LCFF Budget Overview for Parents

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

CDS Code: 15-63503

School Year: 2024-25

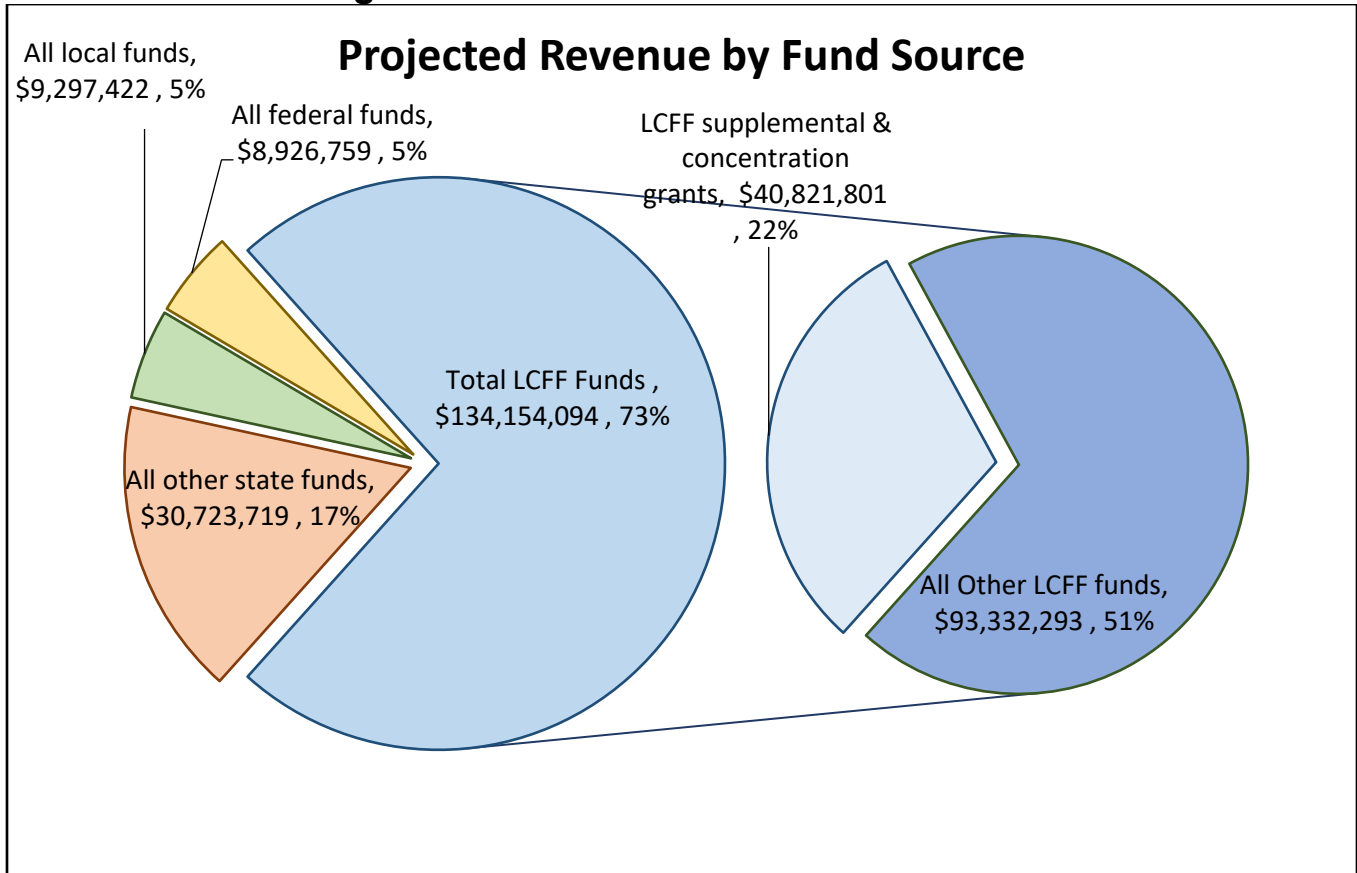LEA contact information:

Ramon Hendrix

Superintendent

hendrixr@gfusd.net

6618376000

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

All local funds, $9,297,422 , 5%

All federal funds, $8,926,759 , 5%

LCFF supplemental & concentration grants, $40,821,801 , 22%

Total LCFF Funds , $134,154,094 , 73%

All other state funds, $30,723,719 , 17%
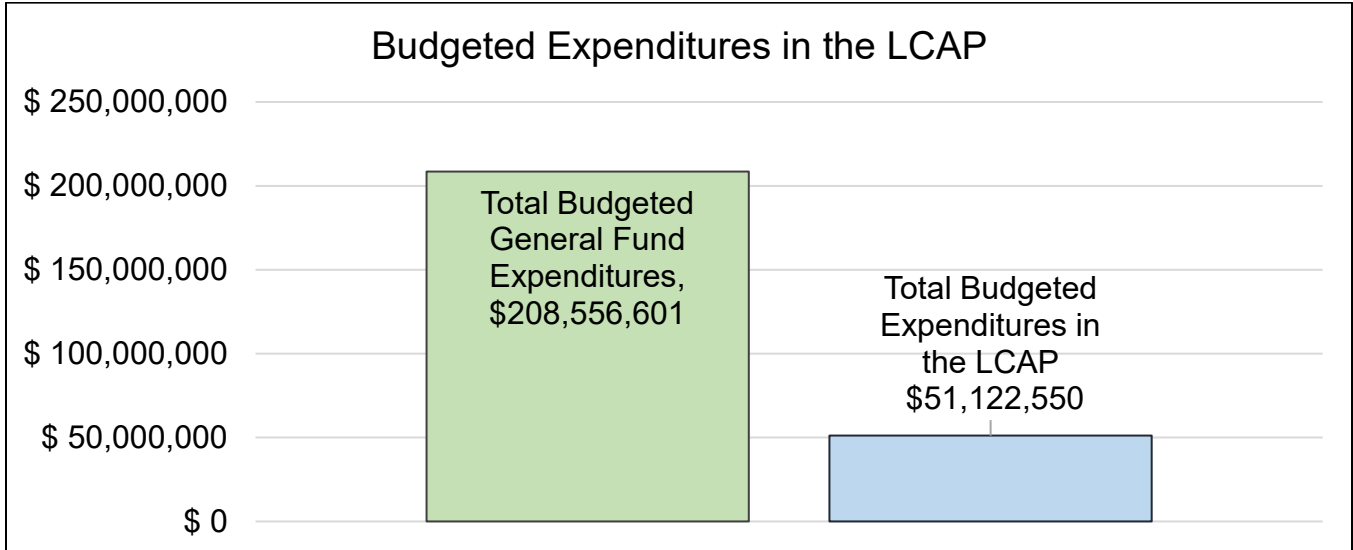
All Other LCFF funds, $93,332,293 , 51%

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

The text description for the above chart is as follows: The total revenue projected for Greenfield Union School District is $183,101,994, of which $134,154,094 is Local Control Funding Formula (LCFF), $30,723,719 is other state funds, $9,297,422 is local funds, and $8,926,759 is federal funds. Of the $134,154,094 in LCFF Funds, $40,821,801 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

$ 250,000,000	
$ 200,000,000	Total Budgeted General Fund Expenditures, $208,556,601
$ 150,000,000	
$ 100,000,000	Total Budgeted Expenditures in the LCAP $51,122,550
$ 50,000,000	
$ 0	

This chart provides a quick summary of how much Greenfield Union School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Greenfield Union School District plans to spend $208,556,601 for the 2024-25 school year. Of that amount, $51,122,550 is tied to actions/services in the LCAP and $157,434,051 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund expenditures include salaries and benefits for certificated teachers, classified personnel, and administrative staff members. In addition, other expenditures in this area include textbooks, books and supplies, services and operating expenditures (ex. utilities), and capital outlay.

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

In 2024-25, Greenfield Union School District is projecting it will receive $40,821,801 based on the enrollment of foster youth, English learner, and low-income students. Greenfield Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Greenfield Union School District plans to spend $50,560,637 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students
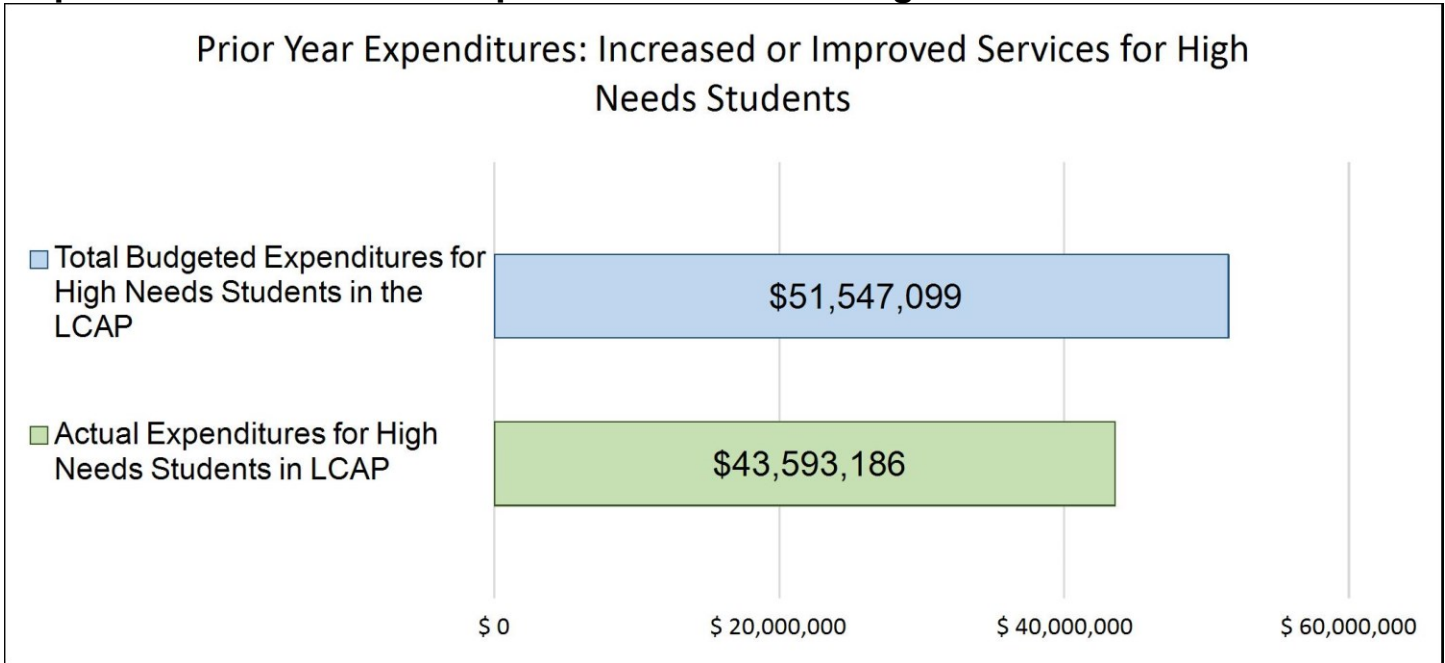
This chart compares what Greenfield Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Greenfield Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Greenfield Union School District's LCAP budgeted $51,547,099 for planned actions to increase or improve services for high needs students. Greenfield Union School District actually spent $43,593,186 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-7,953,913 had the following impact on Greenfield Union School District's ability to increase or improve services for high needs students:

The district experienced unexpected delays from planning and DSA approvals. Additionally as other restricted funds were approaching their respective spending deadlines, funding was reappropriated in order to make the best use of the various funds as per the district which created an unspent balance for this school year. This did not directly impact the actions and services and the overall increased or improved services for high needs students in 2023-24. We plan this funding to be used as intended for the 2024-25 school year.

2023–24 Local Control and Accountability Plan Annual Update

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

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1- Basic Services	Priority 1- Basic Services	Priority 1- Basic Services	Priority 1- Basic Services	Priority 1- Basic Services	Priority 1- Basic Services
a. Teachers: Fully Credentialed & Appropriately Assigned and fully credentialed in the subject area and for the pupils they are teaching. Data Source: Local (SARC) Goal is 100%	a. 93% of teachers are fully credentialed and appropriately assigned.	a. 2021-2022 91% of teachers are fully credentialed and appropriately assigned.	a. 2022-2023 92% of teachers are fully credentialed and appropriately assigned.	a. 2023-2024 98% of teachers are fully credentialed and appropriately assigned.	a. 100% of teachers will be fully credentialed and appropriately assigned
b. Standards-aligned Instructional Materials for every student. Data Source: Williams Act Inspection Goal: Maintain 100%	b.100% of students have access to standards-aligned instructional materials.	b. 100% of students have access to standards-aligned instructional materials.	b. 100% of students have access to standards-aligned instructional materials.	b. 100% of students have access to standards-aligned instructional materials.	b. Maintain- 100% of students will have access to standards-aligned instructional materials.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
c. School Facilities in "Good Repair" per CDE's Facility Inspection Tool (FIT). Data Source: CDE's Facility Inspection Tool(FIT) Goal - Maintain "Exemplary" for all schools. Goal has been revised to "Good Repair" per CDE's Facility Inspection Tool (FIT) for all schools.	c. Exemplary status for all schools. Revised to Good Repair status for all schools.	c. Good Repair status for all schools.	c. Good Repair status for all schools.	c. Good Repair status for all schools.	c. Exemplary status for all schools. Modified to: Maintain- Good Repair status for all schools
Priority 2 - Implementation of State Standards	Priority 2 - Implementation of State Standards	Priority 2 - Implementation of State Standards	Priority 2 - Implementation of State Standards	Priority 2 - Implementation of State Standards	Priority 2 - Implementation of State Standards
a. Implementation of all CA State Standards. Data Source: Local Indicator Priority 2 Self Reflection Tool Goal is to rate at highest level (5) - Full Implementation and Sustainability	a. Staff rated district at level 4 - full implementation for ELA and Math and at level 3 - initial implementation for NGSS, History, and ELD.	a. Staff rated district at level 4 - full implementation for ELA and Math and at level 3 - initial implementation for NGSS, History, and ELD.	a. Staff rated district at level 4 - full implementation for ELA and Math and at level 3 - initial implementation for NGSS, History, and ELD.	a. Staff rated district at level 4 - full implementation for ELA and Math and at level 3 - initial implementation for NGSS, History, and ELD.	a. Level 5 - Full implementation and sustainability for ELA and Math and Level 4 - full implementation for NGSS, History, and ELD.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
b. How the programs and services will enable English Learners to access the CCSS & ELD standards for purposes of gaining academic content knowledge and English language proficiency. Data Source: Local - Administrator walk-through tool, lesson plans Goal: Maintain 100%	b. 100% of English learners have access to CCSS and ELD standards per review of designated and integrated time in master schedules and lesson plan reviews.	b. 100% of English learners have access to CCSS and ELD standards per review of designated and integrated time in master schedules and lesson plan reviews.	b. 100% of English learners have access to CCSS and ELD standards per review of designated and integrated time in master schedules and lesson plan reviews.	b. 100% of English learners have access to CCSS and ELD standards per review of designated and integrated time in master schedules and lesson plan reviews.	b. Maintain- 100% of ELs will have access to CCSS and ELD standards.
Priority 4 - Pupil Achievement	Priority 4 - Pupil Achievement	Priority 4 - Pupil Achievement	Priority 4 - Pupil Achievement	Priority 4 - Pupil Achievement	Priority 4 - Pupil Achievement
a. Statewide assessments administered (CAASPP: ELA, Math, and Science Data Source: CA Dashboard/Data Quest Goal is to increase all students and each student group by 6 % each year. Data Source: Local Assessment	a. 2019 CAASPP Scores: ELA: Students scored standard met or standard exceeded All students - 49.85% Low-income - 48.70% English learners - 7.22% Foster Youth - 27.0% Homeless - 32.35% African American - 31.26% Students with Disabilities - 9.18%	a. No 2020 and 2021 CAASPP scores. Did not test CAASPP ELA, Math, or Science because of viability issues due to the pandemic. See STAR data below.	a. 2022 CAASPP Scores: ELA: Students scored standard met or standard exceeded All students - 41.40% Low-income - 40.51% English learners - 13.74% Foster Youth - 28.57% Homeless - 19.05% African American - 29.49% Students with Disabilities - 7.5%	a. 2023 CAASPP Scores: ELA: Students scored standard met or standard exceeded All students - 41.89%. (-23.8 DFS) Low-income - 41.16% (-25.9 DFS) English learners - 15.44% (-62.4 DFS) Foster Youth - 25% (-64.6 DFS) Homeless - 22.22 % (-56 DFS)	a. 2024 CAASPP Scores: ELA: Students scored standard met or standard exceeded All students - 67.85% Low-income - 66.7% English learners - 25.22% Foster Youth - 45.0% Homeless - 50.35% African American - 49.26% Students with Disabilities - 27.18%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(STAR Reading and Math winter assessment results) Goal is to increase by 6% each year.	Math: Students scored standard met or standard exceeded All students - 35.24% Low-income - 34.32% English learners - 6.78% Foster Youth -19.0% Homeless - 14.71% African American - 21.39% Students with Disabilities - 6.97% Science: Students scored standard met or standard exceeded All students - 29.93% Low-income - 18.76% English learners - 2.9% Homeless - 14.86% African American - % Students with Disabilities - 8.10% Due to clerical error, the above Science scores reflect state not district scores. The correct district scores are as follows:		Math: Students scored standard met or standard exceeded All students - 22.65% Low-income - 21.61% English learners - 8.24% Foster Youth - 11.9% Homeless - 12.94% African American - 11.79% Students with Disabilities - 4.34%	African American - 27.86% (-49.9 DFS) Students with Disabilities - 9.74% (-110.7 DFS) Math: Students scored standard met or standard exceeded All students - 24% (-66.3 DFS) Low-income -23.32 % (-68.6 DFS) English learners - 9.03% (-91.3 DFS) Foster Youth - 8.11% (-88.3 DFS) Homeless - 10.8% (-100.7 DFS) African American - 12.09% (-99.9 DFS) Students with Disabilities - 4.98% (-145.3 DFS)	Math: Students scored standard met or standard exceeded All students - 53.2% Low-income - 52.3% English learners - 24.78% Foster Youth -37.0% Homeless - 32.71% African American - 39.39% Students with Disabilities - 24.97% Science: Students scored standard met or standard exceeded All students - 47.93% Low-income - 36.67% English learners - 20.9% Homeless - 32.86% African American - %

