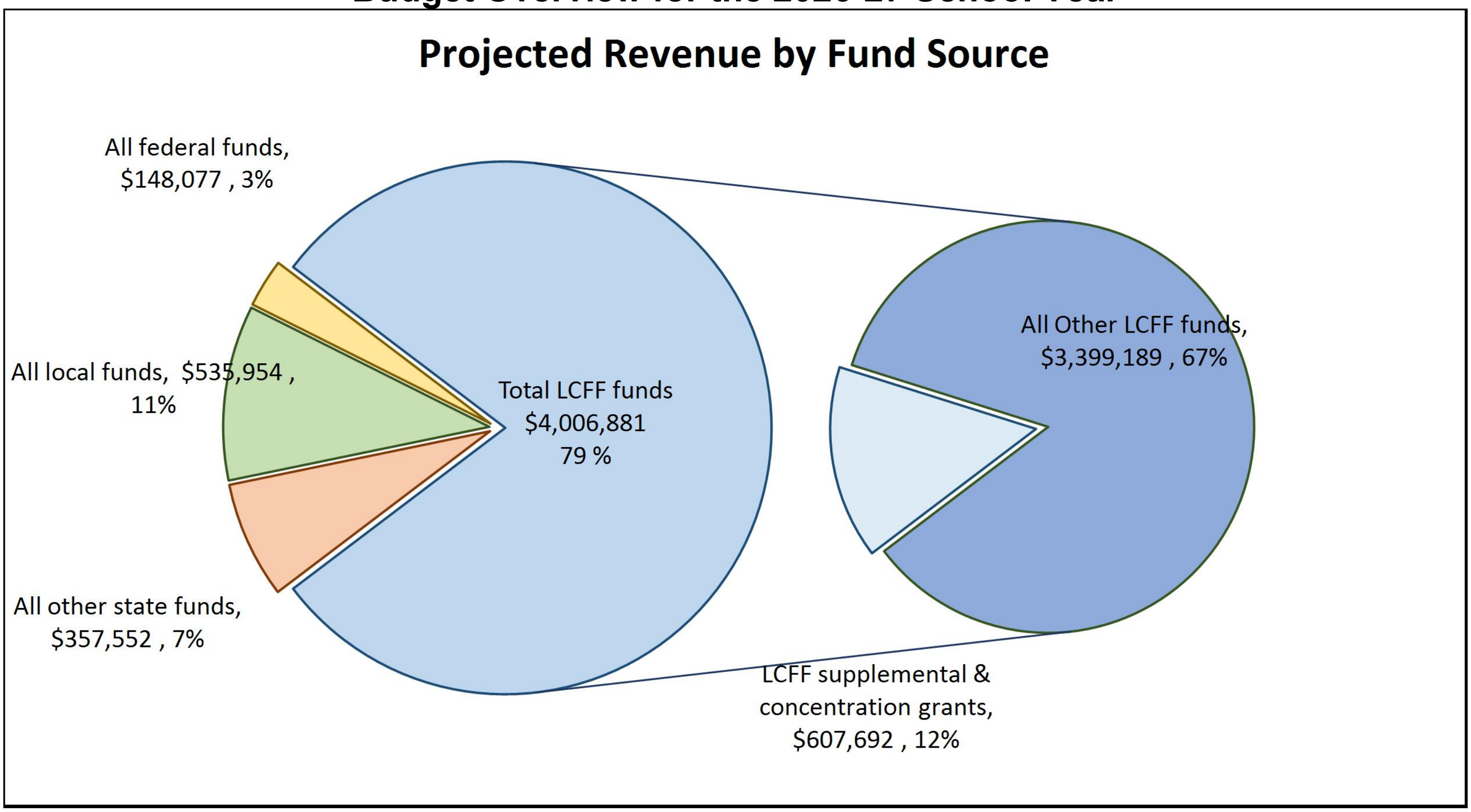
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: General Shafter Elementary School District
CDS Code: 15 63487 6009534
School Year: 2026-27
LEA contact information:
Mr. Chris Salyards
Superintendent
chriss@generalshafter.org
(661) 837-1931

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

Budget Overview for the 2026-27 School Year

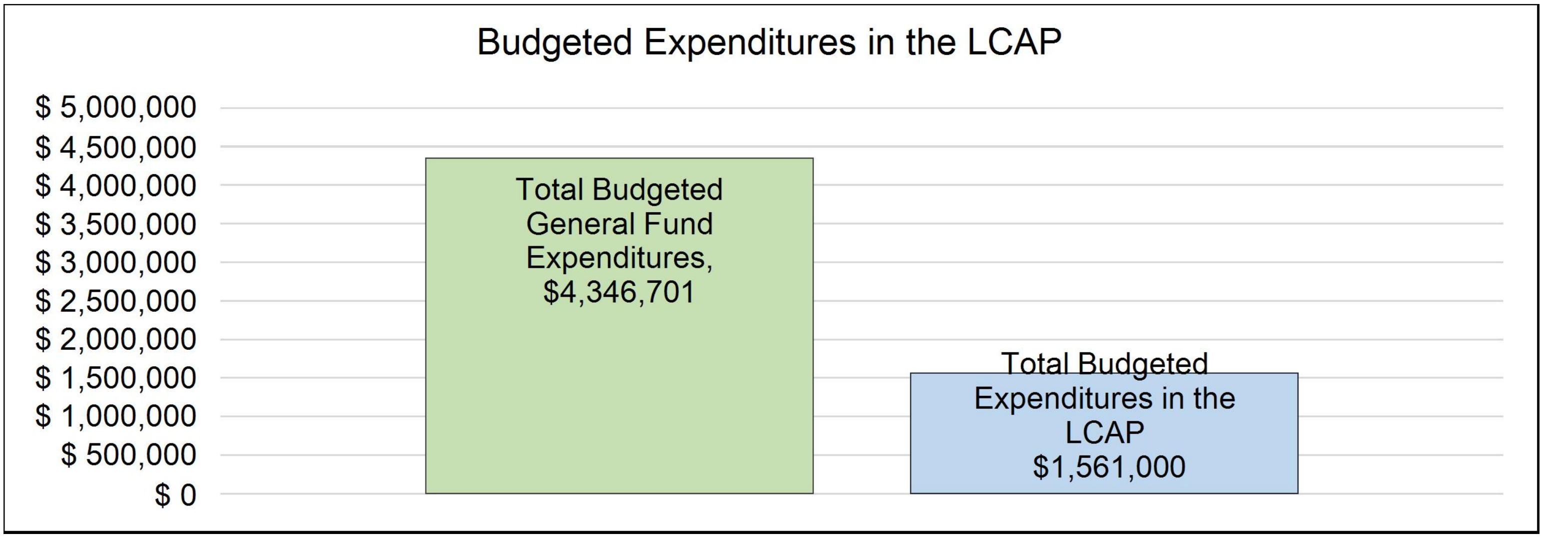


This chart shows the total general purpose revenue General Shafter Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for General Shafter Elementary School District is $5,048,464, of which $4006881 is Local Control Funding Formula (LCFF), $357552 is other state funds, $535954 is local funds, and $148077 is federal funds. Of the $4006881 in LCFF Funds, $607692 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 2026-27. 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 $4346701 for the 2026-27 school year. Of that amount, $1561000 is tied to actions/services in the LCAP and $2,785,701 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

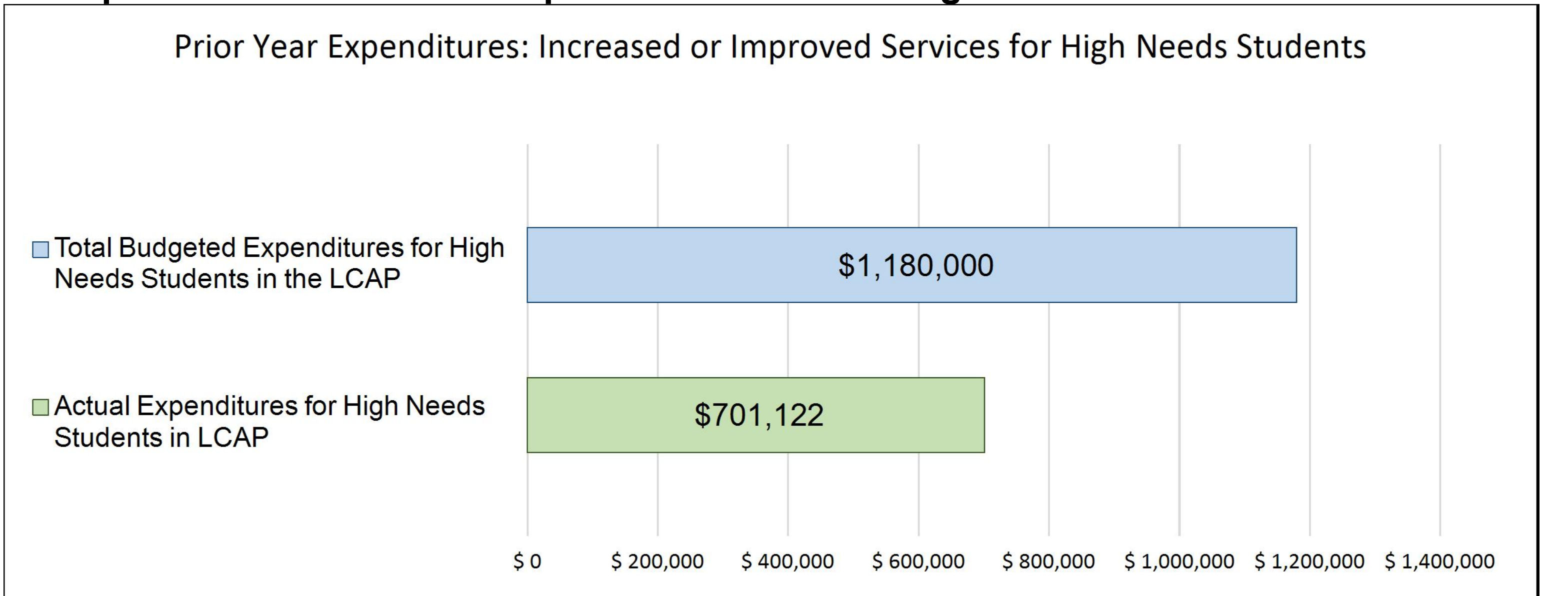
Certain General Fund expenditures were not specifically included in the LCAP because they support general district operations and ongoing baseline services. These costs include routine staffing, operational, administrative, and other required expenditures necessary to maintain programs and services across the district.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, General Shafter Elementary School District is projecting it will receive $607692 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 $1095000 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 2025-26



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 2025-26, General Shafter Elementary School District's LCAP budgeted $1180000 for planned actions to increase or improve services for high needs students. General Shafter Elementary School District actually spent $701121.63 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $478,878.37 had the following impact on General Shafter Elementary School District’s ability to increase or improve services for high needs students:

The difference between budgeted and actual expenditures was primarily due to timing, staffing changes, and adjustments made during implementation. These changes did not significantly reduce the services provided to high needs students, as the district continued to prioritize actions intended to increase or improve support for unduplicated pupils.

Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

General Shafter School District is a small, close-knit educational community serving students from Transitional Kindergarten through 8th grade. Established in 1904, the District is situated in a rural area of Kern County on the southeastern outskirts of Bakersfield, California. With an enrollment of approximately 182 students, the District maintains a single school campus with self-contained classrooms at each grade level.

The General Shafter community has a long and proud tradition of strong community ties and unwavering support for its neighborhood school. The District is committed to meeting the diverse needs of its student population through a comprehensive range of programs and services, including academic intervention, special education, athletics, and various student support resources.

General Shafter School District takes great pride in the dedicated team of professional educators who make up its staff. Through their commitment and expertise, students are empowered to succeed beyond their K-8 years, going on to become productive, responsible members of the broader community.

Looking ahead, the District anticipates meaningful growth opportunities driven by major regional developments, including the Tejon Grapevine Development and the Hard Rock Casino project. General Shafter School District remains proud of its many accomplishments over its 120-year history and is committed to building on that legacy through continued student achievement, academic excellence, and active community partnership.

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 remained steadfast in its efforts to address the lasting challenges brought forth by the COVID-19 pandemic. The District recognizes that virtually all students experienced some degree of learning loss during this period, and that many continued to face anxiety and apprehension throughout the recovery process, influences often driven by media coverage and other external factors beyond the school's control.
Through determination and professionalism, District staff successfully overcame numerous obstacles in support of student learning, many of which are not easily captured or reflected within the metrics of the California School Dashboard. While state-level data provides one measure of progress, General Shafter School District is equally committed to celebrating the individual and collective successes of its students and community members as they have persevered through an extraordinarily challenging time.

