25	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
2	2.6	Educational Field Trip Experiences	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
2	2.7	Physical Education program and instructor	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	\$70,000.00	\$30,000.00	\$100,000.00				\$100,000.00	

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2,171,133.00	694,167	31.973%	18.262%	50.235%	\$1,095,000.00	0.000%	50.434 %	<b>Total:</b>	\$1,095,000.00
								<b>LEA-wide Total:</b>	\$1,080,000.00
								<b>Limited Total:</b>	\$15,000.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Intervention Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$165,000.00	
1	1.2	Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$175,000.00	
1	1.4	Professional Development Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$120,000.00	
1	1.5	Purchasing Supplemental Materials, Curriculum and Assessment tools.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$15,000.00	
1	1.6	Literacy Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$200,000.00	
1	1.7	Speech Pathologist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$65,000.00	
1	1.8	Educational Technology	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$50,000.00	

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 (%)
					Low Income			
2	2.1	Attendance Campaign and Incentive Program, Character Counts/PBIS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$70,000.00	
2	2.3	Performing and Media Arts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$55,000.00	
2	2.4	School Psychologist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$65,000.00	
2	2.6	Educational Field Trip Experiences	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	
2	2.7	Physical Education program and instructor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$734,755.00	\$449,372.85

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	\$135,000.00	\$36,884.97
1	1.2	Purchasing supplemental Curriculum and Assessment tools	Yes	\$5,000.00	\$5,510.88
1	1.4	Professional Development in areas of Math, Language Arts, Science and History.	Yes	\$33,676.00	\$5,961.19
1	1.5	Support Staff	Yes	\$104,000.00	\$172,244.72
1	1.6	Title I Staff	No	\$36,079.00	\$91,514.79
2	2.1	Attendance Campaign and Incentive Program	Yes	\$40,000.00	\$14,652.93
2	2.2	Performing Arts	No	\$55,000.00	\$13,029.10
2	2.3	Fine Arts	No	\$50,000.00	0
2	2.4	Maintain modern classroom learning environment	No	\$25,000.00	\$23,651.94
2	2.5	Elementary Physical Education Instructor	Yes	\$122,000.00	\$33,345.66
2	2.6	History based field trip or activity annually.	No	\$5,000.00	\$3,440.00



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.7	Science based field trip or activity	No	\$10,000.00	\$4,120.19
2	2.8	Character Counts	No	\$5,000.00	\$5,721.31
2	2.9	Purchase educational technology	No	\$7,000.00	\$16,564.25
2	2.10	School Psychologist	Yes	\$30,000.00	\$13,941.08
2	2.11	Resources for families with pupils with exceptional needs.	No	\$25,000.00	113.87
2	2.12	Parent Engagement	Yes	\$47,000.00	\$8,675.97

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$527,862.00	\$512,000.00	\$291,217.40	\$220,782.60	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Intervention Specialist	Yes	\$135,000.00	36884.97		
1	1.2	Purchasing supplemental Curriculum and Assessment tools	Yes	\$5,000.00	5,510.88		
1	1.4	Professional Development in areas of Math, Language Arts, Science and History.	Yes	\$29,000.00	5,961.19		
1	1.5	Support Staff	Yes	\$104,000.00	172244.72		
2	2.1	Attendance Campaign and Incentive Program	Yes	\$40,000.00	14,652.93		
2	2.5	Elementary Physical Education Instructor	Yes	\$122,000.00	33,345.66		
2	2.10	School Psychologist	Yes	\$30,000.00	13,941.08		
2	2.12	Parent Engagement	Yes	\$47,000.00	8,675.97		

# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2,158,869	\$527,862.00	7.30%	31.751%	\$291,217.40	0.000%	13.489%	\$394,242.04	18.262%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA’s LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

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

Reflect on the LEA’s annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

### **Comprehensive Support and Improvement**

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

#### *Schools Identified*

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

- Identify the schools within the LEA that have been identified for CSI.

#### *Support for Identified Schools*

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

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

#### *Monitoring and Evaluating Effectiveness*

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

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

## **Engaging Educational Partners**

### **Purpose**

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

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

### **Requirements**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).



- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

### Complete the table as follows:

#### Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

#### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in EC sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of EC sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**

**Description**

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

**Type of Goal**

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

**State Priorities addressed by this goal.**

Identify each of the state priorities that this goal is intended to address.

**An explanation of why the LEA has developed this goal.**

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## Broad Goal

### Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**

**Description**

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

**Type of Goal**

Identify the type of goal being implemented as a Maintenance of Progress Goal.

**State Priorities addressed by this goal.**

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

**Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

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

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

### Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.



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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

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

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

**Requirements and Instructions**

Complete the tables as follows:

**Total Projected LCFF Supplemental and/or Concentration Grants**

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

**Projected Additional 15 percent LCFF Concentration Grant**

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year**

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

**LCFF Carryover — Percentage**

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

### LCFF Carryover — Dollar

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

### Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved 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:

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

### Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### **Limited Actions**

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

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

### **Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### **How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

### **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.



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

## Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

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

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

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

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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