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Science: Students scored standard met or standard exceeded All students - 24.05% Low-income - 23.16% English learners - 0.92% Homeless - 16.67% African American - 11.54% Students with Disabilities - 2.61% Local Measure: STAR Assessments: 2021 winter results STAR Reading: students scored proficient or higher. All students - 35.2% Low-income - 34.2% English learners - 18.8% Foster Youth - 23.5% Homeless - 24.7% African American - 26.4% Students with Disabilities - 11.4% STAR Math: students scored proficient or higher.	Local Measure: STAR Assessments: 2022 winter results (state benchmark setting) STAR Reading: students scored proficient or higher. All students - 29.4% Low-income - 27.8% English learners - 10.4% Foster Youth - 16.7% Homeless - 14.8% African American - 21.3% Students with Disabilities - 5.2%	Science: Students scored standard met or standard exceeded All students - 24.61% Low-income - 23.09% English learners - 5.94% Foster Youth - 31.25% Homeless - 8.11% African American - 12.07% Students with Disabilities - 5.24 % Local Measure: STAR Assessments: 2022-2023 winter results (state benchmark setting) STAR Reading: students scored proficient or higher. All students - 29.5% Low-income - 28.4% English learners - 10.6% Foster Youth - 25.0% Homeless - 21.1% African American - 27.8% Students with Disabilities - 8.5%	Science: Students scored standard met or standard exceeded All students - 24.10% Low-income - 23.65% English learners - 1.74% Foster Youth - 0% Homeless - 21.82% African American - 17.6% Students with Disabilities - 4.55% Local Measure: STAR Assessments: 2023-2024 winter results (state benchmark setting) STAR Reading: students scored proficient or higher. All students - 32.9% Low-income 32.4- % English learners - 14.6% Foster Youth -27.6% Homeless - 22.1% African American - 30.5% Students with Disabilities -11.8%	Students with Disabilities - 26.10% Local Measure: STAR Assessments: winter results STAR Reading: students scored proficient or higher. All students - 53.2% Low-income - 52.2% English learners - 36.8% Foster Youth - 41.5% Homeless - 42.7% African American - 44.4% Students with Disabilities - 29.4% STAR Math: students scored proficient or higher. All students - 64.6% Low-income - 49.5% English learners - 49.5% Foster Youth - 50.7% Homeless - 54.4% African American - 51.8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	All students - 46.6% Low-income - 31.5% English learners - 31.5% Foster Youth - 32.7% Homeless - 36.4% African American - 33.8% Students with Disabilities - 16.1% The above STAR scores are based on the district benchmark setting. In 2021-2022, the district changed the setting to the state benchmark. As a result, the STAR Assessment 2021 Winter results have been updated to reflect the state benchmark setting: STAR Reading: students scored proficient or higher. All students - 30.5% Low-income - 28.9% English learners - 14.3% Foster Youth - 21.6%	STAR Math: students scored proficient or higher. All students - 18.3% Low-income - 17.4% English learners - 9.0% Foster Youth - 7.8% Homeless - 7.0% African American - 9.8% Students with Disabilities - 3.7%	STAR Math: students scored proficient or higher. All students - 22.7% Low-income - 22.0% English learners - 14.4% Foster Youth - 18.2% Homeless - 17.5% African American - 15.6% Students with Disabilities - 5.7%	STAR Math: students scored proficient or higher. All students - 23.8% Low-income - 25.1% English learners - 17.2% Foster Youth - 19.1% Homeless - 17.9% African American - 17.8% Students with Disabilities - 7%	Students with Disabilities - 34.1% The above STAR scores are based on the district benchmark setting. In 2021-2022, the district changed the setting to the state benchmark. As a result, the STAR Assessment desired outcome results have been updated to reflect the state benchmark setting: STAR Reading: students scored proficient or higher. All students - 48.5% Low-income - 46.9% English learners - 32.3% Foster Youth - 39.6% Homeless - 39% African American - 40.3% Students with Disabilities -27.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Homeless - 21.0% African American - 22.3% Students with Disabilities - 9.5% STAR Math: students scored proficient or higher. All students - 24.2% Low-income - 23.5% English learners - 16.8% Foster Youth - 10.9% Homeless - 11.0% African American - 15.8% Students with Disabilities - 6.4%				STAR Math: students scored proficient or higher. All students - 42.2% Low-income - 41.5% English learners - 34.8% Foster Youth - 28.9% Homeless - 29% African American - 33.8% Students with Disabilities - 24.4%
b. % of pupils that have successfully completed A-G requirements - NA	b. NA	b. NA	b. NA	b. NA	b. NA
c. % of pupils that have successfully completed CTE pathways - NA	c. NA	c. NA	c. NA	c. NA	c. NA
d. % of pupils who have successfully completed both B & C - NA	d. NA	d. NA	d. NA	d. NA	d. NA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
e. % of ELs who make progress toward English proficiency (as measured by ELPAC) Data Source: CA Dashboard ELPAC Goal is to increase by 6% each year.	e. 2019 CA Dashboard 50.2% of English learners are making progress towards English language proficiency.	e. Did not test in 2019-20 because testing was suspended due to the pandemic. Data unavailable on the CA Dashboard for 2020-21. Based on Local Data Source (KiDS) 31% of English learners are making progress towards English language proficiency.	e. 2022 CA Dashboard 51.4% of English Learners are making progress towards English language proficiency.	e. 2023 CA Dashboard 52.4% of English Learners are making progress towards English language proficiency.	e. 68.2% of ELs will make progress towards English language proficiency.
f. EL reclassification rate - Data Source: Local (2019-20) Corrected: Data Source: DataQuest (2019-20) Goal is to increase by 6% each year.	f. 2019-20 EL Reclassification rate: 26.4% of ELs were reclassified.	f. 2020-21 EL Reclassification rate: 7.0% of ELs were reclassified.	f. 2021-22 EL Reclassification rate: 7.85% of ELs were reclassified.	f. 2021-22 EL Reclassification rate: 14.21% of ELs were reclassified.	f. 44.4% of ELs will be reclassified.
g.% of pupils that pass AP exams with a score of 3 or higher - NA	g. NA	g. NA	g. NA	g. NA	g. NA
h. Pupils prepared for college by the EAP - NA	h. NA	h. NA	h. NA	h. NA	h. NA
Priority 7 - Course Access	Priority 7 - Course Access	Priority 7 - Course Access	Priority 7 - Course Access	Priority 7 - Course Access	Priority 7 - Course Access

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
a. Students have access and are enrolled in a board course of study Data Source: Local - Master Schedules Goal: 100% in all grades and subjects	a. 100% of students (grades 1st -8th) have access to the following courses: English language arts, mathematics, social science/history, science, and physical education. 70% of 7th-8th students have equal access to the following courses and electives: fine arts, drama, life skills, music/band, computer/technology, and foreign language due to other educational requirements and time limitations within the daily schedules.	a. 100% of students (grades 1st -8th) have access to the following courses: English language arts, mathematics, social science/history, science, and physical education. 82% of 7th-8th students have equal access to the following courses and electives: fine arts, drama, life skills, music/band, computer/technology, and foreign language due to other educational requirements and time limitations within the daily schedules.	a. 100% of students (grades 1st -8th) have access to the following courses: English language arts, mathematics, social science/history, science, and physical education. 89% of 7th-8th students have equal access to the following courses and electives: fine arts, drama, life skills, music/band, computer/technology, and foreign language due to other educational requirements and time limitations within the daily schedules.	a. 100% of students (grades 1st -8th) have access to the following courses: English language arts, mathematics, social science/history, science, and physical education. 89% of 7th-8th students have equal access to the following courses and electives: fine arts, drama, life skills, music/band, computer/technology, and foreign language due to other educational requirements and time limitations within the daily schedules.	a. Maintain 100% of students (grades 1st-8th) will have access to following courses: English language arts, mathematics, social science/history, science, and physical education. 85% of 7th-8th grade students have access to electives.
b. Programs and services developed and provided to low income, English learner and foster youth pupils Data Source: Local - Master Schedules Goal: Maintain All services	b. 100% of English learners are provided with designated and integrated English learner instruction. All low-income, English learner and foster youth pupils have access to a Multi-Tiered System of	b. 100% of English learners are provided with designated and integrated English learner instruction. All low-income, English learner and foster youth pupils have access to a Multi-Tiered System of	b. 100% of English learners are provided with designated and integrated English learner instruction. All low-income, English learner and foster youth pupils have access to a Multi-Tiered System of	b. 100% of English learners are provided with designated and integrated English learner instruction. All low-income, English learner and foster youth pupils have access to a Multi-Tiered System of	b. Maintain services to 100% of English learners, low income, and foster youth pupils.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Support, and are given for extended day programs. The YES program is offered to all foster youth at all three middle schools sites.	Support, and are given for extended day programs. The YES program is offered to all foster youth at all three middle schools sites.	Support, and are given for extended day programs. The YES program is offered to all foster youth at all three middle schools sites.	Support, and are given for extended day programs. The YES program is offered to all foster youth at all three middle schools sites.	
c. Programs and services developed and provided to students with disabilities Data Source: Local - Master Schedules Goal: Maintain all services	c. 100% of students with disabilities are provided with programs and services based on state standards and student needs as indicated by the Individualized Education Plan (IEP)	c. 100% of students with disabilities are provided with programs and services as measured by master schedules. Due to pandemic year, programs and services were based on Individual Learning Plans (ILP).	c. 100% of students with disabilities are provided with programs and services as measured by master schedules.	c. 100% of students with disabilities are provided with programs and services as measured by master schedules.	c. Maintain services to 100% of students with disabilities.
Priority 8 - Other Pupil Outcomes	Priority 8 - Other Pupil Outcomes	Priority 8 - Other Pupil Outcomes	Priority 8 - Other Pupil Outcomes	Priority 8 - Other Pupil Outcomes	Priority 8 - Other Pupil Outcomes
a. In 2021-22, the district will begin administering curriculum-based measures (CBM) in grades K-2 and the Smarter Balanced ELA and Math Interim Assessment Blocks	a. 0% proficient. The district will establish a baseline in 2021-22	a. STAR CBM (Winter 2021-2022) At/Above Benchmark: Kindergarten: 24% 1st grade: 29% 2nd grade: 36% 3rd grade: 45% 4th grade: 45% 5th grade: 43%	a. STAR CBM (Winter 2022-23) At/Above benchmark: Kinder: 44% 1st grade: 44% 2nd grade: 45% 3rd grade: 53% 4th grade: 56% 5th grade: 53%	a. STAR CBM (Winter 2023-24) At/Above benchmark: Kinder: 25% 1st grade: 48.7% 2nd grade: 49% 3rd grade: 56% 4th grade: 52% 5th grade: 50%	Priority 8 - Other Pupil Outcomes a. This outcome will be determined based on the baseline scores in 2021-22. Kindergarten: 36% 1st grade: 41% 2nd grade: 48%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(IABs) in grades 3rd - 8th Data Source: DnA, TOMS Goal: Increase scores by 6% each year Revised to: In 2021-22 the district will begin administering curriculum-based measures (CBM) in grades K-5th grade. Data Source: Renaissance Goal: Increase scores by 6% each year					3rd grade: 57% 4th grade: 57% 5th grade: 55%

Goal Analysis

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

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

In the 2023-24 academic year, the Greenfield Union School District made solid strides in advancing the objectives outlined under Goal 1 - Ensuring High Academic Achievement for All Students . This was characterized by a comprehensive approach to nurture an environment conducive to continual learning and support, as demonstrated through the continued implementation of various programs and initiatives. Collectively, the actions were implemented as planned and both successes and challenges arose over the course of this third year of the three year LCAP cycle.

The Beginning Teacher Program (1.2) exemplified the dedication to professional development, ensuring every beginning educator (96 beginning educators) was paired with a mentor (38 district mentors) and benefited from comprehensive professional learning opportunities on a continual basis throughout the school year. As a result, all participating teachers in the Teacher Induction Program (TIP) successfully

completed their respective Year 1 or Year 2 milestones. Over the course of this LCAP cycle, Greenfield was fully staffed with certificated staff in large part, due to the additional programming designed specifically to support the new teachers so that the students, especially the unduplicated students, could be successful in their classrooms.

Greenfield's English learner population hovers approximately 30% each year and this group of students continues to be a top priority. Immediate attention is required to support these families and students, so Greenfield has continued to provide additional support through bilingual assistants (Action 1.19) that are staffed at each school site in the district. Throughout the year, bilingual assistants were provided continuous support and training on various aspects with the ultimate goal of reclassification of English learners. Two targeted areas of focus for the Bilingual Assistants were the (district produced online) Bilingual Assistant User Guide and the Ellevation data management platform. The user guide aimed to empower bilingual assistants to perform their roles effectively and with reliability and validity, fostering supportive environments that enhance the educational success of students from diverse linguistic and cultural backgrounds. Successful implementation of the Ellevation platform (1.26) has enabled informed decision-making through the integration of real-time data and progress tracking. Curriculum Specialists (1.10) based at the district level participated in the Systematic ELD EL Achieve Symposium (a designated ELD curriculum). This opportunity enhanced the effective implementation of the EL Achieve support (1.6) for teachers across the district as they then successfully trained (the site based) academic coaches. This initiative was then bolstered by the support of site based Academic Coaches (1.12) who successfully provided coaching and application of content and delivery in real time for teachers and bilingual assistants as needed, all with the goal to support the forward progress of our English Learners. The preceding action assisted in maintaining the integrity of critical support roles that champion continuous improvement and ongoing capacity building and learning for staff and English learners district wide.

The district has maintained favorable teacher-student ratios (Action 1.3) in order to continue contributing to a more personalized relationship driven and effective learning environment as per administrative walkthrough data and student and staff surveys as well as steady, but slow academic growth overall as per CAASPP metrics for ELA and Math. As an average district wide, "keeping class sizes lower" has resulted in a 24:1 student to teacher ratio compared to the general contracted ratio of 26:1. Even though the district saw attrition of some of the teachers who were included within this action (they retired) the district feels implementation was successfully maintained as per the stated evidence.

District Curriculum Specialists (Action 1.10) and the deployment of Academic Coaches (Action 1.12) at each school site, are roles that have proven highly effective in the district serving to provide professional learning and capacity building for curriculum and instructional strategies targeted at their effectiveness for socioeconomically disadvantaged, English learners, and Foster Youth students. Both roles are responsible for tailoring curricula to meet diverse student needs and implementing targeted interventions that foster academic growth. Curriculum Specialists collaborate with teachers to provide instructional tools and materials, ensuring they are both culturally relevant and academically rigorous. Meanwhile, Academic Coaches have provided invaluable one-on-one and group support to teachers and paraprofessional staff, enhancing teaching strategies and classroom management skills as well as using data to drive instruction at their school sites.

The Transitional Kindergarten (TK) program (Action 1.14) continued with successful implementation of its expansion, offering the district's youngest learners, including 4-year-olds, developmentally appropriate educational experiences. The district currently has 23 TK classrooms and served 470 students which are supported with paraprofessionals to ensure the youngest learners are off to a strong academic and engaged start to their academic careers.   Preparations for the Dual Language Immersion (Action 1.30) program progressed as planned, with

key developments such as the appointment of a district DLI specialist and the procurement of necessary educational materials. Three elementary teachers have been trained and assigned to teach in the district's DLI's kick off year (one TK and two Kindergarten classrooms) for the upcoming inaugural 2024-25 school year. Participation of teachers in events such as the California Association for Bilingual Education underscored the district's commitment to bilingual education, providing an increase in engagement and preparedness for the program's launch this fall.

Greenfield's approach to ensuring the successful assessing and progress monitoring of unduplicated students' involved the utilization of various technology and software platforms, enabling educators to enrich their instructional practices with advanced software and tools. As of third quarter 2024, approximately 7300 students (93%) took the Star Reading Assessment and 7600 students (96%) took the Star Math assessment). Access to data analysis platforms (Actions 1.8, 1.11, 1.15, 1.21, 1.26) was streamlined successfully for PLC purposes, facilitating enhanced collaboration with educational partners and allowing for the efficient tracking of LCAP metrics. Quarterly reports were created with the use of Renaissance STAR, DNA platform, various interim assessments, Heggerty Phonemic Awareness, Core Phonics and ELD Benchmarks. These data sets were captured and used to assess teaching and learning and inform district and site level PLCs. Read 180 (1.25) was used intermittently among school sites for 4th - 8th graders who were considered to be two or more grade levels below, most of which (98%) were socioeconomically disadvantaged students. Collectively the aforementioned programs and software (including the ability to develop and communicate trainings and information via ScreenCastify (1.21) were implemented as planned and have successfully enabled the district and school sites the power to create and maintain specific student groupings to monitor progress in all academic areas including but not limited to socioeconomically disadvantaged students, English language learners and Foster Youth. Regarding STAR assessments, the district observed a slight improvement in participation rates, with most grades again achieving just over 93% for Reading and 96% for math in universal screenings by the end of each quarter. This progress underscores the commitment to enhancing the assessment process and ensuring all students receive the necessary interventions.

The LCAP Development/Monitoring and Data analysis position (Action 1.7) was implemented as planned to oversee the aligning of all district wide assessments, coordinating data collection, visualization efforts and leading the data pieces of District PLC events. This position successfully was able to create graphic displays that monitored the progress of unduplicated student groups versus all student groups with regard to projected CAASPP data via Renaissance STAR metric. Much of the role of this position's implementation was in continuing to build the capacity of the data collection and visualization system using screener data at the various levels of the system (district, school site, grade level, and individual teacher) to support targeted universal instruction. Additionally, this position utilized data from the KiDS platform (1.31), Ellevation (1.26), ESGI (1.15), as well as other local indicators to inform areas of improvement and to drive data based decision making when working with district and school level teams. The above data and information was utilized by intervention teachers within the intervention support action (1.23). Teachers and various interventions at school sites utilized data to inform the interventions and to progress monitor their students. Every quarter, student screenings were conducted and informed tier two data (students being served by this action). Students entered and exited the interventions based on the above data. Intervention teachers were a part of the Multi Tiered System of Support (1.29) and much of the work informed the school sites Tiered Instructional Matrices.