The District is proud to recognize growth and achievement across multiple areas. However, General Shafter does not view progress as a one-time accomplishment. The District's goal is to sustain and build upon that success year after year, fostering a culture of continuous improvement for every student.
Encouragingly, the District has observed a number of positive trends reflected in the California School Dashboard data. In addition, the most recent local assessment results, gathered through the STAR Renaissance platform, demonstrate meaningful progress in the areas of Mathematics, Reading, and Early Literacy, as outlined below.

ELA 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	38%	25%	19%	19%
2nd Grade	75%	8%	8%	8%
3rd Grade	36%	27%	27%	9%
4th Grade	59%	9%	9%	23%
5th Grade	59%	12%	12%	18%
6th Grade	53%	37%	5%	5%
7th Grade	62%	12%	15%	12%
8th Grade	44%	33%	7%	15%

READING - STAR RENAISSANCE BENCHMARKS

	AT OR ABOVE	ON WATCH	INTERVENTION	URGENT INTERVENTION
1st Grade	38%	25%	31%	6%

2nd Grade..75%...........................8%........................0%.................................. 17%
3rd Grade..55%.......................   9%........................18%.................................. 18%
4th Grade..33%.........................24%........................14%................................. 29%
5th Grade..47%........................ 18%........................ 12%..................................24%
6th Grade..47%........................ 21%........................ 21%..................................11%
7th Grade..57%........................ 5%.........................14%.................................... 24%
8th Grade..56%........................ 22%.........................15%....................................7 %

EARLY LITERACY -STAR RENAISSANCE BENCHMARKS
....AT OR ABOVE.........ON WATCH.........INTERVENTION.........URGENT INTERVENTION
Transition Kindergarten..100%.........................0%..........................0%................................0%
Kindergarten...58%.........................8%..........................25%................................8%
1st Grade.. 44%......................... 6%......................... 31%..............................19%

Academic Performance Overview

English Language Arts

General Shafter School District's overall performance in English Language Arts remains in the orange category on the California School Dashboard.

Districtwide ELA data reflects the ongoing academic recovery challenges facing the school community.

-All students scored 16.2 distance-from-standard (DTS) points below standard, representing a increase of 7.8 points.
-English Learners showed a notable upward trend, improving by 21.6 DTS points, a meaningful indicator of growth within this student group.
-Socioeconomically Disadvantaged students scored 18.6 points below standard, also reflecting a increase in scores.
-Hispanic students scored 25.5 points below standard, and maintained.
-Students with Disabilities scored -85.3 points below standard, highlighting the need for continued and intensified support services.

Mathematics

Overall Mathematics performance is also rated in the Green category
.
All students scored 21.7 points below standard, a significant increase of 29.1 DTS points.
-English Learners scored 67.1 points below standard, increasing by 36.8 points.
-Hispanic students scored 28.5 points below standard, with a increase of 27.6 points. Socioeconomically Disadvantaged students scored 22.6 points below standard.
-Students with Disabilities scored 76.5 points below standard, underscoring the critical need for expanded mathematical intervention and support.

It is worth noting, however, that overall Math performance reflected a 29.1 DTS improvement compared to the prior year, a positive trend the District intends to build upon.
From the 2023–2024 summative score data, 63 students across all grade levels scored at Standard Nearly Met or Not Met in Mathematics, reflecting the broad academic gaps that remain a priority focus for the District.

Science (California Science Test — CAST)

Science data is provided for informational purposes and is not incorporated into LCAP accountability calculations. Among all students, the District scored 38.5 science points, reflecting an upward trend. Socioeconomically Disadvantaged students scored 51.8 science points, maintaining performance from the prior year.
English Learner Progress Indicator (ELPI)
The District is encouraged to report meaningful progress in English Learner advancement. Overall, 44.7% of English Learners demonstrated progress on the ELPI, a substantial increase of 27.6% from the prior year. Long-Term English Learners also reflected a rate of 44.7%. This growth represents one of the most significant positive indicators in this year's Dashboard data and reflects the dedicated efforts of District staff in supporting English Learner development.

Chronic Absenteeism

Chronic absenteeism has shown significant improvement across all student groups, a development the District considers one of its most encouraging outcomes of the year. Overall chronic absenteeism decreased by 8.7 percentage points, bringing the District rate to 10.6%, a meaningful reduction that reflects strengthened attendance support and community engagement efforts. By student group:

-English Learners reflected a chronic absenteeism rate of 10%
-Socioeconomically Disadvantaged students at 10.6%
-Hispanic students at 10.8%
-White students at 10.4%
-Students with Disabilities reflected a rate of 11.1%

From the 2023 CA Dashboard, English Learners performed in the lowest performance level (RED) in Chronic Absenteeism Rate.

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.

The District remains committed to further reducing absenteeism as a cornerstone of student success.

Suspension Rate

The District's overall suspension rate increased slightly to 3.3%, representing an increase of 1.4 percentage points, a trend the District is actively monitoring and working to address through proactive school climate initiatives. By student group:

-Hispanic students reflected a rate of 3.8%
-Socioeconomically Disadvantaged students at 3.1%
-English Learners at 2.0%.
Notably, Students with Disabilities maintained a 0% suspension rate, a positive indicator of inclusive and supportive practices within the school environment.
-White students reflected a increase of 2.1 percentage points in suspension rate, also a favorable result.

English Learners- 44.7% (Yellow), increased Significantly from previous year by 27.6%

General Shafter School District acknowledges that while challenges remain, the data reflects both areas of growth and areas requiring continued attention and focused intervention. The District remains fully committed to improving outcomes for every student, narrowing achievement gaps, and building on the positive trends evidenced throughout this reporting year.

The following are Professional Development opportunities our staff participating in this during the 2025-26 school year.
Yondr Implementation- August 8, 2025
Renaissance - Star Session 3- August 13, 2025
Next Gen: NGM Live- August 14, 2025
Heggerty- My Heggerty Session- August 22,2025
Renaissance - Planning Instruction - September 2, 2025
S.P.I.R.E PD- September 24, 2025
Renaissance -Leading STAR Conversations- October 1, 2025
KCSOS Workshop- NGSS 101 PD 7th grade- October 2, 2025
Renaissance -AR Session 2a Setting Data October 2, 2025
Heggerty- Coaching In-Person Session- October 7,2025
Renaissance -Better Together STAR/AR -October 8, 2025
KSCOS Workshop- Principal As Leader- October 9, 2025
STEMtaught - Science - October 12, 2025
KSCOS Workshop- Principal As Leader- October 23, 2025
KSCOS Workshop- Math : Deep Dive into Math 3rd & 4th- October 28, 2025
KSCOS Workshop- NGSS 101:7th- November 4, 2025
KSCOS Workshop- Principal As Leader- November 6, 2025
KCSOS Workshop- Math Fractions Progression- November 12, 2025
KCSOS Workshop- Math Play TK - December 4, 2025
KCSOS KIDS- SBAC Tools for Teachers Training- January 7, 2026
Aeries Con- March 9,2026

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, 'Heggerty,
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.

The Learning Recovery Emergency Block Grant (LREBG) was established by the State of California to provide local educational agencies (LEAs) with targeted funding aimed at addressing the academic, social-emotional, and attendance-related impacts of the COVID-19 pandemic on students. The purpose of the LREBG is to accelerate student learning recovery, mitigate the disproportionate impact on high-need student groups, and expand support systems to re-engage students and families. General Shafter has an estimated $221,000 (Resource 7435) of unexpended LREBG funds and will continue implementing learning recovery actions through 2027–28.

LREBG funds must be used for evidence-based actions aligned with allowable uses including:

Increasing instructional learning time.

Expanding learning recovery programs and academic interventions.

Supporting social-emotional wellness initiatives.

Reducing chronic absenteeism and improving student engagement.

Strengthening staff-to-student ratios to increase direct services.

A summary of identified needs based on the data for General Shafter include:

-Intensive small-group reading instruction, foundational skills development, EL-specific supports
-Targeted math intervention, conceptual and procedural fluency development
-Designated & integrated ELD, increased ELPAC progress tracking, reclassification supports
-Address barriers contributing to chronic absenteeism (e.g., transportation, communication, family engagement)
-Enhanced family literacy/math nights, bilingual parent workshops to support learning at home

General Shafter plans to use LREBG funds to implement strategies that address the most significant areas of student need identified through Dashboard and local data analysis. Actions funded through LREBG focus on closing learning gaps in English Language Arts and Mathematics, improving attendance for students with chronic absenteeism, and enhancing social-emotional supports to foster academic success. General Shafter Elementary will expand its current intervention aide support by using $221,000 in Learning Recovery Emergency Block Grant (LREBG) funds to enhance the effectiveness and reach of its existing LCFF-funded intervention program. This expanded action includes the following enhancements:

Extended Service Time:
LREBG funds will be used to increase the contracted hours for existing intervention aides, allowing them to provide targeted academic support during after-school tutoring and intersession programs. This extension increases instructional time for students requiring additional intervention in English Language Arts (ELA), Mathematics, and English Language Development (ELD).

Tier 2 Intervention Layer:
Intervention aides will implement Tier 2 small-group support using evidence-based instructional strategies tailored for English Learners (ELs), socioeconomically disadvantaged (SED) students, and foster youth. These services will focus on foundational reading, fluency, comprehension, number sense, and math problem-solving during designated RTI/MTSS blocks.

Professional Development for Aides:
A portion of LREBG funds will provide targeted professional development for intervention aides. Training will focus on culturally responsive teaching, academic language development, and small-group facilitation aligned with ESSA Tier 1 and Tier 2 interventions. This will ensure aides can deliver high-quality, differentiated instruction to students most impacted by learning loss.

Rationale and Alignment to LREBG Allowable Uses:
This action directly addresses the significant academic needs identified in the needs assessment, including:

Only 17.1% of ELs made progress on the ELPAC.

ELs scored 90.4 points below standard in ELA and 104 points below in Math.

SED students demonstrated persistent underperformance in both subjects.

Grades 4–6 show the highest density of students scoring “Standard Not Met.”

The action is aligned with EC Section 32526(c)(2)(A) and (B), which permit the use of LREBG for increasing instructional time, expanding intervention services, and supporting professional learning that improves outcomes for high-need student groups.

Goal and Action Number Reference:
This action supplements and enhances Goal 1, Action 2 in the existing LCAP.

Metric(s) to Monitor Effectiveness:

CAASPP ELA and Math performance for EL and SED student groups

ELPAC progress rates

Local formative assessment data from RTI blocks

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/ASB	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 determine the mental makeup of our students while at school. The Middle School ASB was integral part of our survey process and provide input on the LCAP.
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.

Educational Partner(s)	Process for Engagement
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. The Board of Trustees held a public hearing on June 2nd, 2026, to review the LCAP and Budget. The Board of Trustees approved the LCAP and Budget on June 3rd, 2026. There were no questions that needed a written response. The LCAP will continually be reviewed for appropriate updates as needed.
Parents	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: > Parent engagement and participation in school activities was a top priority. > Continue the growth and Supplemental Programs - Music, Art, etc. > Continue Extra Curricular activities > Parent Support by in areas of cyber bullying, substance abuse.
SELPA	In the Fall of 2025 and Spring of 2026, 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 3rd, 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 2025-26 and also received input for goals to the 2026-27 LCAP.
District Advisory Councils	District Advisory Councils were consulted with and 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: > Parent engagement and participation in school activities was a top priority. > Continue the growth and Supplemental Programs - Music, Art, etc.

Educational Partner(s)	Process for Engagement
	> Continue Extra Curricular activities > Parent Support by in areas of cyber bullying, substance abuse.
DELAC	In the Fall of 2025 and Spring of 2026, we consulted with DELAC regarding our LCAP. A meeting was held on May 13th, at 9:00am 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 2025-26 and also received input for goals to the 2026-27 LCAP.

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

During the 2025-26 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 2026, we consulted with DELAC and SELPA regarding our LCAP. A meeting was held on May 13, at 9:00am 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 2024-25 and also received input for goals to the 2025-26 LCAP. The Board of Trustees held a public hearing on June 2nd, 2026, to review the LCAP and Budget. The Board of Trustees approved the LCAP and Budget on June 3rd, 2026. 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 2024-25 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:
• 10.6% for all students.
• 10% for English Learners
• 10.6% Socioeconomically Disadvantaged
• 10% White

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 educations system and terminologies. Basic implementation of training in the area of skill, strategies and the importance of daily school attendance are reasons why this goal was created.

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-reflection tool and	From the 2024-25 California Dashboard Local Indicator self-	From the 2025-26 California Dashboard Local Indicator self-	2027-28 From the California Dashboard Local Indicator self-	This metric has had no difference from baseline. 100% of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Local Data Priority: 2-Implementation of State Standards (A) Implementation of state board adopted academic content and performance standards for all students.	classroom walkthrough, Data reflect 100% of classrooms implement CCSS on a daily basis. Data will be based upon California Dashboard Local Indicator self-reflection tool and classroom walkthrough.	reflection tool and classroom walkthrough, Data reflect 100% of classrooms implement CCSS on a daily basis. Data will be based upon California Dashboard Local Indicator self-reflection tool and classroom walkthrough.	reflection tool and classroom walkthrough, Data reflect 100% of classrooms implement CCSS on a daily basis. Data will be based upon California Dashboard Local Indicator self-reflection tool and classroom walkthrough.	reflection tool and classroom walkthrough, Data will reflect 100% of classrooms implement CCSS on a daily basis.	classrooms implement CCSS on a daily basis.
1.2	% 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.	2023-24 data showscases 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). Knowledge and language proficiency as measured by Local Survey Data, Master Schedule, and Admin Walk-Throughs	2024-25 data showscases 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). Knowledge and language	2025-26 data showscases 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). Knowledge and language	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).	This metric has had no difference from baseline. 100% of EL students have access to CCSS and ELD Standards.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			proficiency as measured by Local Survey Data, Master Schedule, and Admin Walk-Throughs	proficiency as measured by Local Survey Data, Master Schedule, and Admin Walk-Throughs		
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.	Data will be collected from Statewide assessments and 2023 CA Dashboard. English Language Arts ELA (All students): 21.4 points below standard Maintained 1 points (orange level) English Learners: (Low Status Level) 85.4 points below standard, Declined 16.3 Points Socioeconomically Disadvantaged: 25.9 points below standard Mathematics All Students: 41.4 points below standard Declined 9.1 points (orange level)	Data will be collected from Statewide assessments and 2024 CA Dashboard. English Language Arts ELA (All students): 24 points below standard Maintained -2.7 points (orange level) English Learners: (Low Status Level) 90.4 points below standard, Declined 16.4 Points Socioeconomically Disadvantaged: 24.1 points below standard, Maintained 1.8 Points Mathematics	Data will be collected from Statewide assessments and 2025 CA Dashboard. English Language Arts ELA (All students): 16.2 points below standard Increased 7.8 points (yellow level) English Learners: (Low Status Level) 68.7 points below standard, Increased 21.6 Points Socioeconomically Disadvantaged: 18.6 points below standard, increased 5.6 Points Mathematics	2026 English Language Arts ELA (All students): 19 points below standard English Learners: (Low Status Level) 80 points below standard Socioeconomically Disadvantaged: 23 points below standard Mathematics All Students: 39 points below standard English Learners: 95 points below standard, Socioeconomically Disadvantaged: 45 points below standard.	This Metric had the following changes based off of data from Statewide assessments and 2024 CA Dashboard. English Language Arts ELA (All students): increased 5.2 points English Learners: (Very Low Status Level) increase 16.7 Points Socioeconomically Disadvantaged: Increased 7.3 Points Mathematics All Students: Increased 19.7 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 99.1 points below standard, Increased 5.6 points (No performance level) Socioeconomically Disadvantaged: 50.5 points below standard, maintained 2.9 points (orange level) CAST (Science Data) 5th Grade All Students Met or Exceeded: 3.85% Socioeconomically Disadvantaged Students Met or Exceeded: 6.67% 8th Grade All Students Met or Exceeded: 22.22% Socioeconomically Disadvantaged Students Met or Exceeded: 16.67%	All Students: 50.8 points below standard Declined 9.4 points (orange level) English Learners: 104 points below standard, Declined 18.3 Points (No performance level) Socioeconomically Disadvantaged: 51.6 points below standard, maintained -1.1 points (orange level) CAST (Science Data) 5th Grade All Students Met or Exceeded: 26.31% Socioeconomically Disadvantaged Students Met or Exceeded: 26.31% 8th Grade All Students Met or Exceeded: 15.00% Socioeconomically Disadvantaged	All Students: 21.7 points below standard Increased 29.1 points (green level) English Learners: 67.1 points below standard, Increased 36.8 Points (yellow level) Socioeconomically Disadvantaged: 29 points below standard, Increased 22.6 points (yellow level) CAST (Science Data) 5th Grade All Students Met or Exceeded: 43.75% Socioeconomically Disadvantaged Students Met or Exceeded: 42.85% 8th Grade All Students Met or Exceeded: 35%	CAST (Science Data) 5th Grade All Students Met or Exceeded: 10% Socioeconomically Disadvantaged Students Met or Exceeded: 7% 8th Grade All Students Met or Exceeded: 23% Socioeconomically Disadvantaged Students Met or Exceeded: 17%	English Learners: Increased 32 Points Socioeconomically Disadvantaged: increased 21.5 points CAST (Science Data) 5th Grade All Students Met or Exceeded: +39.9% Socioeconomically Disadvantaged Students Met or Exceeded: +36.18% 8th Grade All Students Met or Exceeded: +12.78% Socioeconomically Disadvantaged Students Met or Exceeded: +8.33

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students Met or Exceeded: 16.67%	Socioeconomically Disadvantaged Students Met or Exceeded: 25.00%		
1.4	Priority: 4 - Pupil Achievement (C) Percentage of pupils that have successfully completed CTE pathways. N/A	N/A	N/A	N/A	N/A	N/A
1.5	Priority: 4 - Pupil Achievement (D) Percentage of pupils who have completed both A and B. N/A	N/A	N/A	N/A	N/A	N/A
1.6	Priority: 4 - Pupil Achievement (B) Percentage of pupils who have completed A-G requirements. N/A	N/A	N/A	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	The 2023 CA Dashboard English Learner Progress Indicator shows that 44.4% of our EL students made progress toward English proficiency.	The 2024 CA Dashboard English Learner Progress Indicator shows that 17.1 % of our EL students made progress toward English proficiency. Declined 27.3 %.	The 2025-26 CA Dashboard English Learner Progress Indicator shows that 44.7 % of our EL students made progress toward English proficiency. Increased 27.6 %.	2026 The CA Dashboard English Learner Progress Indicator will show that 47% of our EL students made progress toward English proficiency.	According to the 2024 CA Dashboard English Learner Progress EL students made progress toward English proficiency. Increased 0.3%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Learner progress indicator.					
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%.	2024-25 Local Data reflects that the District's Redesignation Rate for 2023--24 was 19%.	2025-26 Local Data reflects that the District's Redesignation Rate for 2024--25 was 2.22%	2027-28 Local Data will reflect that the District's Redesignation Rate is 10%.	2025-26 Local Data reflects that the District's Redesignation Rate for 2024-25 decreased 3.78%.
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	N/A	N/A	N/A
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	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	Review of 2024-25 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	Review of 2025-26 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	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	This metric has had no difference from baseline. 100% of students have course access.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students are enrolled in Physical Education. 100% of students grades 3-5 are enrolled in VAPA.	required areas of broad coursework. 100% of students are enrolled in Physical Education. 100% of students grades 3-5 are enrolled in VAPA.	required areas of broad coursework. 100% of students are enrolled in Physical Education. 100% of students grades 3-5 are enrolled in VAPA.	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 Priority: 7- Course Access (B) to programs and services for low income, English learner and foster youth.	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. 100% of TK - 6th grade have access to art and music class. 100% of English Learners received targeted English Language Development during Designated and Integrated English Language Development instruction I00% of identified English Learners receive appropriate supports during Integrated ELD as identified by	2024-25 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. 100% of TK - 6th grade have access to art and music class. 100% of English Learners received targeted English Language Development during Designated and Integrated English Language Development instruction I00% of identified English	2025-26 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. 100% of TK - 6th grade have access to art and music class. 100% of English Learners received targeted English Language Development during Designated and Integrated English Language Development instruction I00% of identified English	2027-28 School year review of master schedules and CA Dashboard self-reflection tool used for local indicators will reflects 100% of unduplicated students are enrolled in all required areas of broad coursework. 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 I00% of	This metric has had no difference from baseline. 100% of students have course access.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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.	Learners receive appropriate supports during Integrated ELD as identified by classroom walkthrough tool to be implemented 2024-25 100% of enrolled foster youth and their families are aware of programs and services and have access to desired programs and services.	Learners receive appropriate supports during Integrated ELD as identified by classroom walkthrough tool to be implemented 2024-25 100% of enrolled foster youth and their families are aware of programs and services and have access to desired programs and services.	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 have access to desired programs and services.	
1.13	% of students with disabilities who are offered and enrolled in support services and programs. 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.	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. 100% of students with disabilities are enrolled in Physical Education. 100% of students with disabilities in grade 3- 5 are enrolled in VAPA.	2024-25 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. 100% of students with disabilities are enrolled in Physical Education. 100% of students with disabilities in grade	2025-26 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. 100% of students with disabilities are enrolled in Physical Education. 100% of students with disabilities in grade	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. 100% of students with disabilities will receive Physical Education. 100% of students with disabilities in grade 3- 5 are enrolled in VAPA.	This metric has had no difference from baseline. 100% of students have course access.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All students who are on an IEP, have 100% updated plans.	3- 5 are enrolled in VAPA. All students who are on an IEP, have 100% updated plans.	3- 5 are enrolled in VAPA. All students who are on an IEP, have 100% updated plans.	All students who are on an IEP, have 100% updated plans.	
1.14	% of students at or above grade level in reading Source: Local Data Priority: 8- Other pupil outcomes	2023-24 - Renaissance STAR Reading Performance Level At/Above Grade Level: 1st Grade: 38% Average IRL: -.5 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 Garde: 25% Average IRL: 6.4	2024-25 - Renaissance STAR Reading Performance Level At/Above Grade Level: 1st Grade: 42% Average IRL: 1.0 2nd Grade: 50% Average IRL: 1.2 3rd Grade: 61% Average IRL:2.7 4th Grade: 44% Average IRL: 3.3 5th Grade: 63% Average IRL: 3.7 6th Grade: 63% Average IRL: 5.4 7th Grade: 42% Average IRL: 5.4 8th Garde: 53% Average IRL: 6.9	2025-26 - Renaissance STAR Reading Performance Level At/Above Grade Level: 1st Grade: 38% Average IRL: 1.0 2nd Grade: 75% Average IRL: 2.3 3rd Grade: 55% Average IRL:2.5 4th Grade: 33% Average IRL: 2.9 5th Grade: 47% Average IRL: 4.4 6th Grade: 47% Average IRL: 5.0 7th Grade: 57% Average IRL: 4.9 8th Garde: 56% Average IRL: 6.9	2027-28 Renaissance STAR Reading Performance Level At/Above Grade Level: 1st Grade: 39% Average IRL: -.5 2nd Grade: 4% 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 Garde: 26% Average IRL: 6.2	This metric has seen the following change: 2025-26 Renaissance STAR Reading Performance Level At/Above Grade Level: 1st Grade: 0% increase Average IRL: .5 2nd Grade: 48% increase Average IRL: 1.4 3rd Grade: 14% increase Average IRL:.1 4th Grade: 23% decrease Average IRL: .7 5th Grade: 11% decrease Average IRL: .5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 Unified Avg. Scale Score STAR Reading (All Students) Fall-949 Winter-983 Spring-985 STAR Reading (English Learners) Fall-861 Winter-894 Spring-902 STAR Reading (SED students)	Accelerated Reader average quizzes passed per student in each grade for the school year: 1st Grade: 18 2nd Grade: 51 3rd Grade: 76 4th Grade: 73 5th Grade: 78 6th Grade: 27 7th Grade:22 8th Grade: 18 2024-25 STAR Data Unified Avg. Scale Score STAR Reading (All Students) Fall-981 Winter-981 Spring-998 STAR Reading (English Learners) Fall-906 Winter-896 Spring-915 STAR Reading (SED students)	Accelerated Reader average quizzes passed per student in each grade for the school year: 1st Grade: 29 2nd Grade: 82 3rd Grade: 66 4th Grade: 25 5th Grade: 65 6th Grade: 30 7th Grade:16 8th Grade: 21 2025-26 STAR Data Unified Avg. Scale Score STAR Reading (All Students) Fall-981 Winter-955 Spring-981 STAR Reading (English Learners) Fall-872 Winter-848 Spring-888 STAR Reading (SED students)	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 Unified Avg. Scale Score STAR Reading (All Students) Fall +5 from baseline Winter +5 from baseline Spring +5 from baseline STAR Reading (English Learners) Fall +5 from baseline Winter +5 from baseline	6th Grade: 12% increase Average IRL: .4 7th Grade: 1% increase Average IRL: 1.6 8th Garde: 31% increase Average IRL: .5 Accelerated Reader average quizzes passed per student in each grade for the school year: 1st Grade: +28 2nd Grade: +81 3rd Grade: +64 4th Grade: +24 5th Grade: +62 6th Grade: +29 7th Grade:+15 8th Grade: +20 2025-26 STAR Data Unified Avg. Scale Score STAR Reading (All Students) Fall: +32 Winter: -28