There was a shift in implementation of the district's Assistant Principals (1.28) as this action was adjusted from a limited action benefitting only English learners, to a wide LEA action to principally benefit all unduplicated students. With our focus on stronger alignment and coherence with our site's SPSAs, we realized that their role supports much more than just Els. The decision to move from 20% of their pay to 90% was voted on at an LCAP advisory team meeting. The district's APs played a crucial role with their new focus on implementing multiple

academic and behavioral support initiatives for unduplicated students. By focusing on creating an inclusive and supportive learning environment, Assistant Principals successfully implemented strategies tailored to meet the unique needs of these students based on local and state data. Their duties include overseeing the implementation of targeted intervention programs that provide additional academic support, coordinating with teachers to adapt curricula that are culturally responsive and linguistically appropriate, and facilitating access to resources such as supplemental academic interventions, and coordinating additional tutoring before and after school when and as needed. Furthermore, they actively engage with families and community organizations to ensure a holistic approach to student support, fostering an atmosphere where every unduplicated student has the opportunity to succeed academically and personally. As was stated earlier, the district increased funding for assistant principals' salaries from 20% to 90%, recognizing their crucial role in supporting unduplicated students. It was determined that without these students, the need for assistant principals would significantly diminish, which further justified the decision to allocate additional funding to this action.

Support for our foster youth (Action 1.4), with classified personnel staff (25% of salary) actively engaging in building capacity through professional development opportunities to learn best practices. In turn, this staff member helped guide sites to engage their foster youth population using YES! (Youth Empowering Success – a school-site organization created to mentor and empower foster youth in middle and high school), to assist them with navigating the educational system, and provide socio-emotional support in order to reduce excess discipline and increase school attendance and academic achievement. Additionally, this position was key to setting up transportation assistance in order to allow foster youth to remain in their current school even if they change placements can help maintain continuity. Additional successes for this position over the past three years included generally advocating for foster youth at the site level, working to improve coordination between child welfare and the education system, and providing school supplies, tutoring, or extracurricular activities. By successfully implementing the above strategies and prioritizing the unique needs of the district's foster youth worked toward improving educational outcomes and providing these students with the opportunities they must have in order to be successful at school.

Educationally enriching field trips (Action 1.20) were offered across grades 4th-8th, alongside targeted opportunities for TK-3rd graders, which ties directly into state content standards and enhancing educational experiences significantly. (33 separate out of town supplemental learning experiences). In relation to the state content standards for fourth grade, students visited either the La Purisima Mission or the California Gold Rush, and fifth grade students were invited to visit the Reagan Library at the elementary school sites. At the middle school level, sixth grade students were invited to participate in Camp KEEP by the Sea, seventh graders attended the California Science Center and all eighth graders were invited to attend a university field trip. Clearly, the district has remained committed to ensuring that unduplicated students have access to opportunities they would not have (as per perception data) in order to authentically enhance their educational experience here in GFUSD. Roughly 5,000 students in grades 4th through 8th grade experienced their respective field trips. The results of multiple surveys on the various field trips overwhelmingly paint the picture that students find these experiences worthy of their time and of great benefit overall throughout the three year cycle of the LCAP.

The Supplemental Literacy Program (Action 1.5) includes the implementation of Thinking Maps and Write From the Beginning and Beyond (WFTBB) program which saw a slight increase in classroom application. The implementation data indicating usage in approximately 15% of classroom walkthroughs (compared to 11% last school year). Efforts to expand training for new teachers and to ensure consistent district wide application across all supplemental literacy areas were intensified with the development of a professional learning cycle tool. This tool ensures all new teachers are efficiently and effectively coached and supported with supplemental literacy programs the district employs that

are designed to meet the needs of unduplicated students. Access to supplemental literacy services was maintained for students to increase opportunities for literacy based interventions with the use of the intervention teachers (1.23) and to improve outcomes for students.

The addition and ultimate completion of the elementary physical education teacher hiring (approximately one shared PE teacher between every two school sites) within this LCAP (1.32) cycle was a milestone for the district. Greenfield was able to fill and sustain all open elementary PE staffing positions to fully cover the sites as of the past two years. In order to improve and increase their services to students, the district provided PE teachers an opportunity to attend a statewide capacity building experience and bring back new and best practices to other staff. Student, staff and parent perception data strongly supported the opinion that the PE program created an increased value to the overall well rounded education.

All school libraries are overseen by a library assistant (1.18) who play a crucial role in supporting low-income, English learners, and foster youth students by providing specialized services tailored to their unique needs. These services include offering bilingual resources and reading materials, facilitating access to technology and digital literacy programs, and providing a supportive learning environment where students can receive homework help and engage in literacy development activities. The district's librarians assisted with students having the opportunity to take 172,901 books home to read between the start of school and April 30, 2024. The preceding targeted supports are specifically designed to bridge educational gaps and ensure that unduplicated students have the tools, time, and resources necessary to succeed academically.

STEAM (1.13) in Greenfield has grown over the past few years with the continued success in launching Project Lead the Way or STEAM activities at the elementary schools within the district. Furthermore, middle schools have broadened their Project Lead the Way offerings to encompass various courses in Green Architecture, Robotics, and Flight and Space. Additionally, elementary music teachers implemented their music curriculum and various special performances at every school site successfully. Data from parents and students tell us that the music program is a district favorite and that without the district providing it, unduplicated students would not have access to related activities.

Greenfield's Technology Refresh action (1.1) and the technology team successfully resolved over 11,000 help ticket requests, a moderate increase from the previous year. Efforts to maintain a one-to-one Chromebook distribution were successful. The district's network infrastructure has undergone a significant transformation with the installation of new data cabinets, switches, and wireless access points. The new data cabinets are designed to be more robust, capable of supporting greater weight, and accommodating the depth of modern switchgear, ensuring a secure and efficient housing for the network equipment. The outdated switches, which were at the end of their life and no longer receiving software maintenance releases, are being replaced with new ones that support newer standards and offer higher transfer speeds. This upgrade is crucial for keeping up with the evolving demands of network technology and ensuring smooth and reliable network performance.The wireless access points, which were also at the end of their life and no longer supported by the manufacturer, are being replaced with modern equipment that supports newer wireless standards. The new access points are designed to support faster transfer speeds and a greater density of wireless clients, enhancing the wireless connectivity experience for staff and students. As a result of these upgrades, the school district's network will provide more security, faster speeds, and greater access than ever before, significantly improving the digital learning environment for both staff and students.

Despite the broad collective success of Goal 1, Greenfield encountered various implementation hurdles and obstacles. However, these challenges were met with strategic responses, leading to moderate improvements across various actions which have assisted the district in how it will proceed with implementation aspects of the new LCAP:

Over the course of the current three year LCAP, certain actions were halted for various reasons:
1.9 Supplemental Math Software Interventions (Removed 2022 due to lack of effectiveness)
1.16 Supplemental Reading Software Programs (Combined in 2022 with Action 1.8)
1.17 Additional Afterschool Program Classes (Removed 2022 due to ELOP)
1.22 EL Multi Year Plan with KCSOS (Removed 2023 due to lack of use)
1.24 Math Multi Year Plan with KCSOS (Removed 2024 due to lack of use)
1.27 Additional Professional Learning (Removed 2022 due to other state and federal grant funded initiatives)

Other implementation challenges occurred with the Technology Refresh (Action 1.1) with various data breaches on the part of some of the vendors which took inordinate time away from the Director of technology and his team. To complicate this challenge, Greenfield faced challenges with staffing turnovers in key technology positions and with general coverage of school sites. While certain employees stepped up to handle the added stress on the system with being short staffed, this is considered a major challenge and requires addressing in the next LCAP with updating job descriptions and hiring qualified personnel to be able to implement the technology plan. Another challenge within this action is resetting the refresh plan with COVID interrupting the purchasing cycle for a couple of years.

DNA (Data Analysis Software (Action 1.11) presented challenges to its users, necessitating further professional development to expand its consistent implementation and application at the site level. Logins were low district wide due to the program being purchased by Renaissance. The implementation process on the side of DNA/Renaissance was not positive, which created frustrations and challenges for its continued use in the district. For this reason, our Curriculum Specialists have been the main users this past year, but we would like to build the capacity of our coaches and teaching staff to again become fluent users of this platform in the future.

The data obtained from universal screenings (1.8) plays a crucial role in the need to focus on universal instruction and how to identify students who require further support and/or intervention. A challenge over the past three years was building the capacity of Curriculum Specialists, Academic Coaches, Bilingual Assistants, Intervention Teachers, Assistant Principals and additional district staff and administrators to be able to pull common data sets to assess the effectiveness of their instruction and intervention. While the district experienced academic growth, we feel that implementation of additional professional learning is required around universal support and additional support. Data collection, organization, and data management was not effective therefore it is necessary to focus on capacity building in the next three year LCAP. Additionally, the district did not purchase as many licenses for Renaissance due to slightly lower enrollment whereas we had anticipated more students needing access.

STEAM (Action 1.13) had an implementation challenge when it came to finding quality professional learning that was offered in person and locally. Greenfield was successful in building music and art teachers skills, but it required sending them out of town. The district will consider other options in town and or attempt virtual learning in the future.

A challenge in regard to (Action 1.20) Educational Field Trips was in the availability of transportation in light of weather challenges. We had some bus companies cancel trips due to weather and or mechanical problems that prevented some of our trips. Some were rescheduled and some were canceled due to the destination being booked etc.

Overall, the 2023-24 LCAP Annual Update for Greenfield illustrates the commitment to improving educational experiences and outcomes for all students, marked by steady progress and a forward-looking approach to addressing areas for continued improvement.

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.

Greenfield's LCAP writing team conducted an analysis of material differences between Budget Expenditures and Estimated Actual Expenditures. The total budgeted for 2023-2024 LCAP Goal 1 was $34,271,688. The estimated actual expenditures for 2023-2024 was $34,092,039. This is under budget by $179,649 which does not constitute a material difference.

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

Greenfield's dedication to maintaining educational quality and supporting unduplicated students' diverse needs remains strong and is always the first consideration in terms of how actions are designed and implemented, as indicated by the positive shifts in both ELA and math scores across various student groups. Within Goal 1, "High Student Achievement for All", modest yet promising increases in scores over the past two years serves as a testament to the staff, students, and community's strength, adaptability, and commitment to ensure all students have educational success. Greenfield believes that when taken together collectively post COVID, most of the remaining Goal 1 actions were effective as they produced slow and steady academic growth which has been key to the district rebounding from the COVID 19 Pandemic. However, to formally assess the effectiveness of specific action taken by the district in making progress toward desired outcomes in the context of the full three-year LCAP cycle, the 2019-2020 baseline data produced mixed results. From a student outcomes perspective the following actions did not produce the desired results when compared to the stated "Desired Outcomes for 2023-24":

1.6 Supplemental English Language Acquisition Program (Priority 4E and F)
1.9 Supplemental Math Software Interventions (Priority 4A CAASPP Math)
1.13 STEAM (Priority 4A CAASPP ELA, Math, Science)
1.14 Additional TK Classes (Priority 8)
1.16 Supplemental Reading Software Programs (Priority 4A CAASPP ELA)
1.17 Additional Afterschool Program Classes (removed 2021)
1.22 EL Multi Year Plan with KCSOS (Priority 4E and F)
1.23 Intervention Support (Priority 4A CAASPP ELA, Math, Science)
1.24 Math Multi Year Plan with KCSOS (Priority 4A CAASPP Math)
1.25 Read 180 (Priority 4A CAASPP ELA)

1.27 Additional Professional Learning (Priority 4A CAASPP ELA, Math, Science)
1.29 SWIFT/MTSS (Priority 4A CAASPP ELA, Math, Science)

Actions the district deems as notably strong, in producing desired results as per original baseline metrics compared to the desired end of cycle outcomes included actions associated with internal programs, processes and procedures:
1.2 Beginning Teacher Support (Priority 1a, we are close to our goal of 100% (at 98%)
1.19 Bilingual Program Assistants (Priorities 4e and 4f, we have had recent success with ELPI and reclassification rate)
1.20 Educational Field Trips (overwhelming student, staff, parent perception surveys tell us this was a great learning experience for our unduplicated students and they would not have had the opportunity any other way)
1.26 Ellevation - Online ELD (Priorities 4e and 4f, we have had recent success with ELPI and reclassification rate)
1.30 Dual Immersion (ready to launch in 2024)
1.31 Kern Pledge (more usage lately as this platform has become integrated within our SPSAs and plans are to expand dramatically in the next LCAP cycle)
1.32 Physical and Health Education (overwhelming support via student, staff and parent perception data).

Clearly, Greenfield did not meet the desired outcomes set forth during the current (2021-2024) LCAP cycle due to significant changes in the educational landscape following the COVID-19 pandemic, which deeply affected the lives of students and teachers. Comprehensive analysis of existing systems and structures revealed the continued need for substantial ongoing adjustments to actions and respective implementation strategies to more effectively address the evolving needs of Greenfield students. Careful and close monitoring progress throughout the course of the current LCAP cycle necessitated a shift for schools from an emphasis on achievement to a renewed focus on steady growth and the re-establishment of robust systems to support student learning and well-being in the "new normal". Over the past two years, according to the 2023 California School Dashboard and its respective CAASPP outcomes, All Students have shown an increase of +0.49% in ELA and +1.35% in Math. This broad improvement underscores the core belief that with consistent support (1.10, and 1.12) and resources, all students can and will achieve. Low-income students' math scores rose impressively by +1.72%, with a +0.65% increase in ELA. Both of the preceding outcomes of socioeconomically disadvantaged students beat the overall growth for "All Students". This steady improvement in math highlights the effectiveness of the district's resources and showcases what can be accomplished with focused data driven (1.7, 1.8, 1.11) efforts on those who need it most. English learners experienced gains of +1.7% in ELA and .79% in Math, signaling the growing impact of language support programs (1.6, 1.19, 1.26), the effectiveness of bilingual assistants, and the processes and procedures for ensuring our ELs receive needed support. Additionally, the percent of ELs making progress toward English proficiency jumped this past year from 51.4% to 56.11% and the reclassification rate almost doubled from 7.85% to over 14%. Conversely, foster youth faced challenges, by decreasing -3.57% in ELA and -3.78% in math. This indicates a crucial area for enhancing focused support and specifically tailored strategies to ensure these students are not left behind in the future. Students experiencing homelessness demonstrated resilience, with increases of +3.17% in ELA, but a 2% decline in math compared to last year. Despite a slight decrease in ELA (-1.63%), African American students made gains in math (+2.7%). This mixed outcome calls for a deeper examination of ELA strategy while building on math progress. Students with Disabilities saw positive trends with +2.24% in ELA and +1.03% in math. These achievements affirm the effectiveness of inclusive practices (1.29) and specialized support provided by teaching staff (1.10 and 1.12) and commitment to focus on the effective strong overall MTSS framework (1.29) and more specifically universal instruction as well as additional support for Tier 2 academic interventions (1.23). School site staff and district administrators again placed the district at a level 4 - "Full Implementation" of CA State Standards status for English Language Arts (ELA) and Mathematics, while noting a level 3 - "Initial Implementation" for Next Generation

Science Standards (NGSS), History, and English Language Development (ELD). The Renaissance (1.7 and 1.8) scores (as displayed above within our metrics table) generally align with CAASPP outcomes, demonstrating slight but broad overall growth in academic outcomes across the various student groups served. While these results are promising, they also highlight the need for further action. Moving forward, the focus will shift towards enhancing capacity building efforts and continuing to establish coherent systems throughout the district. A key component of this next phase will involve building capacity around data analysis and fostering an upbeat and engaging data culture. By prioritizing these areas, the aim is to not only sustain the progress already made, but to identify and address areas needing improvement to ensure all students achieve their highest potential - "All Students learning at high levels".

To comprehensively understand the impact of specific actions under Goal 1 regarding academic outcomes, Greenfield conducted a thorough analysis involving educational partners from across the district, reflecting on the progress made over the past three years. Greenfield considered the existing actions in the context of performance metrics associated with the goal (High Achievement for All), particularly focusing on the academic achievement of unduplicated students.

The technology refresh action (1.1) brought about an improved infrastructure for wireless connectivity in order to effectively utilize the purchased technology and software (1.8. 1.21, 1.25, 1.26 and 1.31) tools and resources. This action was successful in providing the needed network upgrades consisting of the appropriate security measures to protect students and staff, increase speeds, and provide better access than ever before. GFUSD's unduplicated students face economic disadvantages, language barriers, and/or instability from Foster Care, requiring access to modern technology to unlock their full potential on an equitable basis. Without the provision of advanced technological tools and devices, coupled with the necessary infrastructure, these students are at risk of falling significantly behind their peers who have access to these resources. Equitable technology access ensures that all students have the opportunity to engage with innovative learning platforms, access a wide range of educational materials, and develop essential digital skills needed in today's world, thereby preventing the widening of the educational achievement gap. Greenfield's Technology Refresh Action (1.1) was effective in increasing student engagement, personalizing learning opportunities with certain software (1.8. 1.21, 1.25, 1.26 and 1.31), improved student performance on local assessments (see above table), and enhanced digital literacy skills of our unduplicated students who would otherwise not have access to such necessity for learning today.