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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-977 Winter-980 Spring- 997 STAR Math (All Students) Fall-979 Winter-987 Spring-1008 STAR Math (English Learners) Fall-921 Winter-928 Spring-934 STAR Math (SED students) Fall-979 Winter-995 Spring-1006	Fall-970 Winter-950 Spring- 970 STAR Math (All Students) Fall-959 Winter-968 Spring-1004 STAR Math (English Learners) Fall-854 Winter-877 Spring-915 STAR Math (SED students) Fall-949 Winter-964 Spring-992	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 (English Learners) 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: -4 STAR Reading (English Learners) Fall: +11 Winter: -46 Spring: -14 STAR Reading (SED students) Fall: +17 Winter: -37 Spring- -14 STAR Math (All Students) Fall: -5 Winter: -18 Spring: +4 STAR Math (English Learners) Fall: -54 Winter: -31 Spring: -23 STAR Math (SED students) Fall: -18 Winter: -28 Spring- -14

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Spring +5 from baseline 8th Grade: 5	
1.17	% of books checked out of Library Source: Local Data Priority: 8- Other pupil outcomes	2023-24 Book Checkout Rates 0%	2024-25 Book Checkout rate was 82%	2025-26 Book Checkout rate was 100%	2027-28 Book Checkout Rates 50%	This metric has seen an 100% increase in books checked out of the library as tracked by library software.
1.18	Early Literacy Rates (STAR Early Lit) Math Avg. Scale Scores Reading Avg. Scale Scores Source: Local Data Priority: 8- Other pupil outcomes, local assessment data	23/24 From Kern Integrated Data System (KiDS, Spring) STAR Early Literacy Average Scaled Scores - 739 Socioeconomic Disadvantaged- 743 English Learners-712 23/24 From Kern Integrated Data System (KiDS, Spring) STAR Math Average Scale Scores- 1000 Socioeconomic Disadvantaged- 1006 English Learners-933	24/25 From Kern Integrated Data System (KiDS, Spring) STAR Early Literacy Average Scaled Scores - 808 Socioeconomic Disadvantaged- 807 English Learners- 807 24/25 From Kern Integrated Data System (KiDS, Spring) STAR Math Average Scale Scores- 1008	25/26 From Kern Integrated Data System (KiDS, Spring) STAR Early Literacy Average Scaled Scores - 836 Socioeconomic Disadvantaged- 821 English Learners- 810 25/26 From Kern Integrated Data System (KiDS, Spring) STAR Math Average Scale Scores- 1004	2027-28 From Kern Integrated Data System (KiDS, Spring) STAR Early Literacy Average Scaled Scores - 785 Socioeconomic Disadvantaged- 770 English Learners- 750 2027-28 From Kern Integrated Data System (KiDS, Spring) STAR Math Average Scale Scores- 1050 Socioeconomic Disadvantaged- 1030	This Metric has seen 25-26 From Kern Integrated Data System (KiDS, Spring) STAR Early Literacy Average Scaled Scores - +97 Socioeconomic Disadvantaged- +78 English Learners- +98 25-26 From Kern Integrted Data System (KiDS, Spring) STAR Math Average Scale Scores- +4 Socioeconomic Disadvantaged- -14 English Learners- -18

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		23/24 From Kern Integrated Data System (KiDS, Spring) STAR ELA Average Scale Scores- 985 Socioeconomic Disadvantaged-984 English Learners-896	Socioeconomic Disadvantaged-1006 English Learners-934 24/25 From Kern Integrated Data System (KiDS, Spring) STAR ELA Average Scale Scores- 998 Socioeconomic Disadvantaged-997 English Learners-915	Socioeconomic Disadvantaged-992 English Learners-915 25/26 From Kern Integrated Data System (KiDS, Spring) STAR ELA Average Scale Scores- 981 Socioeconomic Disadvantaged-970 English Learners-888	English Learners-975 2027-28 From Kern Integrated Data System (KiDS, Spring) STAR ELA Average Scale Scores- 1000 Socioeconomic Disadvantaged-995 English Learners-940	25-26 From Kern Integrated Data System (KiDS, Spring) STAR ELA Average Scale Scores- -3 Socioeconomic Disadvantaged- -14 English Learners- -8

Goal Analysis [2025-26]

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.

LCAP Goal Implementation 2025–2026 School Year

English Language Development

Progress in English Language Development was monitored through regular classroom observations utilizing a district-designed assessment tool designed to evaluate both designated and integrated ELD instruction. Throughout the year, the District maintained a focused commitment to advancing English proficiency and overall academic performance among its English Learner population. Notable improvements to literacy spaces have contributed to increased student engagement in independent reading and a measurable rise in book circulation. Looking ahead, the District intends to sustain current support services while strategically expanding professional development opportunities to further strengthen ELD outcomes.

LCAP Implementation Overview
During the 2025–2026 school year, General Shafter School District demonstrated meaningful progress in the implementation of its LCAP goals. Of the eight identified actions, four were fully implemented as designed, while four experienced partial implementation due to factors including staffing considerations, scheduling constraints, or procurement timelines. All actions were monitored through multiple data sources, including Professional Learning Community (PLC) logs, CAASPP results, local assessments, and stakeholder surveys. Each action was designed to strengthen Tier 1 instruction and improve support for unduplicated student populations.

Fully Implemented Actions (1.1, 1.2, 1.3, 1.7)
The following four actions were executed as planned and yielded positive outcomes across the District:
Action 1.1 – Intervention Specialist: The addition of a dedicated Intervention Specialist resulted in observable improvements in classroom instruction and a notable increase in teacher confidence and instructional capacity.
Action 1.2 – Support Staff: The District successfully hired five instructional support staff members, generating positive feedback from families and producing measurable student improvement through targeted small group instruction.
Action 1.3 – Title I Staff: Through the strategic use of federal Title I funding, the District employed additional staff to work directly with Title I-eligible students, providing focused academic support to those with the greatest need.
Action 1.7 – Speech Pathologist: A shared services arrangement with a neighboring district enabled General Shafter to secure the services of a qualified Speech Pathologist — a resource that has proven highly valuable to students and families requiring speech and language services. The Speech Pathologist also made significant contributions to Student Study Team (SST) and Individualized Education Program (IEP) planning processes.

Partially Implemented Actions (1.4, 1.5, 1.6, 1.8)
The following four actions were partially implemented, with unexpended funds or adjustments carried forward to support future planning:
Action 1.4 – Professional Development: Professional development activities were supported through Local Support resources and Kern County Superintendent of Schools (KCSOS). However, the allocated budget exceeded actual expenditures, indicating a need for more precise budget projections in future LCAP cycles.
Action 1.5 – Supplemental Materials: Supplemental instructional materials budgeted for this LCAP year were not fully expended, as high-quality materials purchased in the prior year remained available for continued use. Budget allocations for this action will be adjusted accordingly in future planning.
Action 1.6 – Literacy Program: Significant progress was achieved through the successful completion of the elementary school library renovation. Remaining funds are designated to be reallocated toward the development and enhancement of the middle school library in the upcoming school year.
Action 1.8 – Educational Technology: In anticipation of enrollment growth associated with a planned residential development in the District's boundaries, technology expenditures were projected at a higher level. Delays in that development resulted in lower-than-expected growth in Average Daily Attendance (ADA), and accordingly, technology purchases were scaled back to reflect actual need.

Overall, General Shafter School District demonstrated strong implementation capacity and a sustained commitment to continuous improvement throughout the 2025–2026 school year. The insights gained through this year's review and analysis will inform targeted adjustments to strengthen the fidelity and impact of all LCAP actions in the year ahead.

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.

Analysis of Material Differences Budgeted vs. Estimated Actual Expenditures (2025–2026)

General Shafter School District conducted a formal analysis of material differences between Budgeted Expenditures and Estimated Actual Expenditures for the 2025–2026 school year. The total amount budgeted for LCAP Goal 1 was $1,131,000, while estimated actual expenditures came in at $826,691 — reflecting a variance of $304,309. The District has identified the following actions as the primary sources of this difference:

Action 1.2 - Support Staff: The Support staff was over estimated relative to actual expenditures. The district anticipated more growth based on information from local developers. The growth in student enrollment has not been realized.
Action 1.4 — Professional Development: The professional development budget was overestimated relative to actual expenditures. The District leveraged Local Support resources and Kern County Superintendent of Schools (KCSOS) services to meet its professional development needs, resulting in lower-than-anticipated costs. Budget projections for this action will be refined in future LCAP planning cycles to more accurately reflect actual expenditure patterns.
Action 1.6 — Literacy Program/Library Materials: Material and supply costs came in below the budgeted amount. As previously noted, the elementary school library project was completed successfully, and the remaining unspent balance will be carried forward and reallocated to support the middle school library enhancement project in the 2026–2027 school year.
Action 1.7 - School Speech Pathologist - Our district was unable to hire a budgeted on-site Speech Pathologist and instead used a Teletherapy program at a reduced cost.

The District is committed to ongoing fiscal monitoring and will use the findings of this analysis to improve budget accuracy and ensure that resources are allocated as effectively as possible in support of student achievement.

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

Although the district has seen moderate measurable growth in student engagement and achievement, particularly among English Learners. The district will continue to put an emphasis on literacy and expanded access to physical books in school libraries. While Educational technology has served as a valuable instructional resource, we are evaluating and trying to balance the use of technology, and the strategic allocation of resources toward staffing has played a critical role in improving student outcomes in the classroom.
The implemented actions under this goal collectively advanced General Shafter's efforts to strengthen Tier 1 instruction, improve academic outcomes, and provide targeted support to unduplicated student groups. Effectiveness was assessed using multiple local and state metrics, community feedback, and implementation monitoring. These data sources confirmed that most actions led to measurable improvements in instruction and targeted support, especially for unduplicated pupils.

The Intervention Specialist (Action 1.1) continues to be a asset that leads to noticeable classroom changes and increased teacher confidence.

Support Staff (Action 1.2) received positive family feedback and a having the ability to hire 5 support staff our students showed improvements through small group instruction.
Action 1.3, Title I Staff was able to provide additional academic support to students.
Action 1.4, professional development was effective by providing strategies to staff to help support implementation of standards based instruction. Staff indicated through surveys, the professional development offered has been helpful and well received.
Action 1.5, provided additional supplemental materials to students that aligned with grade level support scaffolds and practice.
The Literacy Program (1.6) saw the completion of the elementary library, with plans to allocate remaining funds to the middle school library next year.

Action 1.7 and 1.8 helped support Tier 1 instruction with implementation of technology in the classroom.

All actions were deemed effective with the following metrics below:

CAASPP Data- Metric 1.3
Reading levels- Metric 1.14
Local Assessments- Metric 1.18

Metric 1.3 – Academic Performance (2025 CA Dashboard)
English Language Arts
ELA (All students): increased 5.2 points

English Learners: (Very Low Status Level) increase 16.7 Points

Socioeconomically Disadvantaged: Maintained 1.8 Points

Mathematics
All Students: Increased 19.7 points

English Learners: Increased 32 Points

Socioeconomically Disadvantaged: increased 21.5 points

CAST (Science Data)
5th Grade
All Students Met or Exceeded: +39.9%

Socioeconomically Disadvantaged Students Met or Exceeded: +36.18%

8th Grade

All Students Met or Exceeded: +12.78%

Socioeconomically Disadvantaged Students Met or Exceeded: +8.33

5th Grade
All Students Met or Exceeded: +22.46%

Socioeconomically Disadvantaged Students Met or Exceeded: +19.64%

Metric 1.14 – 2025-26 Renaissance STAR Reading & Accelerated Reader

Performance Level At/Above Grade Level:

1st Grade: 0% increase
Average IRL: .5

2nd Grade: 48% increase
Average IRL: 1.4

3rd Grade: 14% increase
Average IRL:.1

4th Grade: 23% decrease
Average IRL: .7

5th Grade: 11% decrease
Average IRL: .5

6th Grade: 12% increase
Average IRL: .4

7th Grade: 1% increase
Average IRL: 1.6

8th Garde: 31% increase
Average IRL: .5

Accelerated Reader average quizzes passed per student in each grade for the school year:
1st Grade: +28
2nd Grade: +81

3rd Grade: +64
4th Grade: +24
5th Grade: +62
6th Grade: +29
7th Grade:+15
8th Grade: +20

Metric 1.18 – 2025-26 Kern Integrated Data System (KiDS)

STAR Early Literacy
Average Scaled Scores - (+97)
Socioeconomic Disadvantaged- (+78)
English Learners- (+98)

25-26 From Kern Integrated Data System (KiDS, Spring)
STAR Math Average Scale Scores- (+4)
Socioeconomic Disadvantaged- (-14)
English Learners- (-18)

25-26 From Kern Integrated Data System (KiDS, Spring)
STAR ELA Average Scale Scores- (-3)
Socioeconomic Disadvantaged- (-14)
English Learners- (-8)

In addition to these metrics Action 1.1 through 1.8 also used the following metric results to show effectiveness:
Metric 1.1, Classroom implementation of standards has 100% of classrooms teaching priority standards as measured by local indicators.
Metric 1.2, 2025-26 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).
Metric 1.7, English Proficiency The 2025-26 CA Dashboard English Learner Progress Indicator shows that 44.7 % of our EL students made progress toward English proficiency. Increased 27.6 %. This is an increase of 0.4% from last year.
Metric 1.8, 2025-26 Local Data reflects that the District's Reclassification Rate was 2.22%
Metric 1.17- % of books check-out - Library Check Out Technology. In 2025-26 the Library Book Checkout rate was 100% and every student checked out books from the library.

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.

LCAP Action Updates 2026–2027 Planning Year

Action 1.2 — Expanded Intervention Aide Support Building upon its existing LCFF-funded intervention program, the District will utilize $221,000 in Learning Recovery Emergency Block Grant (LREBG) funds to expand and enhance the reach and effectiveness of its intervention aide support services. This investment reflects the District's continued commitment to accelerating academic recovery for its highest-need student populations. The expanded action includes the following enhancements: Extended Service Time: LREBG funds will be used to increase contracted hours for current intervention aides, enabling them to provide targeted academic support through after-school tutoring and intersession programs. This expansion increases overall instructional time for students requiring additional intervention in English Language Arts (ELA), Mathematics, and English Language Development (ELD). Tier 2 Intervention Support: Intervention aides will deliver Tier 2 small-group instruction using evidence-based strategies specifically tailored to the needs of English Learners (ELs), Socioeconomically Disadvantaged (SED) students, and foster youth. Services will target foundational reading skills, reading fluency, comprehension, number sense, and mathematical problem-solving, delivered during designated Response to Intervention (RTI) and Multi-Tiered System of Supports (MTSS) instructional blocks. Professional Development for Intervention Aides: A designated portion of LREBG funds will support targeted professional development for intervention aides. Training will focus on culturally responsive teaching practices, academic language development, and effective small-group facilitation aligned with ESSA Tier 1 and Tier 2 intervention frameworks. This investment will ensure that aides are equipped to deliver high-quality, differentiated instruction to the students most significantly impacted by learning loss. Action 1.6 — Library Enhancement Update Following the successful completion of the elementary school library project, Action 1.6 has been updated to redirect remaining library enhancement funds toward the middle school library. This transition ensures continued investment in literacy infrastructure across all grade levels served by the District. Budget Adjustments — Personnel Actions (1.2) All LCAP actions involving personnel have been updated to reflect current budget conditions. Adjustments have been made to account for changes in staffing levels, health and welfare benefit costs, and overall reductions in LCFF funding allocations. Specifically, salary adjustments have been incorporated into Actions 1.2 to accurately reflect the District's current fiscal position and ensure alignment between budgeted expenditures and projected costs for the upcoming school year. Our district will continue to monitor our LCAP budget.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Intervention Specialist	The district will continue to employ an intervention specialist to provide supplemental support in reading, math and ELD. The specialist will utilize	$175,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. 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.		
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. This action is supported by Learning Recovery Emergency Block Grant (LREBG) funds. Shafter Elementary School will expand its current academic intervention services by employing five instructional aides to support the Intervention Specialist and classroom teachers in delivering targeted academic and language development interventions for English Learners (ELs), foster youth, and socioeconomically disadvantaged (SED) students. LREBG funds totaling $221,000 will enhance the effectiveness and reach of existing LCFF-funded supports through the following components: Extended Instructional Time: LREBG funding will expand contracted hours for intervention aides to provide after-school tutoring and intersession support, increasing the total amount of Tier 2 instructional time available for students struggling with grade-level content in ELA, Mathematics, and English Language Development (ELD). Tier 2 Intervention Layer:	$421,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Intervention aides will deliver small-group, evidence-based instruction during designated RTI/MTSS blocks focused on foundational reading skills (phonics, fluency, comprehension), number sense, and problem-solving. Services are intentionally directed toward unduplicated student groups to accelerate progress toward grade-level proficiency. Professional Development: A portion of the LREBG funds will be used for targeted training for intervention aides. Topics will include culturally responsive instruction, academic language scaffolding, and strategies for small-group differentiation aligned with ESSA Tier 1 and Tier 2 interventions, ensuring aides are well-prepared to meet the diverse academic and language needs of students impacted by learning disruptions. Research Base: This action is aligned with Tier 1 and Tier 2 evidence-based practices identified in the ESSA Evidence-Based Practices organized by LREBG Allowable Use document. Studies from the National Center on Intensive Intervention, What Works Clearinghouse, and Institute of Education Sciences (IES) confirm that strategic small-group instruction, when delivered by trained personnel and paired with progress monitoring, is one of the most effective methods for accelerating learning among historically underserved student groups. Monitoring Metrics: Effectiveness will be measured using: -Local benchmark assessments in ELA and Math -Progress monitoring tools during MTSS/RTI cycles -Participation rates in after-school/intersession programs -Analysis of academic growth by student group (EL, SED, foster youth) Funding Details: $221,000 in LREBG funds will support: -Expanded hours for five intervention aides -Implementation of Tier 2 services		

Action #	Title	Description	Total Funds	Contributing
		-Professional development for aides -After-school and intersession intervention programming		
1.3	Title I Staff	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. 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.	$65,000.00	No
1.4	Professional Development Support	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. 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. 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	$120,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		instruction that meets the diverse needs of students, particularly those in identified subgroups. 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. Professional Development Includes: Site Stipends Sub Release Time Consultant Training Fees Material and Supplies Supplemental Hourly Wages Material and Supplies		
1.5	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
1.6	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 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.	$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
1.7	Speech Pathologist	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. 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.	$85,000.00	No
1.8	Educational Technology	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 staff and students and implementing data platforms to support informed decision-making during team meetings	$50,000.00	Yes

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 growth in attendance in the 2024-25 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.

Attendance Rate
All Students Year to date Attendance Rate 96%, overall increase of 1% from the previous year.
English Learners- 95.00%, maintained from the previous year.
Socioeconomic Disadvantaged Rate 96%, maintained from the previous years.

Chronic Absenteeism Rate
All Students- 19.2%,
English Learners- 23.3%
Socioeconomic Disadvantaged Rate- 18.1%

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 educations system and terminologies. Basic implementation of training in the area of skill, strategies and the importance of daily school attendance are reasons why this goal was created.

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 though the actions within this goal. The actions are designed and intended to help support and improve school climate. General Shafter will measure progress towards our goal utilizing the metrics identified below
.
State Priorities used in Goal #2
1, 3, 5, 6, 8

Measuring and Reporting Results

Metric #	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 Source: Local Data and DataQuest Priority 1(a): Basic Services-Teachers appropriately assigned and full credentialed for assignment.	2023-24 From the California Dashboard Local Indicators self-reflection tool shows 100% are fully credentialed and assigned appropriately. 2022 Teaching Assignment Monitoring Outcomes 90%-Clear Credential 10%-Intern 0%- Ineffective	2024-25 From the California Dashboard Local Indicators self-reflection tool shows 100% are fully credentialed and assigned appropriately. Teaching Assignment Monitoring Outcomes 80%-Clear Credential 20%-Intern 0%- Ineffective	2025-26 From the California Dashboard Local Indicators self-reflection tool shows 100% are fully credentialed and assigned appropriately. Teaching Assignment Monitoring Outcomes 100%-Clear Credential 0%-Intern 0%- Ineffective	2026-27 From the California Dashboard Local Indicators self-reflection tool will show 100% are fully credentialed and assigned appropriately 2026 Teaching Assignment Monitoring Outcomes 100%-Clear Credential 0%-Intern 0%- Ineffective	This metric indicated a 10% margin from our baseline in from our clear credential teaching assignments. Teaching Assignment Monitoring Outcomes Clear Credential-Increase of 10% Intern-Decrease of 10% Ineffective-Maintain
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.	2024-25 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.	2025-26 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.	Maintain Baseline. No Difference.
2.3	Rating Scale (Exemplary, Good, Fair, Poor) from FIT Report Source: Local Data	2023-24 Facilities have an overall rating of “Exemplary” as indicated on FIT Report.	2024-25 Facilities have an overall rating of “Exemplary” as indicated on FIT Report.	2025-26 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	Maintain Baseline. No Difference.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 1(c): School facilities maintained and in good repair.				indicated on FIT Report.	
2.4	% of parents actively engaged in parent trainings Source: Local Data Priority: #3- Parent Involvement (A) Efforts to seek parent input in making decisions for district and school sites.	Based off of data collected from local surveys, sign in sheets. 2023-24 0% of our families are engaged in parent training offered by General Shafter School District	Based off of data collected from local surveys, sign in sheets. 2024-25 12% of our families are engaged in parent training offered by General Shafter School District	Based off of data collected from local surveys, sign in sheets. 2025-26 12% of our families are engaged in parent training offered by General Shafter School District	2026-27 20% of our families will be engaged in parent training offered by General Shafter School District	Based off of data collected from local surveys, sign in sheets. 2024-25 there was a +12% of our families are engaged in parent training offered by 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.	Based off of data collected from local surveys, sign in sheets. In 2024-25 using local communication tools (emails, flyers, phone tree service) 100% of all parent engagement opportunities were advertised and delivered to unduplicated students and families.	Based off of data collected from local surveys, sign in sheets. In 2025-26 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.	Maintain Baseline. No Difference.
2.6	% of parent communication in	Based off of data collected from local surveys, sign in sheets.	Based off of data collected from	Based off of data collected from	2026-27 General Shafter will continue using	Maintain Baseline. No Difference.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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.	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.	local surveys, sign in sheets. In 2024-25 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.	local surveys, sign in sheets. In 2025-26 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.	local communication tools (emails, flyers, Pare Square) 100% of all parent engagement opportunities will be advertised and delivered to Students with 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%	According to CALPADS and Local Data, the District's Attendance Rate for 2024-25 was 95.58%. 2024-25 KiDS Data All Students-96% EL-95% SED-96%	According to CALPADS and Local Data, the District's Attendance Rate for 2025-26 was 96.51%. 2025-26 KiDS Data All Students-97% EL-96% SED-97%	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	Difference from Baseline for District Attendance rate was +2.11% 2025-26 KiDS Data All Students-2.54% increase EL-1.88% increase SED-2.38% increase
2.8	Chronic Absenteeism Rate Source: Ca Dashboard Priority 5 (b): Chronic absenteeism rates	Absenteeism rate on the 2023 CA Dashboard is:	Absenteeism rate on the 2024 CA Dashboard is: • 19.2% for all	Absenteeism rate on the 2025 CA Dashboard is: • 10.6% for all	2026-27 District's Chronic Absenteeism Rate is The Chronic Absenteeism rate	The metric changed for Absenteeism rate on the 2025 CA Dashboard is:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• 40% for all students. (Yellow) • 48.9% for English Learners (Red) • 42.9% Socioeconomically Disadvantaged (Orange) • 33.3% White (Orange)	students. (Yellow) • 23.3% for English Learners (Orange) • 18.1% Socioeconomically Disadvantaged (Yellow) • 9.5% White (Green)	students. (Yellow) Declined 8.7% • 10 % for English Learners (Green) Declined 13.3 • 10.6% Socioeconomically Disadvantaged (Yellow) Declined 7.5 • 10.4% White (Orange) Increased .9%	on the CA Dashboard will be: • 30% for all students. (Yellow) • 45% for English Learners (Red) • 40% Socioeconomically Disadvantaged (Orange) • 30% White (Orange)	• 29.4% decrease for all students. (Yellow) • 38% decrease for English Learners (Orange) • 32% decrease Socioeconomically Disadvantaged (Yellow) • 23% decrease White (Green)
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	According to Dataquest, the middle school drop-out rate is 0 in 2024-25	According to Dataquest, the middle school drop-out rate is 0 in 2025-26	2026-27 According to Dataquest, the middle school drop-out rate will be 0.	This metric has had no change from baseline. Middle school dropout rate is 0.
2.10	Priority 5 (d): High school drop-out rates N/A	N/A	N/A	N/A	N/A	N/A
2.11	Priority 5 (E): High school graduation rates N/A	N/A	N/A	N/A	N/A	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%.	According to the 2024 California Dashboard, the District's Suspension Rate for was 1.9%. As measured by our Student Information System, the referral rate was 14.41% .	According to the 2025 California Dashboard, the District's Suspension Rate for was 3.3% increase 1.4%. As measured by our Student Information System, the referral rate was 36% .	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.	According to the 2025 California Dashboard, the District's Suspension Rate increased by 2.8% As measured by our Student Information System, the referral rate increased by 34.06%
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.	Local Data reflects that the District's Expulsion Rate for 2024-25 was 0.	Local Data reflects that the District's Expulsion Rate for 2025-26 was 0.	2026-27 Local Data will reflect that the District's Expulsion Rate will be 0.	This metric has had no change. The district expulsion rate is 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	2023-24 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.	2024-25 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.	2025-26 Based on the Local Measurement of Student Connectedness Survey, the following percentages Agree or Strongly Agree with the following statements. 72.4 % I feel like it is easy to talk with teachers/staff at this school.	2026-27 Based on the Local Measurement of Student Connectedness Survey, the following percentages Agree or Strongly Agree with the following statements. 85% I feel like it is easy to talk with teachers/staff at this school.	2025-26 Based on the Local Measurement of Student Connectedness Survey, the following percentages Students feeling like it is easy to talk to their teacher/staff as school dropped 8.6% Decreased by 2% I feel like my