Data Analysis Software (1.11) was utilized throughout the year to pull data for progress monitoring unduplicated students and additional student groups in regards to district assessments such as benchmarks (including local ELD benchmarks). The local data was combined with Renaissance STAR (1.8) academic screening data for reading and math. District PLC teams collaborated and utilized internal data to inform systems and make regular instructional adjustments for unduplicated student groups at their sites. Action 1.7 which covers LCAP development and assessment monitoring/data analysis position used the various data sources to provide regular assessment reports for school sites that were utilized to drive instructional decisions within PLCs. Read 180 (Action 1.25) was found to be less effective and usage was down so as a result the program will be dropped. On the other hand, Supplemental Reading Software (1.11) such as Lexia and Power Up, were used regularly at the site level and survey data from students and teachers indicated they were well liked and engaging. Within the Renaissance STAR Software Suite (1.8), AR/myON (literacy-reading books online) and Freckle for (adaptive math) all had robust usage statistics. District wide, books read by Greenfield Students on the myON platform numbered 141,322 with 91% of those having been read by first through fifth graders. Freckle software saw a total number of 463,000 interactive math sessions with the majority occurring from first to third grade from the start of the school year through the month of April 2024. The preceding programs are adaptive so students are consistently challenged. Renaissance STAR outcomes (SGP and State Benchmark) suggest these associated programs were effective as

seen in the screening data and improvement with the CAASPP outcomes. (see above table for STAR data). ESGI also served to monitor progress for students receiving interventions. The supplemental English Language Acquisition Program (1.6) served as supplemental instructional materials for teaching and learning during designated ELD time (Systematic ELD). Ellevation (ELL Software 1.26) was utilized to ensure our English language learners and our reclassified students were receiving the appropriate designated supports and monitored even after being reclassified. The information and data provided by the platform, along with the overall effective use of our bilingual assistants (1.19) produced an increased English Language Progress Indicator percentage (students that grew at least one level over 5%) as well as contributed to the much improved reclassification rate (from 7% to 14%).

Continuing actions from Goal 1 included Beginning Teacher Support (1.2), Academic Coaches (1.12), Additional Professional Learning (1.27), Assistant Principals (1.28), District Specialists (1.10) which all contributed to enhanced instruction, improved classroom management, professional development, increased teacher retention and overall improved outcomes specific to unduplicated students (see above data). Additionally, Keep Class Sizes Lower (Action 1.3) has sustained improved student-teacher ratios (see question 1 above), increased individual attention for our unduplicated students better learning environments and enhanced language acquisition and academic performance (according academic outcomes - see table above) successfully fostering a more personalized, relationship-driven, and effective learning environment. Student and staff needs assessment surveys, and CAASPP metrics in ELA and Math indicate steady, albeit gradual, academic growth. District-wide, maintaining reduced class sizes was proven to be successful as it has resulted in a 24:1 student-to-teacher ratio, compared to the contracted standard of 26:1. Despite teacher attrition due to retirements, the district remains confident that the effectiveness of Action 1.3 has been upheld, as verified by the aforementioned data. Based on the feedback gathered in collaboration with our educational partners, it has become clear that this action fits better under Goal 2 because smaller class sizes foster stronger relationships and partnerships with students and their parents. Consequently, we will reassign this action. Collectively, the preceding actions have improved and increased learning especially for our unduplicated students. Perception data states that parents and staff feel students are excited to come to school, excited to learn, and that standards are being taught. The preceding perceptions in conjunction with generally improving academic outcomes (see above) are key for the success of the unduplicated population. Supplemental Literacy (1.5), and Additional Intervention Support (1.23) served to give unduplicated students access to additional time during and after school in both literacy and math interventions. These supplemental services occurred throughout the district and were targeted to unduplicated students and assisted in producing improved literacy and math outcomes specifically for socioeconomically disadvantaged students and English learners. While Foster Youth students did not make the gains the other two unduplicated groups made, Greenfield will refocus efforts on these groups and continue to monitor and adjust accordingly to ensure a positive impact in the future.

Greenfield's performance throughout the 2021-2024 LCAP cycle reflects both successes and areas for growth amidst the changing educational landscape post-COVID-19. Although the district did not fully achieve its intended goals, the comprehensive analysis of existing structures has illuminated necessary adjustments and strategic shifts to better meet the evolving needs for teaching and learning. As the district moves forward, it's poised to build on the effectiveness of Goal 1 actions and learn from the various challenges encountered. The next LCAP cycle will bring about a renewed focus on capacity building, system coherence, and fostering a data-driven culture that celebrates progress while identifying opportunities for further improvement. Moving forward, the district will reassign certain actions under Goals 2 and 3 to strengthen alignment and coherence to better meet the needs of our students and staff. These efforts aim to sustain the progress made and address existing gaps, ensuring all students thrive in a supportive and innovative learning environment that prioritizes their academic success and well-being.

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

Following a thorough analysis of the needs and valuable input from educational partners, Greenfield is excited to refine the first goal. The plan is to sharpen the focus, making the efforts more directed and impactful in boosting academic achievement and support for every student. Greenfield's taking a close look at current practices, shifting resources as needed, and incorporating suggestions from Educational Partners. This strategy will streamline the processes, enhancing the effectiveness and efficiency and will shift certain items out of Goal 1 for a refocused approach. The aim is to concentrate on improving academics and building capacity, through the use of research based proven strategies and technologies for a data-driven learning experience. This goal is evolving, with a renewed focus on supporting teaching and learning to ensure high student achievement for all students as well as maintaining a positive systematic and forward-thinking approach. Greenfield will be streamlining the actions within Goal 1 for efficiency and impact around the consolidation of overlapping actions and removing underperforming and/or redundant actions.

Actions that overlapped or are currently inactive due to changes in past are as follows:

1.9 Supplemental Math Software Interventions (Removed 2022 due to lack of effectiveness)
1.14 Additional TK Classes (Removing in 2024 because of EdCode changes which mandated the ratio our LCAP had been "supplementing" toward)
1.16 Supplemental Reading Software Programs (Removed 2022 due to lack of effectiveness)
1.17 Additional Afterschool Program Classes (Removed 2021 due to ELOP)
1.22 EL Multi Year Plan with KCSOS (Removed 2023 due to lack of effectiveness)
1.24 Math Multi Year Plan with KCSOS (Removed 2024 due to lack of effectiveness)
1.25 Read 180 Software (Removing as of 2024 due to lack of effectiveness)
1.27 Additional Professional Learning (Removed 2022 due to other state and federal grant funded initiatives)
1.29 SWIFT MTSS (discontinuing the action (as of 2024) with SWIFT Schools because the district is now ready for initial implementation and SWIFT supported the exploration and installation phases of implementation)

Actions being consolidated within Goal 1 are as follows:
1.11 Data Analysis Software (consolidated into a Goal 1 Software/Technology Action)
1.15 Supplemental ESGI Software (consolidated into a Goal 1 Software/Technology Action)
1.19 Bilingual Program Assistants (consolidated into remaining English learner action within Goal 1)

Actions being updated and or moved to other LCAP Goals for increased coherence and better overall implementation fit to best serve unduplicated students are as follows:
1.1 Technology Refresh (emphasizes enhancing educational equity, supporting unduplicated students, and implementing a technology refresh plan, while the old description simply focused on maintaining and upgrading technology to meet 21st-century learning demands - moving to Goal 3).

1.2 Beginning Teacher Support (adds a strategic focus on specific student groups and includes a comprehensive evaluation and feedback loop to refine instructional strategies, while still focusing on supporting beginning teachers through mentorship and training to increase student engagement and retention - remaining in Goal 1).

1.3 Keep Class Size Low (being revised and moved to Goal 2 in order to highlight improved class size enabling more personalized attention and relational support necessary for unduplicated students to thrive).

1.4 Foster Youth Support (being revised and moved to Goal 3 as the district sees this action being more flexible and effective in the light of additional access to services).

1.5 Supplemental Literacy (highlights a more focused approach on supporting unduplicated students and introduces a three-year professional development cycle for training all teachers, while the old description focuses on providing supplementary literacy supports and flexibility for site-specific needs without a specified training cycle - remains in Goal 1).

1.6 Supplemental English Language Acquisition Program (brings into focus the use of the Ellevation data management platform, ongoing professional development for Bilingual Assistants, and individualized educational experiences, while the old description focused on implementing Supplemental Systematic ELD materials, professional learning, and maintaining trainer certification through an EL Symposium - remaining in Goal 1).

1.7 LCAP Development/Monitoring and Data Analysis (brings attention to leveraging advanced data analytics and visualizations, targeted professional development, and increased systemic coherence to boost academic achievement and equity, while the old description focused more on analyzing data to identify student performance gaps and monitoring the implementation of LCAP goals and actions for specific student groups - remaining in Goal 1).

1.8 Renaissance STAR (emphasizes a strategic initiative using STAR assessments and supplemental educational technologies to enhance instructional practices, with a focus on teacher training, data utilization, and integration of Resource Guides and Tiered Instructional Matrices to improve coherence and collaboration, while the previous action focused on administering STAR assessments and using specific supplemental programs to monitor progress and provide targeted instruction for all 1st - 8th grade students. - remains in Goal 1).

1.13 STEAM is being broken apart and repurposed to move (art and music teachers to Goal 3), while refocusing on science, technology, engineering, and math (STEM) as well the ability to think critically and solve problems creatively across various disciplines will remain in Goal 1.

1.18 School Libraries (stresses the transformation of school libraries into dynamic, culturally responsive centers with diverse and inclusive book selections, actively engaging and supporting unduplicated students in their literacy development, and providing funding for necessary updates and enhancements, while the former description focused more on promoting literacy and pleasure of reading, with an emphasis while both also focus on providing a safe and welcoming environment for unduplicated students - remaining in Goal 1).

1.10 District Specialists (focuses the attention on the strategic role of Curriculum Specialists as trainers and capacity builders, refining coordination with school sites, providing support and professional development for administration and academic coaches, and optimizing professional development and intervention strategies, while the old description focused more on coordinating curriculum needs, monitoring professional learning, and analyzing data to improve student outcomes with a focus on intensive intervention for students performing far below grade level - remaining in Goal 1).

1.12 Academic Coaches (spotlights the role of Academic Coaches as trainers, professional development providers, and capacity builders, ensuring each school has an Academic Coach, with continuous support from Curriculum Specialists. It highlights their responsibilities in providing instructional support, analyzing student performance data, assisting in curriculum development, mentoring teachers, and enhancing classroom management and pedagogy. The old description focused more on AC's working collaboratively to improve instructional practices and accelerate learning, prioritizing low-income, foster youth, homeless, and English learners - remaining in Goal 1).

1.20 Educational Field Trips (focuses on integrating field trips with Common Core State Standards, funding specific key educational experiences for each grade, covering all related costs, and focusing on closing the opportunity gap to ensure equitable access for all students. The old description focused more generally on providing educational field trips for 4th to 8th grade students, aligned with the standards, and including Camp KEEP for 6th graders - moved to Goal 3).
1.21 ScreenCastify - (moving to Goal 3 as part of a district wide software action).
1.23 Intervention Support (emphasizes the use of various support positions, a systematic progress monitoring process, and a district-wide data platform to improve intervention effectiveness and academic outcomes for unduplicated students. The old description focused on establishing intervention programs under the MTSS model, providing additional academic and behavior supports - remaining in Goal 1)
1.26 Ellevation Supplemental ELD Software (consolidated, updated and integrated into a new ELD action - remaining in Goal 1 - see 1.6 above).
1.28 Assistant Principals (highlights the essential role of assistant principals in improving outcomes for unduplicated students, focusing on leadership development, inclusive environments, and data-driven strategies for academic and social-emotional support. The old description focused on APs monitoring English learner progress, managing reclassification, interventions, and parent engagement to increase English proficiency and reclassification rates - remains in Goal 1)
1.30 Dual Immersion (details the launch of the Dual Language Immersion Program with specific classroom additions at Crescent Elementary, its expansion plan, and ongoing costs, while the old description focused on supporting teachers in acquiring bilingual authorization in preparation for dual immersion classes - remains in Goal 1)
1.31 Kern Pledge - (KiDS) (moving to Goal 3 as a part of the goal specific action around software and technology).
1.32 Physical Education (establishes a comprehensive wellness program, employing qualified PE teachers and a Nurse Educator to provide physical education, health education, and supplemental health services, focusing on lifelong health and well-being for unduplicated students. The old description focused more narrowly on PE teachers providing physical education at elementary sites and collaborating with general education teachers, including the supplies and materials needed for unduplicated students - moving to goal 3 to put additional emphasis on access to physical and health education).

In order to enhance academic achievement, Greenfield will prioritize initiatives that clearly and directly contribute to academic improvement and ultimate achievement such as the integration and continued implementation of Heggerty phonemic awareness and diagnostic as well as Core Phonics diagnostic to focus on early literacy, but also encompassing older non-reading students to diagnose and treat their reading difficulties.

Greenfield will enhance the utilization of academic screening data as well as data from other district driven assessments to inform the realignment of district resources to identify the most effective instructional strategies and ensure they are aligned with the primary goal of producing proficient readers by the end of first grade.

An overarching theme for next year's LCAP Goal 1 (All students learning at high levels) will come by way of intentional and strategic implementation of capacity building and of staff. For example, Greenfield will invest time and resources in additional training for Academic Coaches and Curriculum Specialists to become Trainer of Trainers for their sites in Renaissance, DNA, and KiDS. The district will optimize resource allocation by continuing to invest in programs like GTIP, ensuring mentorship costs are accurately budgeted. We will reallocate funds towards essential actions like the Assistant Principals and the Dual Immersion program, emphasizing the importance of leadership and bilingual education.

Software and technology related to this goal will streamline academic outcomes to improve learning experiences and increase academic success. Continuous evaluation of the software and technology (within each goal) will allow for the ongoing monitoring of usage statistics and student outcomes. The goal of this new action will be to retain only the most effective educational software, with a special focus on platforms like Ellevation for English Language learners, Renaissance for ongoing academic screening, as well as other platforms implemented to support meaningful teaching and learning.

The next LCAP will focus on continuous improvement and monitoring to ensure that systems are supporting teaching and learning in all classrooms. There will be implementation of a continuous feedback loop for all actions by including adult oriented process metrics and lead student measurements designed to ensure ongoing review for effectiveness and efficiency. Greenfield will embrace data analysis and ongoing action research to inform strategies, particularly with interventions and instructional practices that yield high impact.

To achieve the vision for the district's academic growth over the next three years, Goal 1 will prioritize capacity building and professional development as key strategic pillars. The commitment includes launching comprehensive capacity-building initiatives aimed at bolstering a collective ability to adopt data-driven teaching strategies and practices. This will ensure we effectively meet the evolving needs of students and teachers. In tandem, significant resources will be dedicated towards targeted professional development designed to equip teachers, specialists, coaches, administrators, and support staff with the essential skills, knowledge, and competencies needed to excel in their various roles. By adopting this dual strategy, the aim is to facilitate the growth and adaptation of GFUSD as an instructional leader in Kern County, and to enhance the professional growth and satisfaction of every educational partner in the district. This strategic emphasis is driven by the commitment of creating a culture of continuous learning and improvement, which will position us from a high improvement, but lower achieving district to a high-improvement and high-achieving school district.

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

Goals and Actions

Goal

Goal #	Description
2	Goal 2: Safe, Orderly, and Conducive Learning Environment: This goal encompasses our efforts to continue to build capacity in relation to social-emotional health and well-being and establish positive and inclusive school climates at all sites. Through the continued implementation of Positive Behavior Interventions and Supports (PBIS) and further implementing various strategies to bolster student attendance while providing for safe and conducive learning environments, we will meet our 2024-27 desired outcomes in suspension rate, student satisfaction, average daily attendance, and chronic absenteeism. Priorities: 5, 6

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5 - Pupil Engagement	Priority 5 - Pupil Engagement	Priority 5 - Pupil Engagement	Priority 5 - Pupil Engagement	Priority 5 - Pupil Engagement	Priority 5 - Pupil Engagement
a. Attendance rates Data Source: Local (Aeries) Goal is to have a .5% growth each year. Goal has been revised to: 96.0% or greater.	a. District-wide attendance rate was 95.38% for 2019-20.	a. District-wide attendance rate was 94.10% for 2020-2021.	a. District-wide attendance rate was 90.9% for 2021-22.	a. District-wide attendance rate was 92.77% for 2022-23.	a. District-wide attendance rate will be 96.88%. Desired outcome revised to: 96.0% or greater.
b. Chronic absenteeism (CA) rate Data Source: CA Dashboard and DataQuest Goal is to have a .5% decrease each year.	b. 2019 CA Dashboard - the district-wide chronic absenteeism rate was 9.7%.	b. DataQuest 2020-21: District-wide chronic absenteeism rate was 18.7%.	b.DataQuest 2021-22: District-wide chronic absenteeism rate was 34.9%.	b.DataQuest 2022-23: District-wide chronic absenteeism rate was 24.9%. CA School Dashboard indicates a 10% decline at 25.2% of all	b. CA Dashboard - chronic absenteeism rate will be reduced to 9.0%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				students as considered chronically absent.	
c. Middle school dropout rates Source: Local Goal is 0%	c. 0% Middle school students dropped out at district level.	c. 0% Middle school students dropped out at district level.	c. 0% Middle school students dropped out at district level.	c. 0% Middle school students dropped out at district level.	c. Maintain - 0% middle school students will drop out district-wide.
d. High School dropout rates- NA	d. NA	d. NA	d. NA	d. NA	d. NA
e. High School graduation rates - NA	e. NA	e. NA	e. NA	e. NA	e. NA
Priority 6 - School Climate	Priority 6 - School Climate	Priority 6 - School Climate	Priority 6 - School Climate	Priority 6 - School Climate	Priority 6 - School Climate
a. Suspension rates Data Source: DataQuest Goal is to decrease the rate by .5% each year and maintain at < 1 % for all students and to decrease the rate by 1% each year for African American students.	a. DataQuest (2019-20) 2% of all students were suspended. 5.5% of African American students were suspended.	a. DataQuest (2020-2021) 0% of all students were suspended. 0% of African American students were suspended.	a. DataQuest (2021-2022) 0.9% of all students were suspended. 3.6% of African American students were suspended. 3.1% of Foster Youth were suspended.	a. DataQuest (202-2023) • 1.2% of all students were suspended. • 3.5% of African American students were suspended. • 3.1 % of Foster Youth were suspended.	Priority 6 - School Climate a. 0.5% or less of all students will be suspended. 2.5% or less of African American students will be suspended.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				CA School Dashboard indicates a Suspension Rate of 1.2%, an increase of 0.3% for all students. 4% for African American Students 3.1% Foster Youth Students	
b. Expulsion rates Data Source: DataQuest Goal is to maintain 0%	b. 0% of students were expelled.	b. 0% of students were expelled.	b. 0% of students were expelled.	b. 0% of students were expelled.	b. Maintain - 0% of students will be expelled.
c. Other local measures on sense of safety and school connectedness: Data Source: Local District Needs Assessment District Needs Assessment Goal is to improve by 6%.	c. Results from the 2020-21 Student District Needs Assessment for grades 4th through 8th show that: • 76.0% of our students report they look forward to participating in school each day. • 83.3% of our students report teachers	c. Results from the 2021-22 Student District Needs Assessment for grades 4th through 8th show that: • 63.9% of our students report they look forward to participating in school each day. • 82.5% of our students report teachers	c. Results from the 2022-23 Student District Needs Assessment for grades 4th through 8th show that: • 54.3% of our students report they look forward to participating in school each day. • 80.8% of our students report teachers	c. Results from the 2023-24 Student District Needs Assessment for grades 4th through 8th show that: • 54 % of our students report they look forward to participating in school each day. • 80% of our students report teachers	c. • 94.0% of our students will report they look forward to participating in school each day. • 95.3% of our students will report teachers keep them informed of their academic progress.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	keep them informed of their academic progress. • 74.3% of our students feel safe at school.	keep them informed of their academic progress. • 68.2% of our students feel safe at school.	keep them informed of their academic progress. • 59.6% of our students feel safe at school.	keep them informed of their academic progress. • 64 % of our students feel safe at school.	• 86.3% of our students will feel safe at school.