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		81% If I am absent, I feel like there is a teacher or some other adult at school who will notice my absence. 38% I regularly attend and participate in school-sponsored events, such as school dances, sporting events, student performances, or other school activities. 52% There are lots of chances for students at this school to get involved in sports, clubs, and other school activities outside of class. 84% I feel like I belong when I am at school.	80% I feel like my teachers and school staff care about me. 84% If I am absent, I feel like there is a teacher or some other adult at school who will notice my absence. 42% I regularly attend and participate in school-sponsored events, such as school dances, sporting events, student performances, or other school activities. 53% There are lots of chances for students at this school to get involved in sports, clubs, and other school activities outside of class. 78% I feel like I belong when I am at school.	69% I feel like my teachers and school staff care about me. 79.3 % If I am absent, I feel like there is a teacher or some other adult at school who will notice my absence. 61.7% I regularly attend and participate in school-sponsored events, such as school dances, sporting events, student performances, or other school activities. 35 % There are lots of chances for students at this school to get involved in sports, clubs, and other school activities outside of class. 48.3% I feel like I belong when I am at school.	89% I feel like my teachers and school staff care about me. 85% If I am absent, I feel like there is a teacher or some other adult at school who will notice my absence. 40% I regularly attend and participate in school-sponsored events, such as school dances, sporting events, student performances, or other school activities. 55% There are lots of chances for students at this school to get involved in sports, clubs, and other school activities outside of class. 85% I feel like I belong when I am at school.	teachers and school staff care about me. Decreased by 1.7% If I am absent, I feel like there is a teacher or some other adult at school who will notice my absence. Increased by 23% I regularly attend and participate in school-sponsored events, such as school dances, sporting events, student performances, or other school activities. Decreased by 17% There are lots of chances for students at this school to get involved in sports, clubs, and other school activities outside of class. Decreased by 35.7% I feel like I

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						belong when I am at school.
2.15	Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Section 51210 and 51220(a)-(i), as applicable. Source: Local Data Based on PFT testing	Based on PFT testing during the 2023-2024 school year, Physical Fitness Scores were. (recorded as % in Health Fitness Zone) Aerobic Capacity 5th Grade 100% 7th Grade 94% Abdominal Strength 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%	PENDING: Based on PFT testing during the 2024-25 school year, Physical Fitness Scores were. (recorded as % in Health Fitness Zone) Aerobic Capacity 5th Grade 100% 7th Grade 100% 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%	PENDING: Based on PFT testing during the 2025-26 school year, Physical Fitness Scores were. (recorded as % in Health Fitness Zone) Aerobic Capacity 5th Grade 100% 7th Grade 100% 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%	2026-27 The target PFT testing, Physical Fitness Scores will be . (recorded as % in Health Fitness Zone) Aerobic Capacity 5th Grade 100% 7th Grade 100% 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%	Based on PFT testing during the 2025-26 school year, Physical Fitness Scores were. (recorded as % in Health Fitness Zone) Aerobic Capacity 5th Grade 100% Maintained 7th Grade 6% Increase Abdominal Strength 5th Grade 100% Maintained 7th Grade 6% Increase Trunk Extension 5th Grade 100% Maintained 7th Grade 6% increase Upper Body Strength 5th Grade 6% Increase 7th Grade 6% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Flexibility 5th Grade 100% Maintained 7th Grade 6% Increase

Goal Analysis [2025-26]

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.

LCAP Goal 2 — School Climate, Family Engagement & Student Wellness 2025–2026

Overview

General Shafter School District strengthened its communication with families by consistently utilizing ParentSquare identified through parent surveys as the preferred communication platform — to share resources, announcements, and training opportunities. The District successfully maintained staffing and services designed to promote an open, safe, inclusive, and welcoming educational environment. District English Learner Advisory Committee (DELAC) meetings served as a critical forum for engaging English Learner families, ensuring they remained informed and meaningfully involved in District decision-making. Through targeted attendance campaigns and the continued implementation of Positive Behavioral Interventions and Supports (PBIS), the District cultivated a positive school climate that promoted student engagement, regular attendance, and equitable stakeholder involvement.

Of the seven actions associated with this goal, three were fully implemented and four were partially implemented due to staffing, scheduling, or procurement constraints. All actions were monitored through multiple data sources, including stakeholder surveys, program logs, attendance data (KiDS system), and local assessments.

Action 2.1 — Attendance & School Climate Initiatives | Fully Implemented

Action 2.1 was fully implemented as designed, with the District prioritizing communication and school climate as core strategies to address chronic absenteeism, improve attendance rates, and foster a more inclusive and welcoming environment for all educational partners.

Attendance Awareness Campaign: A districtwide attendance awareness campaign was launched and sustained throughout the school year. Outreach efforts included multilingual communications through newsletters, social media, and family engagement nights — all focused on the academic and social importance of regular school attendance.

Incentive-Based Attendance Program: All school sites adopted an incentive-based attendance program featuring recognition assemblies, classroom competitions, and individual student rewards tied to attendance benchmarks. Site-level attendance teams tracked data monthly and celebrated student progress on an ongoing basis.

Character Counts Program: The Character Counts character education program was introduced at every site. Staff received initial and follow-up professional development, and implementation teams met regularly to align the program's core pillars with existing PBIS and school

climate initiatives. Teachers integrated character education into weekly lessons, reinforcing core principles through assemblies and visual displays throughout the campus.
Real-Time Attendance Monitoring: A real-time attendance monitoring system was successfully launched districtwide. Staff were trained on data interpretation and tiered intervention protocols. Attendance data was reviewed weekly at both the district and site levels to identify trends and initiate appropriate interventions — with particular focus on English Learners and other student groups at elevated risk for chronic absenteeism.
Outcomes: Initial data reflects positive trends in attendance, particularly among English Learners and students with prior histories of high absenteeism. Early indicators suggest movement out of the red performance level on the California School Dashboard for chronic absenteeism. Family and student climate surveys reflected increased awareness of the value of regular attendance and stronger school-to-home partnerships. The integration of Character Counts further contributed to more respectful, safe, and engaging learning environments aligned with the District's equity and engagement goals.

Action 2.2 — Modern Classroom Learning Environment | Partially Implemented
Action 2.2 was partially implemented. This action was designed to enhance the physical learning environment across the District through updated classroom furniture and the purchase of instructional equipment to support student engagement, collaboration, and hands-on learning.
Full implementation was not achieved due to lower-than-anticipated student enrollment growth, which resulted in fewer classrooms requiring immediate upgrades than originally projected. The District adjusted accordingly, scaling back purchases to focus on the areas of greatest need rather than initiating broad districtwide updates. Additionally, facilities planning timelines were revised based on updated demographic data, shifting a portion of planned purchases and upgrades to the 2026–2027 school year to align with revised space utilization projections.

Action 2.3 — Performing and Media Arts | Partially Implemented
Action 2.3 was partially implemented due to the mid-year departure of the District's performing arts teacher. This action was designed to provide students in grades TK–8 with instruction in music, singing, and visual arts — with the goals of enriching the learning experience, increasing student engagement, and improving attendance, particularly among English Learners and low-income students identified through the California School Dashboard as needing targeted intervention for chronic absenteeism.
First Semester Implementation: From the start of the school year through January, the program successfully delivered weekly performing and media arts instruction across all grade levels. Lessons focused on foundational music skills, singing, movement, and basic media arts integration. Cross-curricular connections were incorporated, with classroom teachers collaborating to link artistic expression to grade-level academic content. Student participation rates were high during the first semester, with anecdotal reports reflecting increased enthusiasm and engagement on days when arts instruction was provided.
Mid-Year Disruption: In January, the performing arts teacher resigned, resulting in the discontinuation of direct arts instruction for the remainder of the school year. Despite active recruitment efforts, the District was unable to secure a qualified replacement due to candidate shortages and mid-year hiring limitations. As a result, planned performances and schoolwide art showcases were canceled or significantly scaled back, limiting the sustained impact of the program.
The District remains committed to restoring a full-year performing and media arts program and will prioritize early recruitment efforts for the 2026–2027 school year.

Action 2.4 — School Psychologist | Fully Implemented

Action 2.4 was fully implemented as designed. This action was developed in direct response to the District's identified need to improve student well-being, address trauma-related barriers to learning, and reduce chronic absenteeism — particularly among English Learners and Socioeconomically Disadvantaged students, both of which are flagged in red on the California School Dashboard for chronic absenteeism.
Services Provided: The District successfully hired and onboarded a licensed school psychologist who delivered consistent, targeted support throughout the school year. Services included individual and group counseling for students experiencing trauma or chronic stress, with referrals received from teachers, counselors, and site administrators. Weekly Social-Emotional Learning (SEL) sessions were conducted in classrooms districtwide for students in grades TK–8, focusing on self-awareness, emotional regulation, empathy, communication, and responsible decision-making.
Professional Development & Family Engagement: The school psychologist led professional development workshops for instructional staff focused on trauma-informed practices and SEL integration. Over 90% of instructional staff participated in at least one training session, and post-training surveys indicated meaningfully improved confidence among teachers in recognizing and responding to students' emotional needs. Parent education sessions were also organized on topics including the impact of trauma on learning and strategies families can use to support emotional wellness at home. Participation among English Learner families was strong, supported by translation services and targeted outreach.
Collaboration & Outcomes: The psychologist collaborated regularly with site leadership and the Multi-Tiered System of Supports (MTSS) team to review student progress, monitor behavioral and attendance data, and adjust intervention strategies in real time. This coordination supported earlier identification of at-risk students and more integrated responses across counseling, behavioral support, and academic intervention services. Early indicators reflect decreased chronic absenteeism rates among students who received direct support, as well as improvements in students' reported sense of belonging and safety — both critical factors in promoting attendance and academic engagement.

Action 2.5 — Parent Engagement | Fully Implemented
Action 2.5 was fully implemented during the 2025–2026 school year. This action focused on deepening the partnership between families, schools, and the broader community through monthly and annual training sessions designed to strengthen parents' understanding of educational priorities and empower them to actively support student learning at home.
Workshops & Engagement Events: The District conducted a series of monthly workshops covering topics such as understanding grade-level expectations, supporting homework routines, navigating parent portals and communication platforms, and accessing intervention and enrichment services. Annual engagement events , including Back-to-School Curriculum Night, Literacy and Math Family Nights, and College and Career Readiness workshops — drew strong attendance from families across all student groups, with notable participation from English Learner and low-income families.
All sessions were offered in multiple languages and scheduled at flexible times to maximize access and reduce barriers to participation. Supplemental multilingual materials, including take-home packets and digital resources, were provided at each event to reinforce key concepts and support continued learning at home. Additional staff were assigned to support coordination, translation, childcare, and family follow-up, ensuring a welcoming environment at each engagement opportunity.
Outcomes: Parent attendance and satisfaction improved significantly compared to the prior year. Families reported greater confidence in supporting their children's learning at home. Increased participation from historically underserved families contributed to stronger school-family partnerships and more frequent family-initiated outreach. Teachers and school leaders also noted a higher level of family collaboration during student support meetings and parent-teacher conferences.