Goal Analysis

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

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

In the 2023-24 academic year, the Greenfield Union School District made solid strides in advancing the actions outlined under Goal 2 - Safe and orderly environment for all students to be able to fully and confidently engage in their learning at school. This was characterized by a comprehensive approach to nurture an environment conducive to continual learning and support, as demonstrated through the continued implementation of various programs and initiatives. Collectively, the actions were implemented as planned and both successes and challenges arose over the course of this third year of the three year LCAP cycle.

Greenfield has consistently pursued the goal of establishing a positive culture and providing the necessary behavioral supports to improve social, emotional, behavioral, and academic outcomes for all students. The cornerstone of this work has been the continued implementation of one of what many have called, "Kern County's best and most robust comprehensive Positive Behavioral Interventions and Supports (PBIS Action 2.1) framework". Anchored at the district level, the system has been developed over the past ten years across all thirteen Greenfield school sites. Implementation of GFUSD's PBIS was designed to be both rigorous and flexible, allowing each Greenfield school site the adaptability to address its unique needs while adhering to the foundational principles of PBIS. This dual focus on fidelity to the model and local customization has been critical in navigating the diverse landscapes of the school communities. The district supports all school sites with live ongoing data management platforms. SWIS (School Wide Information System) and Aries are distinctly different tools used for different aspects of data management, yet they complement each other to enhance the district's overall "system". SWIS primarily focuses on tracking and analyzing student behavior data. This platform has assisted the district in successfully identifying trends in behavior incidents, managing interventions, and monitoring the effectiveness of disciplinary actions. The district has found it particularly useful for supporting the PBIS framework. Aeries is a comprehensive student information system that manages data including student demographics, grades,

attendance, and schedules. Together, SWIS and Aries provide a comprehensive picture of a student's school experience. While Aeries offers broad insights into academic and administrative data, SWIS provides detailed behavior tracking. This combination allows schools to make informed decisions based not only on academic performance but also on student behavior and welfare, thereby fostering a more supportive and effective educational environment.

A significant success in this implementation process has been the observable shift in school culture across the sites over the course of years. Schools have reported a notable improvement in student behavior, engagement, and overall well-being over the past three years. The flexibility allowed within the PBIS framework has empowered sites to creatively address specific challenges and leverage unique opportunities, leading to innovative practices tailored to their communities. The establishment of PBIS teams at each site, coupled with ongoing professional development and capacity building, has laid a strong foundation for the systemic and sustainable implementation of PBIS. These teams have become champions of positive change, fostering collaboration among staff and promoting a unified approach to student support. The impact of this initiative in our schools post COVID, particularly regarding school culture, climate, and the reintegration of students and adults into the school environment, has been complex, thus encompassing implementation successes, and challenges. With the support of the district's Director of School Safety and Student Services (Action 2.7) schools successfully adapted their PBIS strategies to meet the unique challenges posed by the pandemic, such as integrating virtual supports for remote or hybrid learning environments. Additionally, parents and families stated that consistency with regard to clearly outlined behavioral expectations were at the forefront of the school sites and they were more confident in sending their students back to the school environment as the pandemic was creating vast challenges and uncertainties for schools back in 2020 and 2021. Another success in that area was in that the district, via a PBIS lens, focused on professional development and capacity building for staff on positive behavioral practices and effective use of PBIS strategies in the classroom. A previous challenge has been the inconsistent office discipline referral (ODR) data collection across the thirteen school sites. As a district, schools are more consistently collecting this data in order to inform their processes and procedures with regard to behavior at sites which has created added coherence within the district.

The District Attendance Supervisor (Action 2.3) implements programs and practices district wide for all school sites with the overarching goals of enhancing student engagement and academic achievement in order to address attendance issues recognizing the direct correlation between regular attendance and student success. This supervisor's primary duty involves closely monitoring student attendance patterns, identifying chronic absenteeism, and implementing interventions to improve attendance rates. Additionally, this goal includes the A2A program (Attention to Attendance), which is a software tool used by schools to track student attendance. It helps schools identify Tier two and three students who are frequently absent or late and allows them to communicate with parents or guardians about attendance issues. The Attendance Supervisor is responsible for using various ongoing data sets centered around student engagement in order to support the most at-risk students (socioeconomically disadvantaged, English learners, and Foster Youth), with a dual focus on data-driven monitoring via A2A and the applied personalized and supportive outreach to students and families. The Attendance Supervisor has successfully implemented the School Attendance and Review Board (SARB) program (a Tier 3 strategy). There are quarterly SARB meetings the Attendance Supervisor plans, coordinates, and leads with the help of the district's School Resource Officer and school site administrators and Student Intervention Facilitators. The A2A program has been successfully implemented as the Attendance Supervisor used real-time attendance data and was able to communicate with school sites daily assisting with the identification of attendance and chronic absenteeism trends and various interventions available with the aim of preventing prolonged disengagement.

School sites themselves play a direct role in improving and monitoring their respective attendance. At the school site level, Student Intervention Facilitators' (SIFs) monitor A2A data on a daily basis. They are able to inform teachers, communicate and build strong and consistent relationships with students and families. Based on the data (Tier 2), SIF's are able to identify areas of needed support. Letters are sent, personal contacts are made, conferences are held in person or virtually (via Zoom), and support is offered for those students and families that are showing signs of truancy. According to A2A data, our process of making a personal contact, sending attendance letters and holding attendance conferences at the school site level is working.

School Social Workers (Action 2.5) are provided at each elementary school site. Greenfield serves a high risk student population, so successful implementation of this action is not just beneficial; it's absolutely essential. School Social Workers come to their positions with comprehensive knowledge, skills, and training which allows them to successfully implement services and interventions which address the wide range of challenges Greenfield students face. School Social Workers have been successful in contributing significantly to the supportive and equitable educational environment all students deserve in order to have an opportunity to succeed. For the past two years, SSWs have worked closely with students, offering counseling services, liaising with families and external support agencies, and delivering the behavior modification curriculum. School Social Works address multiple needs - behavior, attendance, and mental health. They provide professional development so district staff have a better understanding of the needs of unduplicated students.

Additional Custodians (Action 2.6) is really all about supporting our "Second Chance Breakfast" initiative that is designed to support students who face challenges arriving on time due to transportation issues or other barriers beyond their control. This initiative has been successful over the past three years as all school sites offer this service every single day of the school year and we have many students who take advantage of the additional service. Recognizing that hunger significantly impedes learning, this program ensures that every student, particularly those who are unduplicated and at higher risk, receives the nutrition they need to concentrate and excel academically.

The Director of School Safety and Student Services (Action 2.7) has played a pivotal role in ensuring a secure and supportive educational environment for all students at all school sites. This position has successfully overseen the development and implementation of comprehensive safety protocols and student support programs, coordinates with local law enforcement to enhance campus safety and security, and directs initiatives aimed at promoting student mental health and well-being. By addressing both physical safety and psychological support, the Director of School Safety and Student Services ensures that schools are safe, inclusive, and conducive to learning for every student.

Behavior Intervention Assistants which are at each school site (Action 2.8) have provided targeted behavioral supports that are responsive to the unique needs of our unduplicated students, thereby promoting a conducive learning environment for all. Behavior Intervention Assistants (BIAs) were originally recruited and paired with experienced school psychologists, ensuring a supportive framework for knowledge transfer and professional development. Over the past three years, schools reported a noticeable improvement in the classroom environment, with reductions in disruptions and enhanced engagement among unduplicated student groups. The collaboration between BIAs and school psychologists has successfully fostered a more cohesive approach to student behavioral support, leveraging diverse expertise for the benefit of students.

The Student Support and Behavioral Specialist (Action 2.9)) was successfully operationalized through the employment of a Student Support and Behavioral Specialist with RBT certification. The primary goal of this action is to create a robust support system for these students and

their families by identifying specific needs and facilitating access to appropriate resources. School sites and programs report a noticeable improvement in the behavior and academic engagement among supported students. This success is attributed to the successful implementation of tailored tier three behavioral interventions and consistent support provided. Additionally, the specialist's expertise in navigating local resources ensured that students and their families received timely and appropriate support, thereby reducing barriers to academic success. The implementation of the Student Support and Behavioral Specialist role within the district has demonstrated considerable success in addressing the complex needs of McKinney-Vento and foster youth. The evidence supports a strategic emphasis on expanding this role or incorporating similar skill sets into existing positions, such as the BIA, to leverage the proven effectiveness of the RBT skill set in enhancing student behavior and academic achievement across the district.

The primary intent of the Student Intervention Facilitator (Action 2.10) at each school site is to assist school sites in cultivating positive relationships among (unduplicated) students, parents, and the community, with a concerted focus on encouraging regular attendance, fostering positive behavior, and enhancing community outreach. This action was successfully implemented as we have mitigated chronic absenteeism, truancy, and suspension rates across the district over the past two years. SIFs are responsible for successful implementation of their school site's SARB processes, going on home visits, and checking in and out with students on a daily and sometimes hourly basis. SIF implementation of school to home supports has proven successful this past school year as the district has averaged roughly 78% attendance rates at SARB meetings among all school sites over the past two years.

Additional Supervision and Safety (Action 2.11) was Greenfield's initiative to integrate additional safety personnel trained in PBIS has made significant strides toward creating a safer, more positive learning environment district wide as per perception data from parents, staff, and students). While challenges were encountered, the successes speak to the efficacy of the approach and the dedication of all stakeholders involved. Successful implementation of this action is meant to foster positive student relationships to enhance school climate, ensure safety on school premises, and ultimately decrease suspension rates and chronic absenteeism. The current school year is the initial year of implementing our School Resource Officer (SRO) into the school district. Successful implementation has emphasized positive relationship building, promoting school attendance, and enhancing the overall sense of safety at school sites. School administrators report a dramatic decrease in response time when law enforcement is deemed necessary at the school sites.

Over the past three years, the district has embarked on the ambitious action of implementing the SWIFT Schools MTSS (Action 2.12) Framework. This initiative has been driven by a collective commitment to equity, aiming to ensure that every student benefits from a supportive and inclusive educational environment. The process involved comprehensive training for staff, integration of evidence-based practices at school sites. In the past three years we have successfully initially implemented a Tiered Instructional Matrix at each school site for Math, Language Arts, SEL, and Behavioral supports. A "TIM" is a shared tool used to differentiate instruction according to the varying levels of students' readiness, interests, or learning profiles. While successful thus far, we need to continue to work with the TIMs as they serve as a reflection of the various outcomes we are seeing at our school sites. Data integration within the TIM is an opportunity to continue to build out our process and implementation did not happen on that front this past year as anticipated. Our plan is to continue with implementation of MTSS in the next LCAP and to focus on data collection and analysis so we can better understand our systems and we know which instructional strategies and practices create the most improvement in student outcomes. The plan moving forward is to utilize the information and capacity building bestowed over the past three years and actually implement our initiatives without the support of SWIFT. Consultations with educational partners have revealed a desire to proceed in a way that does not rely on SWIFT. We plan on strategically spreading and scaling up initiatives explored and installed with SWIFT as we grow our capacity over the next three year LCAP cycle.

Despite the broad collective success of Goal 2, we encountered various implementation hurdles and obstacles. However, these challenges were met with strategic responses, leading to moderate improvements across various actions which have assisted us in how we will proceed with implementation aspects of our new LCAP:

Over the course of the current three year LCAP, certain actions were halted for various reasons:
2.2 Additional Safety Personnel at Middle Schools (in 2022 was combined with action 2.11)
2.4 After School Enrichment (dropped in 2022 due to ELOP funding supplantation)

Notwithstanding many successes with regard to implementation of (Action 2.1) PBIS, the implementation journey has not been without its challenges. One of our primary hurdles has been ensuring consistency in implementation fidelity across all sites over the past three years. The flexibility afforded to schools, while beneficial in many respects, has sometimes led to variations in the application of PBIS principles that diverge significantly from the intended model. This variation has necessitated a reevaluation of our support structures to ensure that all schools can implement PBIS effectively while still addressing their unique needs. At this time, we feel our data collection efforts across our thirteen sites are in an initial implementation phase" where we are supporting and coaching as time goes by in order to continue with capacity building. Another challenge has been the need for continuous training and capacity building among staff with regard to how to respond consistently to problem behaviors. We understand that effective implementation requires not just initial training and capacity building, but ongoing professional development and support. Ensuring all staff members are equipped with the skills and knowledge to effectively participate in PBIS has been and remains a formidable task, compounded by the diverse needs and starting points / realities of our thirteen school communities. In order to combat the variability within and among school sites when it comes to implementation practices at district sites, we will implement the Tiered Fidelity inventory assessment tool for the district. All sites will participate in the district wide required TFI assessment. Sites will receive a scaled score which will assess the implementation of each tier of PBIs. Site scores will be summed and averaged and reported out as an implementation metric for the next three year LCAP cycle. The goal of the TFI tool is to identify areas of need and celebrate areas of strength. As a district our aggregate score will identify how best to support individual school sites.

Action 2.3, the implementation of the Attendance Supervisor role has included regular challenges. While many families were responsive to the support offered, others were harder to engage due to various factors, including language barriers and technological access issues. Additionally, some schools faced difficulties in implementing recommended attendance practices and interventions which has led to inconsistencies in how attendance interventions were applied across the district.

Despite thorough planning, several challenges emerged as we were hiring our school social workers (action 2.5) two years ago. The recruitment of sufficiently trained social workers proved more difficult than anticipated, leading to a delayed rollout in some schools. This was partly due to a competitive job market and the specialized skill set required for working with our target student populations.

Action 2.7 (Student Support) has had various implementation challenges. The initial resistance to change in general, especially in altering long-standing practices to align with the MTSS framework have created barriers at various school sites. Additionally, the complexity of coordinating multiple interventions across different tiers required significant adjustment and flexibility from all involved staff. Sometimes our data collection and communication is challenging, requiring greater clarity and the rethinking of this implementation element.

(Action 2.8) Behavioral Intervention assistants (BIAs) have faced significant challenges that must be addressed in our next LCAP. Since the BIA position was established amid the pandemic, there is a wide disparity in the skills and experience levels among the BIA staff. This necessitates a more customized approach to targeted and robust capacity building for all BIAs. Tracking and measuring the impact of interventions in real-time also proved challenging, limiting our ability to make data-driven adjustments to strategies and ensure that support was optimally effective. Over the next three years, the focus of this action will be to equip BIAs with the necessary skills to effectively manage challenging behaviors. Professional development and coaching will emphasize strategies for understanding students' behavioral strengths and needs, using positive reinforcement to encourage desirable behaviors, and implementing structured behavior intervention support in collaboration with school psychologists. Additionally, BIAs will receive training in proactive interventions that enhance educational environments and in conflict resolution techniques to handle various behavioral scenarios effectively. By integrating these advanced behavioral management techniques, the goal is to foster a more supportive and conducive learning environment. Moving forward, this approach will better support educational outcomes and the overall school experience for socioeconomically disadvantaged students, English learners, foster and McKinney-Vento youth, as well as staff.

Over the past six years, the district has undertaken the ambitious initiative of investing in school facilities to enhance learning environments and support students' academic and social-emotional development. This long-term initiative has focused on significant district-wide upgrades to school infrastructure and related amenities, aiming to create engaging and equitable learning spaces for students and staff. While the overall initiative has been successful and celebrated district-wide, the implementation of LCAP Action 2.13 faced multiple challenges. Setbacks included construction-related delays due to the regulatory review, approval, and inspection processes required by the Division of the State Architect (DSA) and other related entities. Additionally, the high volume of projects in California, combined with statewide resource constraints, further delayed Action 2.13. Furthermore, the emergence of other one-time funding opportunities made it in the district's best interest to utilize these funds instead of the planned LCAP funds. As we move forward, the district remains committed to ensuring that school facilities continue to meet the evolving needs of our unduplicated students. Additionally, the district has reflected on our process and will be more specific in how to best implement a facilities action as a part of an overarching school facilities initiative in the future.

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.

Greenfield's LCAP writing team conducted an analysis of material differences between Budget Expenditures and Estimated Actual Expenditures. The total budgeted for 2023-2024 LCAP Goal 2 was $15,981,837. The estimated actual expenditures for 2023-2024 was $8,349,733. This is under budget by $7,632,104. One substantive difference was identified in the following action:

2.13 Invest in School Facilities to Expand Opportunities: The district experienced unexpected delays from planning and DSA approvals. Additionally as other restricted funds were approaching their respective spending deadlines, funding of the restricted funds was re-appropriated in order to make the best use of the various funds as per the district which created an unspent LCFF balance for this school year.

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

Over the past three years, GFUSD has embarked on a comprehensive journey to cultivate a positive educational culture and provide essential behavioral supports aimed at enhancing social, emotional, behavioral, and academic outcomes for all students. Through the meticulous continued implementation efforts of actions such as the Positive Behavioral Interventions and Supports (PBIS) framework, attendance monitoring, Multi-Tiered System of Supports (MTSS), continued infrastructural upgrades, and various student support initiatives, the district has sought to address the unique needs of our diverse student population that is overwhelmingly made up of students who face challenging headwinds as they are socioeconomically disadvantaged, English learners, and or Foster Youth. What follows is a comprehensive analysis to evaluate the degree to which Goal 2 actions were successful in producing the desired result of creating and maintaining a safe and orderly environment. However, to formally assess the effectiveness of specific action taken by the district in making progress toward desired outcomes in the context of the full three-year LCAP cycle, the 2019-2020 baseline data produced mixed results. From a student outcomes perspective the following actions did not produce the desired results when compared to the stated "Desired Outcomes for 2023-24":

2.1 PBIS (Priority 6a Suspension Rate is 0.7% higher than the Desired Outcome for 23-24)
2.2 Additional Safety Personnel at Middle Schools (in 2022 was combined with action 2.11)
2.3 Student Attendance Support (Priority 5a Attendance Rate is 4% lower than Desired Outcome for 2023-424and 5b Chronic Absenteeism Rate is 15% higher than desired)
2.4 After School Enrichment (this action was dropped in 2022 due to ELOP funding supplantation)2.2 Additional Safety Personnel at Middle Schools
2.8 Behavior Intervention (Priority 6a Suspension Rate is 0.7% higher than desired)
2.13 Invest if School Facilities (Delays occurred due to regulatory processes and statewide resource constraints. The district opted to use other one-time funding opportunities instead of the planned LCAP funds.)

Actions the district deems as notably strong, in producing desired results as per original baseline metrics compared to the desired end of cycle outcomes included actions associated with internal programs, processes and procedures:

2.5 School Social Workers (made positive strides with students and families)
2.6 Additional Custodians (Second Chance Breakfast)
2.7 Student Supports (made positive strides with students and families)
2.10 Student Intervention Facilitators (positive current trends continue according to recent local data and monitoring)
2.11 Additional Supervision and Safety (met our desired outcome regarding student safety)

The district did not meet most of the desired outcomes set forth during the current (2021-2024) LCAP cycle due to significant changes in the educational landscape following the COVID-19 pandemic, which deeply affected the lives of students and teachers. Comprehensive analysis of existing systems and structures revealed the continued need for substantial ongoing adjustments to actions and respective implementation strategies to more effectively address the evolving needs of Greenfield students.

The ongoing implementation of the district's PBIS framework (Action 2.1), along with targeted student supports focused on behavior (Actions 2.5,2.7, 2.8, 2.9, and 2.11) have recently shown success in fostering a positive school culture and climate as per student, staff, and parent needs assessment surveys. Perceptions from the current school year's surveys indicated that 73% of students report they look forward to participating in school each day compared to 54% last year. 93% of students report that teachers keep them informed of their academic progress compared to 80% previously. While the preceding metrics are encouraging and positive, the district failed to meet its overall desired outcome as per the table above. However, Greenfield did in fact meet its desired outcome around the Needs Assessment question regarding feeling safe at school. This year's survey found that 88% of students felt safe at school and our desired outcome was set at 86.3%. This is an increase of over 20% year over year. Additionally regarding our Needs Assessment Survey, over 90% of parents have told us their students do in fact look forward to coming to school. The flexibility of the PBIS framework, coupled with the focused efforts of Behavior Intervention Assistants and the specialized support from the Behavioral Specialist, BIAs, School Social Workers, and our SRO, have assisted in creating innovative practices tailored to student, staff, and community needs, enhancing the overall well-being and engagement of Greenfield students.

While the district's suspension rate of All Students was up 0.3% year over year from 2021-22 to 2022-23 to 1.2%, the district continued to be significantly lower than the county and state averages. English learner suspension rate was 0.8% while African American student suspensions were up by 0.4% and foster youth remained unchanged in our comparison. 0% of students were expelled which is also maintained from the year prior. Student engagement is up when comparing 2021-22 versus 2022-23 as our district wide attendance rate was up almost 2% to 92.2% while our Chronic Absenteeism rate dropped almost 10%. Based on the previous data, the district feels that systems supporting student engagement and school climate continue to need adaptations and adjustments in order to better meet the needs of our unduplicated students, but overall outcomes demonstrate steady progress. Internal systems exist to collect local data which confirms the above outcomes. Since the pandemic, Greenfield has made significant progress regarding the reliable and valid collection of district wide office discipline data (ODR). Consistent collection of ODRs was a challenge back in the 2021-2022 school year due to pandemic related challenges, staffing shortages, and staff and student absenteeism therefore we do not feel office discipline referral data is valid from that school year. However, over the past two years of our three year cycle, data collection and efforts to improve/increase reliability and validity have increased. According to referral data, we are currently seeing an overall improvement district wide in behavioral referrals (ODRs). According to overall SWIS data from the current school year, we have seen a 6% decrease in ODR referral rate data reflective of all school sites. However, within that metric, we notice our elementary schools with a 5% decrease (year over year) while our Middle Schools are experiencing almost an 8% decrease (year over year). However, our middle school ODR rate rose between quarters two and three while our elementary schools saw a decrease with their number of ODRs. While this is positive news, we still have pockets of inconsistent data entering practices at some school sites. This will be a focus for the next three years LCAP to continue to make progress toward creating reliable and valid district wide coherence with regard to student behavior lead metrics.

The efforts of the District Attendance Supervisor and the effective implementation of the A2A program (Action 2.3) have been significant in addressing attendance issues and improving student engagement. The quantitative metrics show a reduction (district wide, year over year via DataQuest) in chronic absenteeism rates from 34.9% for All Students to 24.9% as of the latest official data from 2022-23. Additionally, according to Data Quest, African American Students chronic absenteeism dropped almost 12% and Hispanic and Two or More Races students dropped almost 10% from 2021-22 to 2022-23. Local data indicates that chronic absenteeism rates have dropped another 5% for the current school year. Under the direction of the district's Student Intervention Facilitators (Action 2.10) 100% of our sites are sending A2A attendance notification letters to the homes of families that have students with trending attendance issues. Thus far, we have generated over

18,000 attendance letters and we have seen an increase in the attendance of 69% of those students (who received letters). This is a 10% increase over last year's "save rate". Additionally, of the 1,842 attendance conferences that have been conducted this year by site based SIFs thus far for students who have had at least six weeks of attendance before and after meetings were held, students have shown a 46.9% improvement in their attendance rates. Records indicate that for the 2021-22 school year, 182 parents/guardians of students attended Greenfield's Student Attendance Review Board (SARB). Of this number, 117 remained in the district and of this number, 78% increased their attendance the following year which atoned to a 13% increase district wide. 72% of families served actually attended SARB when scheduled with another 19% being rescheduled for SARB at their school site (as opposed to the District Office) or at their home. Overall, 91% of SARBed parents/guardians attended their required meetings. The district sponsored and Attendance Improvement Award in which 37 students were honored for dramatically increasing their attendance. For the 2022-23 school year, 202 parents/guardians of students attended Greenfield's Student Attendance Review Board (SARB). Of this number, 143 remained in the district and of this number, 83% increased their attendance the following year which atoned to a 8% increase district wide. 75% of families served actually attended SARB when scheduled with another 3% being rescheduled for SARB at their school site (as opposed to the District Office) or at their home. Overall, 78% of SARBed parents/guardians attended their required meetings. The district again is sponsoring the Attendance Improvement Award in which 43 students are currently on track to receive. This current year brought about a partnership with the Bakersfield Police Department with the deployment of a School Resource officer (Action 2.11) who is involved with the SARB process. We are awaiting this year's outcome data around the SARB process to further inform our SARB practices and procedures. The preceding evidence suggests that the district's data-driven monitoring and personalized outreach efforts in re-engaging at-risk students has been informative and effective. (Action 2.5) SSWs have utilized the Student Connectedness Survey within the KiDS platform to begin to understand where the needs of students actually are at the site level. For example, a SSW at a district school site saw a spike in reported bullying behavior in a certain grade. This evidence suggested working with other school site staff to educate this particular group of students on the negative effects of bullying and the staff adjusted supervision techniques of this group for specific bullying behavior "look-fors" to be aware of and specifically how to respond as they occurred. At the second probe of the Student Connectedness Survey was administered there was a reduction of reported bullying within this grade level at this school site. While the information was positive and welcomed, everyone continues to maintain a watch over the group of students and are looking forward to the final probe of the year on the survey to further inform our actions.

Additionally, the "Second Chance Breakfast" initiative (Action 2.6) has further supported student engagement by addressing hunger among students facing transportation and other barriers, with a significant number of meals served and positive feedback from students and teachers alike. Over the past three years LCAP, Second Chance Breakfast within the districts has provided approximately 800,000 additional meals per year over the past three years.

Under the guidance of the Director of School Safety and Student Services, the implementation of the MTSS framework and SWIFT Schools MTSS (Actions 2.7 and 2.12) has led to improved early identification and support for students requiring additional behavior and engagement assistance. This has been evidenced by increased engagement (see above for attendance and chronic absenteeism metric) and general academic performance (see Goal 1) among unduplicated student groups. Quantitative improvements in academic indicators, along with positive feedback on the inclusivity and support within the school environment, underscore the success of these actions. Furthermore, the introduction of additional supervision and safety personnel (Action 2.11) has contributed to a safer and more positive learning environment, as evidenced by decreased suspension rates (see above) and improved perceptions of school safety among the school community. 88% of students told us via our district wide needs assessment survey for students that they "feel safe at school". This is up dramatically from 64% last year, but this is something we remain urgently concerned about and will be making additional adjustments within our LCAP for the next

cycle to ensure that percentage continues to rise over the next three years. Additional data on perception of school safety included our staff and parents where 92% of staff and 97% of parents state that their schools provide safe environments.

The implementation of LCAP Action 2.13 faced challenges and was not as effective as planned. This broad-scope action aimed for significant infrastructure upgrades, but the district only managed to complete architectural plans for a gym at Olivier Middle School and for McKee Middle school. This represents just a fraction of the planned work, meaning it was not "effective" since the limited funding did not achieve the full scope of intended improvements. Additionally, there were no concrete metrics related to this action to measure our progress, which will change moving forward. We will be more specific in utilizing LCFF funding to better implement the district's facilities action and establish clear metrics for success.

As we conclude this three-year LCAP cycle, the evidence gathered and analyzed offers a compelling testament to the strides Greenfield has made towards realizing our ambitious goal of creating a nurturing and effective educational ecosystem where students can learn and thrive in a safe and orderly environment. The strategies deployed have not only mitigated challenges but also highlighted areas of significant progress, particularly in fostering positive behavior, enhancing student engagement, and improving academic outcomes. The integration of targeted behavioral supports, attentive attendance strategies, comprehensive academic support systems, and strategic infrastructural improvements has laid a robust foundation for continued success. Our journey, marked by both challenges and triumphs, illuminates the path forward as we refine our approaches to further amplify the positive impacts on our school communities. With a renewed commitment to excellence and equity, Greenfield looks ahead to the next LCAP cycle, ready to build on accomplishments and address the evolving needs of our students, staff, and families.

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

As the district evaluates the data and insights collected over the past three-year LCAP cycle, it is evident that while significant strides have been made, refining Goal 2 actions to better serve our unduplicated students remains imperative. Comprehensive analysis and community feedback highlight that while several initiatives have produced encouraging outcomes, critical areas still require adjustment to enhance effectiveness and achieve desired educational results more efficiently. Consequently, we are planning to bolster our current programs, such as the PBIS framework and the A2A program (now known as SchoolStatus Attend), with more targeted, individualized strategies. In addition, future infrastructure improvements will be more closely guided by community input to meet the specific needs of our most at-risk students.

A crucial element in this process is the strategic improvement of student attendance, which is foundational to achieving positive educational outcomes. There's an urgent need to strengthen the capacity of our Behavior Intervention Assistants over the next three years so they are well-equipped to tackle behavioral challenges in the classroom. By addressing attendance and behavioral challenges together, we aim to reduce behavioral incidents, lower chronic absenteeism, and create safer, more supportive educational spaces. This aligns with our unwavering commitment to continuous improvement and tailored support for every student in Greenfield.

Actions that overlapped or are currently inactive due to changes in past are as follows:

2.2 Additional Safety Personnel at Middle Schools (in 2022 was combined with action 2.11).
2.4 After School Enrichment (dropped in 2022 due to ELOP funding supplantation).
2.12 SWIFT MTSS (discontinuing the action (as of 2024) with SWIFT Schools because the district is now ready for initial implementation and SWIFT supported the exploration and installation phases of implementation).

Actions being consolidated within Goal 2 are as follows:
2.9 Student Support and Behavioral Specialist (consolidated into an updated behavior support action within Goal 2).
2.10 Student Intervention Facilitators (consolidated into an updated attendance action within Goal 2).

Actions being updated and or moved to other LCAP Goals for increased coherence and better overall implementation fit to best serve unduplicated students are as follows:
2.1 PBIS (makes a point of strengthening the PBIS framework through targeted professional development, data-driven practices, and continuous self-assessment to support socioeconomically disadvantaged students, English learners, and foster and McKinney-Vento youth. The old description focused more narrowly on the continued implementation of PBIS to establish a positive culture and improve social, emotional, behavioral, and academic outcomes for all students - remaining in Goal 2).
2.3 Student Attendance Support (highlights the pivotal role of the District Attendance Supervisor in coordinating attendance strategies using data analysis through SchoolStatus Attend and KiDS, involving Student Intervention Facilitators and school-based attendance/truancy teams to apply real-time data insights for site-specific strategies. It emphasizes data-driven methods to boost attendance and monitor intervention impact. The old description focused on utilizing the SchoolStatus Attend (formerly A2A) program to monitor student attendance and provide support for chronic absenteeism, with an emphasis on unduplicated students - remaining in Goal 2).
2.5 School Social Workers (stresses the integration of School Social Workers into the educational framework at each school site, focusing on collaboration with support staff, tailored interventions, and continuous professional development to enhance system coherence and effectiveness. The old description focused generally on school social workers supporting high-risk students, emphasizing unduplicated students, and included behavior modification curriculum materials and supplies - remains in Goal 2).
2.6 Additional Custodians (focuses on providing access to the "Second Chance Breakfast" initiative, ensuring unduplicated students receive a nutritious breakfast despite barriers, by allocating additional custodial support to maintain clean and inviting breakfast service areas. The old description centered on additional custodians maintaining the cafeteria to ensure students receive proper nutrition to focus on learning - moving to Goal 3).
2.7 Student Supports (spotlights the Director of School Safety and Student Services as the driving force behind district-wide improvement in student safety and well-being, leading PBIS initiatives, restorative practices, social-emotional learning, comprehensive school safety plans, emergency response protocols, and bullying prevention programs, while the old description focuses on overseeing MTSS for TK-8th grade students to ensure safety, participation, and intervention support - remains in Goal 2).
2.8 Behavior Intervention (draws attention to the placement of Behavioral Intervention Assistants (BIAs) at each school site to manage disruptive behaviors effectively, focusing on professional development, positive reinforcement, structured supports, and proactive interventions to create a conducive learning environment. The old description focused on providing behavioral supports under the direction of additional school psychologists, prioritizing unduplicated students - remaining in Goal 2).

2.11 Additional Supervision and Safety (emphasizes a coordinated effort among various positions, including noon aides, safety personnel, a resource officer, and transportation aides, to provide additional supervision and training in PBIS. It focuses on building positive relationships, reinforcing behavior expectations, and enhancing security measures to create a safer and more supportive educational environment. The old description focused on additional safety personnel trained in PBIS to build positive student relationships, increase school safety, and reduce suspension rates and chronic absenteeism, with enhanced security measures for all school sites - remaining in Goal 2).

2.13 Invest in School Facilities to Expand Opportunities (specifies the specific action of investing in gymnasiums at Ollivier and McKee Middle Schools (Greenfield Middle will already have a gym) to serve multiple purposes and foster community involvement. The action highlights the comprehensive approach to addressing inequities and supporting physical and cultural activities. The old description focused broadly on upgrading running tracks and contributing to a district gym to expand engagement opportunities, especially for unduplicated students - remaining in Goal 2).

In response to the comprehensive analysis and data reviewed over the past three-year LCAP cycle, Greenfield acknowledges the need to refine and adjust Goal 2 actions to better meet the needs of our unduplicated students. While many actions have shown significant positive impacts recently, the data and community feedback also highlight areas where adjustments are necessary to enhance effectiveness and achieve desired outcomes more efficiently.

While the PBIS framework has generally been successful, the data suggests that additional support is needed to address the specific needs of students exhibiting more challenging behaviors that the current framework does not fully mitigate. The existing PBIS framework will be augmented with more intensive, individualized behavioral intervention programming. This adjustment is based on feedback indicating that some students require more targeted support than is currently available within the broad framework of PBIS. The introduction of a tailored behavioral intervention program is expected to further reduce behavioral incidents and suspensions. Metrics will include a reduction in repeat behavioral incidents among targeted students and qualitative feedback from staff regarding the manageability and improvement of student behavior.

The A2A program has been successful to an extent, but chronic absenteeism rates, while improved, indicate that more specific interventions are necessary for unduplicated students. The program will incorporate more culturally responsive practices and direct community involvement to address the unique barriers faced by different student groups, particularly those that are socioeconomically disadvantaged. Enhanced, targeted attendance strategies are expected to further reduce chronic absenteeism rates below the current levels, with a goal of cutting the current rate by an additional 5% district-wide over three years. Success will be monitored through updated chronic absenteeism rates from A2A and KiDS and feedback from family engagement surveys. Additional capacity will be built among our SIFs to better navigate the A2A (now known as SchoolStatus Attend) data platform.