Action 2.6 — Educational Field Trip Experiences | Partially Implemented

Action 2.6 was partially implemented during the 2025–2026 school year. This action was designed to increase student interest and engagement in learning by providing access to immersive, real-world educational experiences beyond the classroom — including visits to museums, science centers, historical sites, and other learning institutions. The District placed particular emphasis on ensuring access for English Learners and low-income students, for whom such experiences may not otherwise be available.
Implementation: The District successfully coordinated several field trips across grade levels, including visits to a local science discovery center, agricultural education sites, and a historical museum aligned to the state history-social science curriculum. Teachers incorporated pre- and post-visit classroom activities to maximize academic connections, and transportation and all associated costs were covered to ensure equitable participation.
Challenges: The total number of field trips was fewer than originally projected due to scheduling conflicts, staffing constraints, and limited venue availability — particularly during peak periods. As a result, not all planned student groups were able to participate in off-campus experiences, and overall expenditures came in below the budgeted amount.
Outcomes: Field trips that were conducted maintained a clear academic focus, with student and teacher feedback confirming increased motivation and deeper content understanding. For English Learners in particular, these experiences provided hands-on, language-rich environments that supported both academic learning and language development. Unused funds will be carried forward to expand the number and variety of field trip opportunities in the 2026–2027 school year, with earlier planning and improved logistical coordination to address the challenges encountered this year.

Action 2.7 — Physical Education Program | Partially Implemented
Action 2.7 was partially implemented during the 2025–2026 school year. This action was designed to develop healthy students, improve physical fitness outcomes, and promote equitable access to physical activity — with particular focus on low-income students, English Learners, and foster youth, who may face barriers to consistent participation in physical education and athletics.
First Semester Implementation: A credentialed Physical Education (PE) teacher was hired and delivered daily, standards-aligned instruction across grade levels from the start of the school year. Lessons focused on physical fitness, motor skill development, teamwork, and health education, with an emphasis on inclusive practices that encouraged participation from all students. During the first semester, the PE teacher also organized weekly after-school fitness clubs and coordinated schoolwide physical activity events that helped foster a culture of wellness and student connectedness.
Mid-Year Disruption: In January, the PE teacher resigned unexpectedly, disrupting program continuity for the remainder of the school year. Classroom teachers temporarily facilitated basic physical activity routines; however, the standardized PE curriculum was not fully delivered during the second semester. Planned extracurricular offerings, including fitness challenges and organized schoolwide athletic events, were postponed or significantly scaled back. Recruiting a qualified mid-year replacement proved difficult due to the limited candidate pool and hiring timeline constraints.
Outcomes: Despite the disruption, students benefitted from structured PE instruction for the majority of the school year. Teacher feedback noted increased student enthusiasm for physical activity, improved participation from English Learners, and more inclusive teamwork behaviors. First-semester after-school activities were well-attended and received positively by students and families alike. The District remains committed to a robust, full-year PE program and will prioritize early recruitment for the 2026–2027 school year to ensure uninterrupted program delivery.

Summary
General Shafter School District demonstrated strong implementation capacity and a sustained commitment to continuous improvement across Goal 2 during the 2025–2026 school year. While staffing transitions presented challenges in several action areas, the District

responded proactively and maintained meaningful progress toward its broader goals of student wellness, family engagement, and an inclusive school climate. The lessons learned from this year's implementation will directly inform planning and recruitment efforts for the 2026–2027 school year, with particular attention to strengthening the performing arts program, physical education, and parent engagement initiatives.

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.

Analysis of Material Differences Budgeted vs. Estimated Actual Expenditures (2025–2026)

General Shafter School District conducted a formal analysis of material differences between Budgeted Expenditures and Estimated Actual Expenditures for LCAP Goal 2 during the 2025–2026 school year. The total amount budgeted for Goal 2 was $430,000, while estimated actual expenditures came in at $174,884 — reflecting a variance of $255,116. The District has identified the following actions as the primary sources of this difference:

Action 2.1 — Attendance Campaign: Material and supply costs for the attendance campaign were overestimated relative to actual expenditures. A significant portion of the program materials required for this action had already been purchased in prior years, reducing the need for new procurement and resulting in lower-than-anticipated costs. Budget projections for this action will be adjusted in future LCAP planning cycles to more accurately reflect actual needs.
Action 2.2 — Modern Classroom Learning Environment: Expenditures came in below budget due to lower-than-projected student enrollment growth. The District had anticipated a meaningful increase in enrollment; however, that growth did not materialize during the 2024–2025 school year. General Shafter expects enrollment to increase in the 2026–2027 school year as a result of the anticipated opening of the Tejon Ranch Casino and the associated growth in the surrounding community.
Action 2.3 — Performing and Media Arts: The performing arts teacher resigned in January and did not complete the full school year. As a result, salary and program expenditures for the second semester were not fully incurred, contributing to a significant portion of the overall budget variance for this action.
Action 2.4 - School Psychologist: Our district was unable to secure a Psychologist for out district. We utilized free services offered through the KCSOS grant program. This has ended and our district has secured a Psychologist for the new school year.
Action 2.5 - Parent Engagement: Our district continues to offer parent engagement opportunities and consider it a vital part of our district.

The District is committed to ongoing fiscal monitoring and will apply the findings of this analysis to improve budget accuracy and ensure that all resources are allocated as effectively as possible in direct support of student achievement and school climate goals.

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

Our district was effective in implementing Positive Behavioral Interventions and Supports (PBIS) and conducting a successful attendance campaign. Students responded positively and were motivated by recognition and rewards for good behavior and consistent attendance. They also benefited from the district’s modern learning facilities and welcoming school environments. Looking ahead, the district plans to strengthen its physical education program.

The implemented actions under this goal collectively advanced General Shafter's efforts to strengthen Tier 1 instruction, improve academic outcomes, and provide targeted support to unduplicated student groups. Effectiveness was assessed using multiple local and state metrics, community feedback, and implementation monitoring. These data sources confirmed that most actions led to measurable improvements in instruction and targeted support, especially for unduplicated pupils.

Actions (2.1) Attendance Campaign, (2.2) Maintain Modern Classroom Learning environment, (2.3) Performing and Media Arts, (2.4) School Psychologist, (2.5) Parent Engagement, (2.6) Educational Field Trip Experience, and (2.7) Physical Education program and instructor were all deemed effective with the following metrics below:

Attendance Rates (Metric 2.7) - Attendance Rate (Metric 2.7): Increased to 96.51% overall. Specific student groups saw slight improvements:

2025-26 KiDS Data
All Students-97%
EL-96%
SED-97%

Chronic Absenteeism Rates (Metric 2.8)- Absenteeism Rate (Metric 2.8, CA Dashboard):

- 29.4% decrease for all students. (Yellow)
- 38% decrease for English Learners (Orange)
- 32% decrease Socioeconomically Disadvantaged (Yellow)
- 23% decrease White (Green)

Suspension rate was 3.3%

Student Connectedness Surveys (Metric 2.14)- Student Connectedness (Metric 2.14):
Students feeling like it is easy to talk to their teacher/staff as school dropped 8.6%
Decreased by 2% I feel like my teachers and school staff care about me.
Decreased by 1.7% If I am absent, I feel like there is a teacher or some other adult at school who will notice my absence.
Increased by 23% I regularly attend and participate in school-sponsored events, such as school dances, sporting events, student performances, or other school activities.
Decreased by 17% There are lots of chances for students at this school to get involved in sports, clubs, and other school activities outside of class.
Decreased by 35.7% I feel like I belong when I am at school.

The district maintained strong performance in several key areas, including teaching assignments (80% clear credentialed), student access to standards-aligned materials (100%), and an exemplary FIT rating. Parent engagement remained steady, with 12% of families participating in training and all engagement opportunities being advertised. Attendance improved to 96.51%, and absenteeism rates showed declines across all student groups. The middle school dropout rate stayed at 0%, while suspension and referral rates increased slightly. Student connectedness showed mixed results, with some increases in engagement but declines in feelings of belonging and care from staff. Physical fitness scores were strong, with 100% of 5th and 7th graders meeting benchmarks in all tested areas.

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.

Goal 2 Updates & Planned Adjustments for 2026–2027

The rationale supporting Goal 2 has been revised to incorporate the most current local and state data, ensuring that the District's priorities and strategies remain aligned with the latest evidence regarding student needs, school climate, and community engagement.
For the 2026–2027 school year, General Shafter School District does not anticipate any changes to the established metrics, target outcomes, or planned actions associated with Goal 2. The District remains committed to the course of action set forth in the current LCAP and will continue to monitor progress toward all identified targets.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Attendance Campaign and Incentive Program, Character Counts/PBIS	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. The use of the Character Counts program will bring awareness to school attendance. Studies show great improvement in areas of academic performance, school disciple 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%.	$70,000.00	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.		
2.2	Maintain Modern Classroom Learning environment	Geneal 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 that encourages regular school attendance, particularly targeting English Learners and Low-Income students. 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. This action will also address the red indicator on the CA Dashboard with Chronic Absenteeism for English Learners. Program Funding: Off-Site Staffing Materials and Supplies	$55,000.00	Yes
2.4	School Psychologist	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. 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,	$65,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		conducting weekly sessions to help students develop skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. 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. The psychologist will work closely with school administration to monitor student progress, identify additional needs, and adjust interventions as necessary. This action will also address the red indicator on the CA Dashboard with Chronic Absenteeism for English Learners.		
2.5	Parent Engagement	Engaging parents and community in annual and monthly training and instruction on educational needs. Materials/Supplies and additional staff support contribute to this action.	$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	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.	$130,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$607692	$70998

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
29.263%	18.556%	$386,726.03	47.819%

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	**Action:** Intervention Specialist **Need:** 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	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. These actions address literacy gaps for low-income students. They are provided on a LEA-wide basis to integrate and increase foundational	CAASPP Data- Metric 1.3 EL Progress towards English Proficiency- Metric 1.7 Reading levels- Metric 1.14 Local Assessments- Metric 1.18

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
	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) The 2023 CA Dashboard English Learner Progress Indicator shows that 44.4% of our EL students made progress toward English proficiency. 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) 23/24 From Kern Integrated Data System (KiDS, Spring) STAR Early Literacy Average Scaled Scores - 739 Socioeconomic Disadvantaged- 743 English Learners-712 23/24 From Kern Integrated Data System	reading skill and literacy across content areas for all students and provide support for all families to increase literacy outcome for all students.	

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
	(KiDS, Spring) STAR Math Average Scale Scores- 1000 Socioeconomic Disadvantaged- 1006 English Learners-933 23/24 From Kern Integrated Data System (KiDS, Spring) STAR ELA Average Scale Scores- 985 Socioeconomic Disadvantaged-984 English Learners-896 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. 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. **Scope:** LEA-wide		
1.2	**Action:** Support Staff **Need:** General Shafter has had continued growth on the CA Dashboard in recent years. Our current data is trending down slightly, but we feel our	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 comprehension strategies in language arts and across content area in grades K-5.	CAASPP Data- Metric 1.3 EL Progress towards English Proficiency- Metric 1.7 Reading levels- Metric 1.14

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
	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) The 2023 CA Dashboard English Learner Progress Indicator shows that 44.4% of our EL students made progress toward English proficiency. 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) 23/24 From Kern Integrated Data System (KiDS, Spring) STAR Early Literacy Average Scaled Scores - 739 Socioeconomic Disadvantaged- 743	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.	Local Assessments- Metric 1.18

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
	English Learners-712 23/24 From Kern Integrated Data System (KiDS, Spring) STAR Math Average Scale Scores- 1000 Socioeconomic Disadvantaged- 1006 English Learners-933 23/24 From Kern Integrated Data System (KiDS, Spring) STAR ELA Average Scale Scores- 985 Socioeconomic Disadvantaged-984 English Learners-896 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. 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. **Scope:** LEA-wide		
1.4	**Action:** Professional Development Support **Need:**	These workshops will equip teachers with specific strategies to effectively support these student groups, improving their academic outcomes. Equipping educators with the latest teaching	Implementation of Standards (Walkthrough)-Metric 1.1

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
	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) The 2023 CA Dashboard English Learner Progress Indicator shows that 44.4% of our EL students made progress toward English proficiency. 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) 23/24 From Kern Integrated Data System (KiDS, Spring) STAR Early Literacy Average Scaled Scores - 739 Socioeconomic Disadvantaged- 743 English Learners-712	strategies will enhance the quality of instruction and better support struggling learners. Teachers will participate in ongoing professional learning focused on explicit vocabulary instruction, designated and integrated English Language Development, evidence-based literacy practices, mathematics discourse, formative assessment, and differentiated Tier 1 instruction. 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. Because English Learners and low-income students are enrolled in every classroom throughout the district, providing this professional learning on an LEA-wide basis ensures these students consistently receive high-quality instruction regardless of teacher assignment. 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.	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

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
	23/24 From Kern Integrated Data System (KiDS, Spring) STAR Math Average Scale Scores- 1000 Socioeconomic Disadvantaged- 1006 English Learners-933 23/24 From Kern Integrated Data System (KiDS, Spring) STAR ELA Average Scale Scores- 985 Socioeconomic Disadvantaged-984 English Learners-896 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. **Scope:** LEA-wide		
1.6	**Action:** Literacy Program **Need:** 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)	These actions address literacy gaps for low-income students. The district will maintain and expand classroom libraries, school library resources, literacy intervention materials, and independent reading opportunities designed to increase student engagement with complex texts, academic vocabulary, and reading comprehension. Because English Learners and socioeconomically disadvantaged students are enrolled throughout the district, literacy resources are provided LEA-wide to ensure equitable access to culturally	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 % of Books Check-Out- Metric 1.17