Maintaining an improved class size is a strategic action within the LCAP that profoundly benefits unduplicated students by tailoring the educational environment to their unique needs. When classes are smaller, teachers have the capacity to give more personalized attention to each student, a benefit that is especially crucial for those facing language barriers, socioeconomic challenges, or instability at home. In such an environment, instruction becomes inherently more equitable. Teachers are not just teaching to the middle of the class but can adjust their methods to reach those who might fall behind in larger groups. This means unduplicated students receive the specific support they need, whether it's language assistance for English learners, targeted interventions for socioeconomically disadvantaged students, or consistent, caring interactions for foster youth. Moreover, a smaller classroom allows for a more supportive and engaging learning atmosphere. Students

feel safer and more connected to their peers and instructors, which is particularly important for those who may struggle with external pressures and need a stable, supportive school environment. This sense of safety and belonging can boost their confidence, engagement, and ultimately, their academic achievement. Therefore, even a slight reduction in class size can make a significant difference for unduplicated students by enhancing the quality of their learning experiences and ensuring they have equitable access to the educational opportunities necessary for them to thrive.

In the upcoming LCAP, the district will implement a facilities action to add gymnasiums at McKee and Ollivier Middle Schools, marking the second and third such additions within Greenfield. These gyms will serve multiple purposes, benefiting the district's unduplicated students by hosting cultural events and functioning as community learning spaces. Additionally, they will provide climate-controlled areas for sports and arts, addressing a current gap for district students and the broader community. Featuring technological upgrades and modern designs, the gymnasiums will foster community involvement and participation. This action will enhance the educational experience for unduplicated students by ensuring equitable access to necessary resources and will remain part of the broader facilities improvement effort that has been ongoing for six years. Building on lessons learned from the past LCAP, the district is committed to being intentional about monitoring the implementation and effectiveness of this action in the coming LCAP cycle to ensure it meets its goals and benefits the district's unduplicated students and community as intended.

These changes, developed in response to both quantitative data and qualitative feedback, are designed to strengthen our approach to achieving the overarching goals of improving behavioral, academic, and engagement outcomes for all students, particularly our unduplicated students. By refining these actions and continuing to monitor their effectiveness through precise metrics, Greenfield is committed to making necessary adjustments that directly contribute to an enhanced educational environment. These revised strategies will be incorporated into the 2024–25 LCAP, ensuring alignment with both local needs and continuous improvement.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3 - Parent Engagement	Priority 3 - Parent Engagement	Priority 3 - Parent Engagement	Priority 3 - Parent Engagement	Priority 3 - Parent Engagement	Priority 3 - Parent Engagement
a. Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site. Data Source: Local Indicator Priority 3- Self Reflection Tool Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	a. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. Rating: 4(Full Implementation)	a. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. Rating: 4(Full Implementation)	a. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making. Rating: 4(Full Implementation)	a. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making. Rating: 4(Full Implementation)	a. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. Rating: 4(Full Implementation)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Goal: Maintain 4(Full Implementation)					
b. How the school district will promote parental participation in programs for low income, English learner and foster youth pupils. Data Source: Local Indicator Priority 3- Self Reflection Tool and Local Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, implementing strategies to reach and seek input from any underrepresented groups in the school community. Goal: Maintain 4(Full Implementation) Schools: All sites have a fully functioning	b. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, implementing strategies to reach and seek input from any underrepresented groups in the school community. Rating: 4(Full Implementation) Schools: All sites have a fully functioning School Site Council and English Learner Advisory Committee.	b. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, implementing strategies to reach and seek input from any underrepresented groups in the school community. Rating: 4 (Full Implementation). Schools: All sites have a fully functioning School Site Council and English Learner Advisory Committee. which include parents	b. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, implementing strategies to reach and seek input from any underrepresented groups in the school community. Rating: 4 (Full Implementation). Schools: All sites have a fully functioning School Site Council and English Learner Advisory Committee. which include parents	b. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, implementing strategies to reach and seek input from any underrepresented groups in the school community. Rating: 4 (Full Implementation). Schools: All sites have a fully functioning School Site Council and English Learner Advisory Committee. which include parents	b. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, implementing strategies to reach and seek input from any underrepresented groups in the school community. Goal: Maintain 4(Full Implementation) Schools: All sites have a fully functioning School Site Council and English Learner Advisory Committee.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Site Council and English Learner Advisory Committee. District: Fully functioning District English learner Advisory Committee. which include parents of unduplicated students. Goal: Maintain	which include parents of unduplicated students. District: Fully functioning District English learner Advisory Committee. which include parents of unduplicated students	of unduplicated students. District: Fully functioning District English learner Advisory Committee. which include parents of unduplicated students.	of unduplicated students. District: Fully functioning District English learner Advisory Committee. which include parents of unduplicated students.	of unduplicated students. District: Fully functioning District English learner Advisory Committee. which include parents of unduplicated students.	which include parents of unduplicated students. District: Fully functioning District English learner Advisory Committee. which include parents of unduplicated students.
c. How the school district will promote parental participation in programs for students with disabilities. Parents of students with disabilities are encouraged to participate in the School Site Council and the District Advisory Committee/ District English learner Advisory Committee. Goal: Maintain	c. Outreach (flyers, messages to phone and email, recruitment at school sites) targeting parents of students with disabilities is used to encourage participation in School Site Council and the District Advisory Committee/ District English learner Advisory Committee.	c. Outreach (flyers, messages to phone and email through Parent Square, recruitment at school sites) targeting parents of students with disabilities is used to encourage participation in School Site Council, the District Advisory Committee/ District English learner Advisory Committee, and District African American Parent Advisory Committee.	c. Outreach (flyers, messages to phone and email, recruitment at school sites) targeting parents of students with disabilities is used to encourage participation in School Site Council and the District Advisory Committee/ District English learner Advisory Committee.	c. Outreach (flyers, messages to phone and email, recruitment at school sites) targeting parents of students with disabilities is used to encourage participation in School Site Council and the District Advisory Committee/ District English learner Advisory Committee.	c. Maintain outreach to parents of students with disabilities to encourage participation in School Site Council and the District Advisory Committee/ District English learner Advisory Committee.

Goal Analysis

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

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

Through the comprehensive process of updating Greenfield's LCAP, it is important to note that all four actions under Goal 3 - Strong School and Community Relationships for the 2023-24 school year, as well as over the course of the current LCAP cycle, were executed successfully as anticipated. Despite this success, we encountered some challenges that required strategic adjustments and collaborative problem-solving. These hurdles provided valuable learning experiences, allowing the district to refine its approaches and strengthen its commitment to fostering strong relationships between schools and the wider community. The overall positive outcomes within this goal affirm our dedication to continuously improving our systems and structures to support the effective implementation of our strategies.

Action 3.1 has been a key initiative within Goal 3 throughout the current LCAP cycle as it has included the addition of health aides and nurses to provide essential supplemental services such as student vision and hearing screenings, dental education, and parent outreach and training on student health. Despite the challenges posed by the pandemic, nurses were able to continue providing vision and hearing screenings, ensuring that students' health needs were addressed promptly and comprehensively. Additionally, the expansion of special education programs has resulted in an increased demand for specialized health care services. District nurses have risen to the occasion by providing additional training to staff, offering case management for students, and delivering increased one-on-one care as needed. Despite the added workload, our dedicated nursing team continues to prioritize the health and well-being of all students. On the front of parent outreach, district nurses have made significant contributions by actively engaging with families during back-to-school nights and kindergarten registration events.

Additionally, action 3.1 involved nutrition education and physical activity promotion was successful in that all school sites were served within the course of last school year. Within our extended day program, students in kindergarten through 8th grade were introduced to healthy eating habits and watched a demonstration of several healthy recipes over the course of the school year. All in all, students are invited to taste the food and they are given the recipes (English and Spanish) to take home to try at home with family members. Nutrition staff was trained by a number of healthcare professionals this year including Kern County Healthcare, Kern Co. Dept. of Health, Kern Family Healthcare. Greenfield nutrition staff each attended roughly three training sessions this year in order to best support our students and families.

(Action 3.2) Greenfield's anti-substance abuse staff participated in ten substance abuse / mental health training sessions this school year. The district partnered with the Kern County Department of Health as well as Kern County Behavior and Recovery Services to provide training, tools and resources to better equip our students and parents. Greenfield's substance abuse educator provided tier one, two, and three intervention programs for students per the request of school sites as well as every month at the district's community school. Additionally, fifth grade classrooms across the district implemented the Catch My Breath Program which is a substance abuse prevention curriculum. 100% of fifth grade teachers were trained in this curriculum. Feedback from school sites was generally positive regarding the taught curriculum - it was easy to use, and appropriate for fifth graders. Sixth, Seventh, and Eighth graders participated in substance abuse education through Project Alert and the You Me Vape Free curriculum. Greenfield also uses the Stanford Tool kit as an additional

supplement resource for students for anti substance abuse education. The TUPE program was again fully equipped with the essential supplies, rentals, and operational resources. Finally, the district sent over 100 students to various anti substance use prevention education events this past year.

Implementation of our outreach programs (Action 3.3) such as Greenfield's District African American Parent Advisory Council (DAAPAC) meetings are held quarterly. Parents completed surveys during the first meeting in order to gather information on topics of interest and that are relevant to the needs of the group. Learning and development activities were then gauged by this survey to ensure we meet the needs of our population. The district also provides an opportunity to ask questions regarding any concerns they might have regarding their child's education. Requested topics presented this year were: How to motivate your child, Student discipline, and the Importance of attendance. Over the course of three years the family engagement and community liaison position played a pivotal role in offering training sessions to site based family outreach liaisons. All parents in the district receive a Family Newsletter each month via Parent Square. The Family Newsletter contains important dates and information from different departments such as Support Services, Nutrition Department, and the Greenfield Family Resource Center. The Newsletter also includes important articles regarding family engagement in their child's school. Greenfield CARES is a project that highlights students who have good citizenship skills. Students are nominated by their teacher and one student per grade level is selected to receive a certificate during a Board Meeting. Greenfield CARES takes place every month for 5 months during the school year. Parent outreach efforts faced setbacks due to unforeseen staff leave, resulting in the cancellation of some activities and educational opportunities. Moreover, the positions for family outreach liaisons were not staffed at all locations. Several outreach liaisons logged fewer than the recommended ten hours for monthly outreach activities, with an average of less than three hours per month.

Finally, the Zoom cloud based video conferencing service was utilized regularly for parent meetings, conferences, and webinars (Action 3.4). Within virtual district meetings, staff utilized Zoom to successfully support a range of interactive features that increased the quality of our meetings such as breakout rooms, polling, and screen sharing as well as enhancing student engagement and participation. Additionally, the platform facilitated meetings and collaboration among staff and administrators for professional development and capacity building, making it a comprehensive tool for maintaining educational continuity and community connection in school districts. Additionally Zoom is used for some Home to Hospital Services as well as our Independent Study Programs. This action will become a part of a Goal 3 technology action in our next LCAP.

Despite the broad collective success of Goal 3, we encountered various implementation hurdles and obstacles. However, these challenges were met with strategic responses, leading to moderate improvements across various actions which have assisted us in how we will proceed with implementation aspects of our new LCAP:

Action 3.1 encountered a few obstacles in delivering dental education due to resource limitations exacerbated by the pandemic. The increased health needs of students upon their return to in-person learning further strained our resources, making it challenging to fulfill this aspect of our action plan. Nevertheless, we remain committed to exploring alternative methods of delivering dental education and addressing the oral health needs of our students in the future. Additionally within Action 3.1, district nutrition classes for parents were only available online at the beginning of the 2022-23 school year. Midway through, these classes shifted to in-person sessions. These classes were exclusively offered to students in preschool, after-school programs, and 6th grade science courses.

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.

Greenfield's LCAP writing team conducted an analysis of material differences between Budget Expenditures and Estimated Actual Expenditures. The total budgeted for 2023-2024 LCAP Goal 3 was $1,045,121. The estimated actual expenditures for 2023-2024 was $1,111,209. This is over budget by $66,088 which does not constitute a material difference.

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

Greenfield's Goal 3 is dedicated to fostering strong school and community relationships across the district. Throughout the current three-year LCAP cycle, the district has implemented four specific actions (3.1-3.4) generally as planned. These initiatives have successfully produced our desired result of enhancing the connections between our schools and the community, achieving the desired outcome of strengthening these vital relationships. However, it is also important to acknowledge that we faced several challenges along the way. Action 3.1 is our most broad action within Goal 3 and encompasses our additional district nursing staff as well as our nutrition education programming. Action 3.2 covers TUPE and substance use prevention in general, while action 3.3 addresses parent and family outreach and 3.4 provides Zoom services for the district. Collectively, our efforts over the past three years were deemed effective as they were generally successful in producing their desired results. However, some challenges such as staffing issues and the effects of the pandemic have hindered the full potential of the district's initiatives. Action 3.1 is a challenge to monitor and support as it is too broad, therefore we will be breaking it apart in our next LCAP.

(Action 3.1) Although the metrics for effectively measuring parent engagement through this action were not clearly aligned, we observed a positive impact on student engagement and other related outcomes. Over the three year LCAP, District nurses provided health education at all school sites focused on illness prevention and chronic absenteeism (the district saw a 10% drop in chronic absenteeism from 2021-22 versus 2022-23 for All Students), Greenfield nurses have successfully provided personalized supports to families during transitions back to school after hospitalizations. Additionally they have facilitated access to specialized health care services and have coordinated home and hospital instruction as needed. Over the past two years the district's attendance rate has climbed back to almost 93% (for 2022-2023 from a low of 90% during the 2021-22 school year) The addition of bilingual nurses fluent in Spanish and Punjabi has been instrumental in improving communication with parents and students from diverse linguistic backgrounds. English learner's increase in attendance (over 2%) and decrease in chronic absenteeism (decline of 8%) can be seen, in part, as a result of our bilingual nurses making connections with families and communicating in their native languages (Spanish and Punjabi) This direct communication has facilitated better care delivery, enhanced health education, and streamlined the special education assessment process. Continuing with action 3.1, our Nutrition Education Program continued to empower our students and their families with the knowledge and skills necessary to make informed food choices over the past three years. This past year, the Nutrition Education staff continued to serve approximately 3,000 Greenfield students via our after school programming. Additionally, a series of parent nutrition classes/workshops were facilitated by staff over this past school year where fifteen classes and 200 parents were served.

(Action 3.2) While the district succeeded in sending students to the Leaders in Life conference, aligning with our commitment to drug, tobacco, and alcohol prevention, the overall program was partially implemented. All three of the three middle schools participated in Red

Ribbon Week, showing an increase in participation over last year, and seven of the eight elementary schools received some level of prevention education, indicating a moderate improvement in program coverage (Actions related to drug, tobacco, and alcohol prevention).

(Action 3.3) Over the past three years, we've observed a noteworthy increase in parent engagement activities, both at the district and school levels, with participation rates rising by approximately 22% from the first year of this three year cycle. This upswing demonstrates a significant commitment to strengthening community ties. The district's DAAPAC meetings have achieved the desired results as district and school level information was shared and voices were heard, however we desire for additional parents/guardians to participate. This year we have averaged about 20 parents/guardians in attendance but would like to have at least double that amount in the future. When phone calls have been made, we have found that some parents/guardians state that they cannot attend because of work, sports, or they are just not interested. We will do additional outreach in the beginning of the year next year and ask school sites to message about the importance of the DAAPAC committee. In addition to our new push for participation, parents/guardians will continue to be called with an invitation to participate personally and will continue to receive Parent Square reminders before each meeting. We will continue to utilize the Zoom (Action 3.4) platform to hold meetings remotely as parents have told us that this is the preferred mode of meeting.

Family Newsletter have been an effective way to distribute departmental information to parents/guardians through Parent Square. Families have told us that they appreciate the information they receive each month as the newsletter is distributed from August to May. Greenfield CARES, an additional outreach program centered around positive character traits was driven from the district level to school sites and has been an effective strategy to strengthen school and community relationships. At five different times this school year and over the course of the three year LCAP, students were nominated by their school sites and presented with a character award certificate during a Board Meeting. 100% of families have brought their students and have celebrated their students accomplishments with the board and local community.

Our ZOOM (Action 3.4) enabled real-time video lessons, allowing teachers to conduct classes virtually, which was especially useful during disruptions like the pandemic. Additionally, we still utilize Zoom for instruction with some of our home and hospital students and our students engaged with Independent Study who are unable to attend school in person. Additionally, Zoom has been used recently for DAAPAC as well as District School Site Council and District English Language Learner Advisor groups for virtual meeting options.

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

Following a thorough analysis of the needs and valuable input from educational partners, Greenfield is excited to refine the third LCAP goal. We find it imperative to thoroughly understand the unique and complex challenges faced by our unduplicated students, comprising 96% of our students who are disproportionately affected by socioeconomic disadvantages as well as the challenges presented by those students learning English while learning academic content as well as the plight of our foster and homeless youth. Greenfield students often struggle with accessing enriching educational experiences and resources, which are crucial for their academic success and personal development. Addressing these barriers head-on requires an in-depth exploration of the specific needs, conditions, and circumstances that characterize the lives of high-needs students in low-income districts. Our commitment to Greenfield students and families is reflected in our strategic initiatives aimed at eliminating these disparities and providing equitable opportunities that promote their overall well-being and success. Goal

3 will be transformed to strategically and systematically address the systemic barriers our unduplicated students face, such as limitations in participating in enriching activities like field trips, accessing arts education, engaging in physical education, and overcoming the digital divide—all of which are essential for fostering a well-rounded educational experience.

Within Goal 3, there are no actions that overlapped or are currently inactive due to changes in past are as follows:

Actions being consolidated within Goal 3 are as follows:
3.1 Student Health and Family Wellness and 3.2 Tobacco Use Prevention Program (TUPE) will be combined into an updated action within Goal 3 in order to better address student health, nutrition education, parent education, and substance abuse cessation and prevention. As a result of the inability to validly measure this action for this LCAP as per prompt 3 above, the consolidated action will directly align measures around the count of students and families served by nutrition services and anti substance abuse education.
3.4 Zoom for parent meetings (will be consolidated into a Goal 3 Software/Technology action)

Action being updated, but remaining in Goal 3:
3.3 Parent Outreach (highlights the comprehensive role of the Family Engagement and Community Liaison in driving district-wide initiatives, such as the Greenfield District African American Parent Advisory Council (DAAPAC), monthly family newsletters, and the Greenfield CARES program. It focuses on supporting socioeconomically disadvantaged students, English learners, and foster and McKinney-Vento youth, enhancing family participation and creating a welcoming educational environment. The old description focused on Family Outreach Engagement Liaisons building relationships with community members to increase parent engagement and participation of unduplicated students and organizing community outreach, including supplies and resources for parent engagement activities.