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
	-25.9 average distance from standard Socioeconomically Disadvantaged students (Low Status Level, Yellow) The 2023 CA Dashboard English Learner Progress Indicator shows that 44.4% of our EL students made progress toward English proficiency. 23/24 From Kern Integrated Data System (KiDS, Spring) STAR Early Literacy Average Scaled Scores - 739 Socioeconomic Disadvantaged- 743 English Learners-712 23/24 From Kern Integrated Data System (KiDS, Spring) STAR ELA Average Scale Scores- 985 Socioeconomic Disadvantaged-984 English Learners-896 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. Local assessment data indicate that English Learners and socioeconomically disadvantaged students continue to perform below district expectations in literacy and mathematics.Local assessment data indicate that English Learners and socioeconomically disadvantaged students continue to perform	relevant, grade-level reading materials and literacy experiences that strengthen reading achievement for students most at risk of academic underperformance. 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. 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.	Local Assessments- Metric 1.18

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
	below district expectations in literacy and mathematics. District literacy data indicate that English Learners and socioeconomically disadvantaged students require increased opportunities to engage in independent reading, vocabulary development, and exposure to high-quality literacy materials that support both designated and integrated English Language Development. 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. **Scope:** LEA-wide		
1.8	**Action:** Educational Technology **Need:** 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)	Providing supplemental technology resources will address the identified needs through several key activities: 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. Interactive Learning: Digital platforms and applications that engage students through interactive and personalized learning experiences.	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

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
	The 2023 CA Dashboard English Learner Progress Indicator shows that 44.4% of our EL students made progress toward English proficiency. 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) 23/24 From Kern Integrated Data System (KiDS, Spring) STAR Early Literacy Average Scaled Scores - 739 Socioeconomic Disadvantaged- 743 English Learners-712 23/24 From Kern Integrated Data System (KiDS, Spring) STAR Math Average Scale Scores- 1000 Socioeconomic Disadvantaged- 1006 English Learners-933 23/24 From Kern Integrated Data System (KiDS, Spring) STAR ELA Average Scale Scores- 985 Socioeconomic Disadvantaged-984 English Learners-896 Educational Partner Feedback from our parents and community include the want to maintain the district 1:1 technology program.	Access to Current Technology: Ensuring all students and staff have access to up-to-date devices and software to support modern educational practices. Technical Support: Ongoing technical support to maintain and troubleshoot technology issues, ensuring minimal disruption to instruction. Informed Decision-Making: Implementing data platforms that provide real-time insights into student performance, helping educators make informed decisions during team meetings and planning sessions. Monitoring Progress: Tools to track student progress and identify areas needing additional support or intervention. 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. This action is being used on a LEA-wide basis because English Learners and socioeconomically disadvantaged students are enrolled throughout the district, educational technology is provided LEA-wide to ensure equitable access to instructional resources regardless of school or classroom assignment. because it will ensures 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	

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
	Educational Partner Feedback from our staff include the want to continue to be technologically relevant in the educational program. Educational Partner Feedback from our students include the want to maintain the 1:1 technology program. District data indicate that socioeconomically disadvantaged students often have fewer opportunities to access instructional technology and digital learning resources outside of school. English Learners benefit from adaptive instructional software, digital language supports, translation features, and individualized intervention programs that provide immediate feedback and differentiated instruction. **Scope:** LEA-wide	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.	
2.1	**Action:** Attendance Campaign and Incentive Program, Character Counts/PBIS **Need:** The General Shafter School District has identified chronic absenteeism as a significant issue, particularly among English Learners and socioeconomically disadvantaged students. The data indicates:	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 provide resources and support, including training in Character Counts to students,	We will monitor Attendance Rates (Metric 2.7) Chronic Absenteeism Rates (Metric 2.8) Student Connectedness Surveys (Metric 2.14)

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
	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) 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. 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. **Scope:** LEA-wide	parents, and staff about the importance of using character traits to promote good decision making that includes good attendance at school. 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.	
2.3	**Action:** Performing and Media Arts **Need:** 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	Research indicates that participation in visual and performing arts increases school connectedness, attendance, motivation, and student engagement, particularly for historically underserved student groups. 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.	Parent Communication: Metric 2.5 Attendance Rates: Metric 2.7 Chronic Absenteeism Rates: Metric 2.8 Student Connectedness Survey: Metric 2.14

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
	seeks to increase student engagement and attendance through the implementation of a Performing and Media Arts Program. Further Data on our Student Connectedness Survey state that only 38% I 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 and Socioeconomically Disadvantaged students are even lower at 30%. 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%. Local data demonstrate that chronic absenteeism and student engagement remain areas of need for low-income students and English Learners. 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. **Scope:**	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.	

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
	LEA-wide		
2.4	**Action:** School Psychologist **Need:** 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. 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. **Scope:** LEA-wide	Our district will continue to create and expand a trauma-informed and trauma -sensitive environment that provides the critical resources 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 metal health/trauma related services Additionally, the initative provides professional development to equip teacher and staff with the skill and strategies to understand trauma and to create a safe supportive learning environment. 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. 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'	Parent Communication: Metric 2.5 Attendance Rates: Metric 2.7 Chronic Absenteeism Rates: Metric 2.8 Suspension Rates: 2.12 Student Connectedness Survey: Metric 2.14

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
		emotional and mental health needs fosters a more supportive and inclusive school environment.	
2.6	**Action:** Educational Field Trip Experiences **Need:** 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. 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. 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	By using engaging field trips as an incentive to improve overall student attendance, it will Provide 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. 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. 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. 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	Parent Communication: Metric 2.5 Attendance Rates: Metric 2.7 Chronic Absenteeism Rates: Metric 2.8 Student Connectedness Survey: Metric 2.14

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
	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. **Scope:** LEA-wide	of their economic background, can benefit from these experiences. 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. 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. 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. 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.	
2.7	**Action:** Physical Education program and instructor	By providing regular, structured physical activity, the PE program will help reduce the negative impacts of excessive screen time and sedentary	Parent Communication: Metric 2.5

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
	Need: 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. 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. 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.	behavior, improving students' physical health and reducing illness-related absences. 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. 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.	Attendance Rates: Metric 2.7 Chronic Absenteeism Rates: Metric 2.8 Student Connectedness Survey: Metric 2.14 PE Assessment: Metric 2.15

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
	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. **Scope:** LEA-wide		

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	**Action:** Purchasing Supplemental Materials, Curriculum and Assessment tools. **Need:** 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)	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. Supplemental materials also support struggling English Learners by providing: Targeted Support: Materials can be tailored to provide extra practice for students who are behind and enrichment for those who need more challenging work.	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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	• -85.4 average distance from standard English Learners (Low Status Level, No color status) The 2023 CA Dashboard English Learner Progress Indicator shows that 44.4% of our EL students made progress toward English proficiency. 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) 23/24 From Kern Integrated Data System (KiDS, Spring) STAR Early Literacy Average Scaled Scores - 739 Socioeconomic Disadvantaged- 743 English Learners-712 23/24 From Kern Integrated Data System (KiDS, Spring) STAR Math Average Scale Scores- 1000 Socioeconomic Disadvantaged- 1006 English Learners-933 23/24 From Kern Integrated Data System (KiDS, Spring) STAR ELA Average Scale Scores- 985 Socioeconomic Disadvantaged-984 English Learners-896	Engagement: Engages students with diverse learning resources, helping to maintain their interest and motivation in learning.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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. 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. Educational Partner Feedback from our staff include a need for extended opportunities for instruction and remediation. 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. **Scope:** Limited to Unduplicated Student Group(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.

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).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	15:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	12:1

2026-27 Total Planned 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	2076675	607692	29.263%	18.556%	47.819%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,275,000.00	$221,000.00	$0.00	$65,000.00	$1,561,000.00	$924,000.00	$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	2026-27	$175,000.00	$0.00	$175,000.00				$175,000.00	
1	1.2	Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$421,000.00	$0.00	$200,000.00	$221,000.00			$421,000.00	
1	1.3	Title I Staff	All	No			All Schools	2026-27	$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	2026-27	$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	2026-27	$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	Specific Schools: Middle School 6-8	2026-27	$80,000.00	$120,000.00	$200,000.00				$200,000.00	
1	1.7	Speech Pathologist	All	No			All Schools	2026-27	$83,000.00	$2,000.00	$85,000.00				$85,000.00	
1	1.8	Educational Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$0.00	$50,000.00	$50,000.00				$50,000.00	
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	2026-27	$0.00	$70,000.00	$70,000.00				$70,000.00	

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
2	**2.2**	Maintain Modern Classroom Learning environment	All	No			All Schools	2026-27	$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	2026-27	$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	2026-27	$0.00	$65,000.00	$65,000.00				$65,000.00	
2	**2.5**	Parent Engagement	All	No			All Schools	2026-27	$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	2026-27	$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	2026-27	$100,000.00	$30,000.00	$130,000.00				$130,000.00	

2026-27 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
2076675	607692	29.263%	18.556%	47.819%	$1,095,000.00	0.000%	52.729 %	**Total:**	$1,095,000.00
								LEA-wide Total:	$1,080,000.00
								Limited Total:	$15,000.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Intervention Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$175,000.00	
1	**1.2**	Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	
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	Specific Schools: Middle School 6-8	$200,000.00	
1	**1.8**	Educational Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	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 (%)
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	$130,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,561,000.00	$807,247.11

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	$175,000.00	$164,321.45
1	**1.2**	Support Staff	Yes	$421,000.00	$248,654.15
1	**1.3**	Title I Staff	No	$65,000.00	69,485.78
1	**1.4**	Professional Development Support	Yes	$120,000.00	$18,000.00
1	**1.5**	Purchasing Supplemental Materials, Curriculum and Assessment tools.	Yes	$15,000.00	$30,480.30
1	**1.6**	Literacy Program	Yes	$200,000.00	$2,546.54
1	**1.7**	Speech Pathologist	Yes	$85,000.00	$49,200.00
1	**1.8**	Educational Technology	Yes	$50,000.00	$49,672.36
2	**2.1**	Attendance Campaign and Incentive Program, Character Counts/PBIS	Yes	$70,000.00	$15,526.34
2	**2.2**	Maintain Modern Classroom Learning environment	No	$75,000.00	$28,722.16
2	**2.3**	Performing and Media Arts	Yes	$55,000.00	$8,903.38

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	**2.4**	School Psychologist	Yes	$65,000.00	$4,618.00
2	**2.5**	Parent Engagement	No	$20,000.00	$2,250.95
2	**2.6**	Educational Field Trip Experiences	Yes	$15,000.00	$15,001.29
2	**2.7**	Physical Education program and instructor	Yes	$130,000.00	$99,864.41

2025-26 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)
708704	$1,180,000.00	$701,121.63	$478,878.37	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	$175,000.00	$164,321.45		
1	**1.2**	Support Staff	Yes	$200,000.00	$248,654.15		
1	**1.4**	Professional Development Support	Yes	$120,000.00	$12,333.41		
1	**1.5**	Purchasing Supplemental Materials, Curriculum and Assessment tools.	Yes	$15,000.00	$30,480.30		
1	**1.6**	Literacy Program	Yes	$200,000.00	$2,546.54		
1	**1.7**	Speech Pathologist	Yes	$85,000.00	$49,200.00		
1	**1.8**	Educational Technology	Yes	$50,000.00	$49,672.36		
2	**2.1**	Attendance Campaign and Incentive Program, Character Counts/PBIS	Yes	$70,000.00	$15,526.34		
2	**2.3**	Performing and Media Arts	Yes	$55,000.00	$8,903.38		
2	**2.4**	School Psychologist	Yes	$65,000.00	$4,618.00		
2	**2.6**	Educational Field Trip Experiences	Yes	$15,000.00	$15,001.29		
2	**2.7**	Physical Education program and instructor	Yes	$130,000.00	$99,864.41		

2025-26 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)
2084123	708704	18.192	52.197%	$701,121.63	0.000%	33.641%	$386,726.03	18.556%

Local Control and Accountability Plan 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.

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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
  - If the LEA has unexpended LREBG funds the LEA must provide the following:
    - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
    - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
      - An explanation of how the action is aligned with the allowable uses of funds identified in [*EC* Section 32526(c)(2)]; and
      - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [*EC* Section 32526(d)].
        - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information] web page.
      - Actions may be grouped together for purposes of these explanations.
      - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
  - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: *EC Section 52060(g)* and *EC Section 52066(g)* 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.

- **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) 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.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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 **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. 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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

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 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).

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