Developing the district's next LCAP demands a comprehensive understanding of the complex challenges faced by unduplicated students. To address the numerous barriers faced by Greenfield's students, we must thoroughly analyze the specific needs, conditions, and circumstances affecting socioeconomically disadvantaged students, English learners, and foster or McKinney-Vento youth. Recognizing these obstacles is crucial for crafting essential initiatives and actions that will provide equitable and meaningful support, empowering students to thrive.

Unduplicated students frequently encounter barriers to accessing enriching experiences due to socioeconomic constraints. Consider, for instance, the financial burden associated with out-of-town field trips. Many of our students come from families struggling to make ends meet, making it difficult to afford travel expenses, accommodation, and other associated costs. Consequently, without targeted support, these students miss out on opportunities to broaden their horizons, engage with diverse cultures, and explore potential career paths beyond their immediate surroundings.

Similarly, the lack of access to high-quality music and art classes can be attributed to resource disparities prevalent in low-income districts. Budget constraints often result in underfunded arts programs, limiting the availability of specialized instructors, instruments, and materials. As a result, unduplicated students are deprived of avenues for creative expression and personal development, hindering the cultivation of talents that could otherwise flourish given the opportunity

Physical education, too, is affected by the socioeconomic context in which our students navigate their educational journey. Inadequate funding and facilities can curtail the availability of comprehensive physical education programs, depriving students of opportunities to foster

physical fitness, teamwork, and sportsmanship. Without access to such programs, unduplicated students may face challenges in maintaining their physical health and well-being, exacerbating existing health disparities prevalent in marginalized communities.

Furthermore, the digital divide exacerbates the educational inequities faced by unduplicated students. In an era where technology permeates every aspect of modern life, access to up-to-date technology and software is essential for academic success and future career prospects. However, many unduplicated students lack access to reliable internet connectivity, modern computing devices, and software applications, placing them at a distinct disadvantage in acquiring essential digital literacy skills.

In addressing these systemic barriers through Goal 3 of our LCAP, we recognize the urgent need to level the playing field and provide equitable access to transformative educational experiences. By investing in high-quality out-of-town field trips, music and art classes, physical education programs, and modern technology infrastructure, we not only bridge the opportunity gap but also empower unduplicated students to transcend the limitations imposed by their socioeconomic circumstances. Goal 3 will continue to emphasize community and family engagement as integral components of our efforts to support unduplicated students. Recognizing the crucial role that families and communities play in students' educational success, we will foster partnerships and initiatives that promote collaboration between schools, families, and community organizations. By strengthening these connections, we create a supportive ecosystem that nurtures students' academic, social, and emotional development both inside and outside the classroom. Additionally, Goal 3 will prioritize health and wellness initiatives, including substance abuse prevention and cessation programs, to address the unique health challenges faced by unduplicated students. By providing access to comprehensive health education and support services, we aim to empower students with the knowledge, skills, and resources necessary to make healthy choices and thrive physically, mentally, and emotionally.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

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

Plan Summary [2024-25]

General Information

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

Greenfield Union School District (GFUSD) spans approximately 24 square miles in southeast Bakersfield, serving 9,199 students from transitional kindergarten through eighth grade across 13 schools: 9 elementary schools, 3 middle schools, and 1 community school. Our goal is to provide quality education and prepare our students for college and career readiness with rigorous academic standards.

Our student population is diverse, consisting of 87.26% Hispanic, 5.22% African American, 4.53% White, 0.3% Filipino, 0.12% American Indian, 1.54% Asian, and 0.97% identifying as two or more races. Additionally, 94.6% of our students are low-income, and our district serves a dynamic student body with 23.0% English Learners, 9.1% in Special Education, 3.5% homeless, and 0.6% foster youth.

Greenfield Community School is eligible as an Equity Multiplier School (please see Goal 4). The Local Control Funding Formula (LCFF) Equity Multiplier (Equity Multiplier) provides additional funding to local educational agencies (LEAs) for allocation to school sites with prior year non-stability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. Pursuant to California Education Code (EC) 42238.024, Equity Multiplier funding is required to be used to provide evidence-based services and supports for students at these school sites. LEAs are also required to document their efforts to improve outcomes for students at these school sites beginning with this year's LCAP.

Despite fully resuming in-person instruction in the 2022-23 school year, our community continues to navigate challenges stemming from COVID-19 and other health outbreaks like respiratory syncytial virus (RSV), significantly impacting students, families, and staff. Our district nurses have been instrumental in managing these challenges by working with families and the community to clarify health guidelines, contributing to a decrease in chronic absenteeism and an increase in attendance rates.

This past school year, the district did not face shortages of substitute teachers, which allowed for enhanced professional learning opportunities through both internal and external resources, including in-person training sessions.

GFUSD is committed to ensuring that all students learn at high levels and achieve educational success. We prioritize the well-being of children and continually strive to meet their academic, physical, social, and emotional needs. Our dedication to closing achievement gaps is evident in our efforts to provide all students with the opportunities, supports, and tools they need for success. Additionally, we are enhancing our data-driven approach across all areas, seeking greater coherence within our systems to benefit teaching and learning.

Our core values promote professional learning communities, a multi-tiered system of support, effective first instruction, and Positive Behavior Interventions and Supports (PBIS). The goals and actions within this LCAP have been strategically developed using student outcome data, demographic considerations, perception data, and process data. Additionally, ongoing input from educational partners ensures that we address our current challenges, uphold our mission and vision, and maintain a cohesive, data-driven approach to improving educational outcomes for all students.

Reflections: Annual Performance

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

The District's performance during the 2021-2024 LCAP cycle reveals a mix of successes and challenges and was significantly impacted by the ongoing ramifications of the COVID-19 pandemic. This period necessitated substantial recalibration of educational strategies and additional tools and supplemental resources to adapt to the evolving needs of students and the broader educational environment for teaching and learning.

Data from the 2023 California School Dashboard indicates promising slow but steady strides in academic achievement across various student groups. All Students saw modest improvements in ELA (+0.49%) and Math (+1.35%). Low-Income Students experienced notable gains, outperforming the district average with increases of +1.72% in Math and +0.65% in ELA. English Learners showed progress with a +1.7% rise in ELA and +0.79% in Math, underscoring the effectiveness of enhanced language support programs. The district's reclassification rate for English learners nearly doubled, jumping from 7.85% to over 14%, a testament to the targeted support and monitoring provided. These achievements highlight the district's effective utilization of resources and data-driven interventions, particularly in supporting Socioeconomically Disadvantaged Students and English learners.

Despite these achievements, certain student groups faced setbacks. The district's Foster Youth experienced declines in both ELA (-3.57%) and Math (-3.78%), signaling a need for more focused support. Students with Disabilities and African American students had mixed results, indicating areas where specific strategies need reevaluation.

The district's strategy for addressing student needs has been comprehensive. Through technology initiatives, the rollout of new technological infrastructure has significantly improved access to digital tools, boosting engagement and enhancing digital literacy, especially among unduplicated students. In terms of data analysis and utilization, the introduction of new pieces of software has allowed for more precise tracking of student progress, enabling customized instructional strategies. Professional development and support have been enhanced through programs that assist new teachers, offer academic coaching, and expanded professional learning opportunities, thereby improving

instructional quality and support. Additionally, targeted literacy and math interventions have proven especially beneficial for English learners and Socioeconomically Disadvantaged Students, notably enhancing their academic achievements.

Greenfield recognizes the need for continuous adjustment and has planned strategic shifts to enhance educational delivery for the next LCAP cycle. Future efforts will focus on building capacity around data analysis and fostering a positive data culture as well as enhancing systemic coherence across the district to ensure that initiatives and supports are well-aligned and effectively implemented. Various actions will be reassigned under different LCAP goals to better align with strategic objectives and improve outcomes for all students.

The following district wide student groups received the lowest performance level on one or more state indicators on the 2023 Dashboard:
Asian: Chronic Absenteeism
Students with Disabilities: English Language Arts
Students with Disabilities: Math

The following schools within received the lowest performance level (schoolwide) on one or more state indicators on the 2023 Dashboard:
Horizon Elementary: Academic Indicator - English Language Progress Indicator
Planz Elementary: Conditions and Climate - Suspension
Greenfield Middle School: Academic Indicator - Math
Greenfield Community School: Conditions and Climate - Suspension

For a list of student groups within a school in the district that received the lowest performance level on one or more state indicators on the 2023 Dashboard, please see the LCAP Addendum and/or Actions 1.3, 1.4, 1.6, 1.7, 2.2, and 2.3.

While Greenfield faced significant challenges during the current LCAP cycle, the thoughtful analysis and strategic adjustments made have set a foundation for continued growth and improvement. The district remains committed to adapting its approaches to meet the changing needs of its students, aiming to ensure that every student not only recovers from the educational disruptions but thrives in the evolving educational landscape.

Reflections: Technical Assistance

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

NA

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

The district team, including the Assistant Superintendent of Education Services, the Director of School Safety and Student Services, the Director of Categorical Programs, the Director of Assessment, LCAP, and District Projects, the Director of Support Services, and the Administrator of the Greenfield Community School (GCS), collaborates to support the effective development of the School Plan for Student Achievement (SPSA) at GCS. This plan is critical in addressing issues like chronic absenteeism and suspension rates.

The team analyzed CDE Dashboard data specifically in the areas of suspension and absenteeism. Consultations are held with the Assistant Superintendent of Personnel, home school site administrators, parents, and representatives from county instructional services to delve into the causes of these issues and formulate strategies aimed at improving student academics, behavior, mental health, and attendance.

A clear vision and defined expectations have been established for the educational partners and GCS. The district team aids the school by setting budgets, coordinating with external agencies, and community partners to support educational and student needs. External service providers are evaluated and selected based on LEA internal guidelines and criteria.

The district team plays a crucial role in supporting the school in selecting and implementing the best evidence-based interventions. To this end, Greenfield Community School (GCS) has introduced the Paxton Patterson College and Career Ready LABS. These LABS provide engaging career pathway content that ignites student interest in future career and educational opportunities.

Recently, the district conducted a comprehensive needs assessment and root cause analysis, which identified a gap in the staff's capacity to adequately meet student needs. As a result, the district has implemented a strategic response by hiring a temporary academic coach on a one-year contract. This coach is focused on enhancing the social-emotional learning capabilities of the staff and providing case management for students. The aim is to decrease suspension rates and boost student engagement through these targeted supports.

Monitoring and Evaluating Effectiveness

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

The district has developed a comprehensive plan to monitor and evaluate the effectiveness of its strategies to support student and school improvement. This evaluation process will involve continuous data collection and analysis in key areas such as attendance, classroom behavior, academics, social/emotional learning, and parent involvement.

To ensure effective monitoring and continuous school improvement, the district employs a comprehensive system for tracking and evaluating student progress. The Continuous School Improvement (CSI) team utilizes the Kern Integrated Data System (KiDS) to monitor local student outcomes quarterly. Additionally, student academic progress is evaluated quarterly through the STAR Reading and Math assessments.

In parallel, the district employs a local monitoring tool, the District Integrity Check, for classroom walkthroughs to oversee the implementation of improvement plans. To further enhance monitoring effectiveness, data related to student goals are collected daily and reviewed periodically each month by staff directly engaged with the students. This process involves using a cycle of inquiry to regularly monitor progress, identify challenges, and develop actionable plans for improvement.

Progress monitoring data are shared monthly with school administrators from student's home sites as well as parents/guardians to maintain transparency and encourage collaborative problem-solving. These monthly reviews also determine student eligibility for program exit, ensuring timely adjustments to meet support needs. By integrating these tools and processes, the district maintains a robust and transparent system for tracking student progress and implementing necessary improvements.

Twice a year, the district will conduct fidelity checks on the implementation of the Positive Behavior Intervention Support (PBIS) system to ensure it is being applied consistently and effectively.

Starting in the 2024-2025 school year, a new Academic Coach (AC) will join the GCS staff to offer extensive support for both staff and students. This coach will work closely with classroom teachers to manage dynamics, develop lesson plans, and implement effective academic strategies. They will also lead training sessions on Social-Emotional Learning (SEL) and Restorative Practices, thereby acting as the school's primary trainer in these areas. By coaching staff to proactively engage students, the AC will help reduce behavioral issues and reinforce the school's PBIS model, contributing to a positive campus culture.

A PBIS behavioral consultant will visit the GCS campus monthly to assist administration and staff in various aspects of program implementation. The consultant will provide guidance on PBIS, SEL, the Multi-Tiered System of Supports (MTSS), and strategies for reducing truancy and suspension. Additionally, she will work with the MTSS team and administrators to use discipline data effectively for problem-solving and to develop a Tiered Inventory Matrix for clear behavioral intervention guidelines.

To further enhance data-driven decision-making, GCS school will partner with Panorama Education. This partnership will focus on implementing comprehensive surveys and data tools that provide insights into areas like social-emotional learning, school climate, family engagement, and student support needs. The insights gained will guide the refinement of PBIS, MTSS, and SEL programs, with Panorama also providing training for staff on data interpretation and action plan development.

GCS site will periodically communicate with its educational partners on their implementation of the school improvement plan. This structured approach to monitoring implementation and evaluation will ensure that the district can effectively support GCS and students, adapting as necessary to meet their evolving needs.

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
Teachers and Other School Personnel	Regular consultations at regular (monthly) staff meetings, district events such as MTSS Advisory Partners (quarterly), staff surveys (needs assessment done yearly), and quarterly Educational Partners (virtual) meeting provide opportunities for teachers and other school personnel to offer feedback for the LCAP process.
Principals and Administrators:	District Principal Advisory Committee (PAC) meetings occur monthly and serve as a vital platform for collaboration and decision-making. These meetings bring together all district principals to collaborate, learn from one another, and maintain coherence and communication. Many LCAP-related topics arise and are discussed.
SELPA Consultation	In April of 2024, GFUSD consulted with the Kern County Superintendent of Schools Special Education Local Plan Area (SELPA) team to seek input regarding the development of the 2024-25 LCAP (and SPSAs for alignment purposes) to ensure the needs of students with disabilities were being addressed by the district.
Local Bargaining Unit: Certificated Employees	The district's certificated employees feedback Greenfield Education Association (local bargaining unit) consultation (held at the District Office on January 19th, 2024) served as a useful platform for collaboration and decision-making. Many LCAP-related topics arose and were discussed.
Local bargaining Unit: Classified Employees	The district's classified employees feedback (local bargaining unit) consultation (held at the District Office on January 25th, 2024) served

Educational Partner(s)	Process for Engagement
	as a useful platform for collaboration and decision-making. Many LCAP-related topics arose and were discussed.
Parents	Regular parent consultations over the course of the school year, including in-person sessions at school sites, the district's Needs Assessment Surveys, and the LCAP Advisory Committee meetings (quarterly virtual) have informed the district's LCAP.
Students	Superintendent Hendrix made visits to each and every GFUSD school site over the course of the school year. He walked the campus talking to students and held focus groups of third, fourth, and fifth grade students at the elementary sites as well as 6th - 8th graders at our middle schools.
Educational Partners at Greenfield Community School (Equity Multiplier)	Consultation with the educational partners at Greenfield Community School included School Site Council Meetings (January 31st and May 16th 2024) as well as conducting informal interviews with parents and students throughout the year at the school. Additionally the district support team for GCS was consulted throughout this past school year and was involved with planning and executing the plan for complying with the Equity Multiplier eligibility. The district support team consists of the Assistant Superintendent of Education Services, the Director of School Safety and Student Services, the Director of Categorical Programs, the Director of Assessment, LCAP, and District Projects, the Director of Support Services, and the Administrator of the Greenfield Community School (GCS).
Greenfield's District Advisory Council (DAC)	Greenfield's District Advisory Council (DAC) is composed of members representing the district and school sites including staff and parents of unduplicated students. Through various meetings the District Advisory Council provided input on and reviewed our LCAP. These meetings were held: October 26, February 29th (LCAP Mid Year Review was presented), and May 23rd. All meetings were held at Greenfield's District Office at 9:00 in the Board Room. At the May 23, 2024 meeting an in depth review of the 2024-25 Draft LCAP was conducted, input and feedback was asked for and there were no written responses requested from the Superintendent.
The District's English Language Advisory Council (DELAC)	The District's English Language Advisory Council (DELAC) composed of parents of English Learner students representing the school sites at

Educational Partner(s)	Process for Engagement
	the district level. Through various meetings the District English Language Advisory Council provided input on and reviewed our LCAP. These meetings were held: October 26, February 29th (LCAP Mid Year Review was presented in Spanish), and May 23rd. At the May 23, 2024 meeting an in depth review of the 2024-25 Draft LCAP was conducted, input and feedback was asked for and there were no written responses requested from the Superintendent.

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

The district's LCAP District Advisory Committee met on a monthly basis throughout the school year to consider feedback from educational partners, incorporating this input alongside ongoing student outcome data focused on academic assessments (state and local), attendance data including patterns and trends, as well as patterns and trends of various state reported and local behavioral data. Regular consultations were held through staff meetings at school sites, quarterly MTSS Advisory Partner events and meetings, annual staff needs assessment surveys, and quarterly virtual Educational Partner meetings as well as though an ongoing informal feedback process captured district-wide on a shared spreadsheet focused on educational partner consultation district wide fir all sites and all groups.

Feedback from teachers and other school personnel highlighted a strong consensus on the value of integrating art and music into elementary curriculums, emphasizing their positive impact on student engagement and learning. This input led to the inclusion of enhanced art and music programs in the LCAP. Teachers also noted the positive reception of PE and the arts among students and teachers, which was associated with increased attendance and engagement, prompting further support in these areas within the LCAP. The presence of a School Resource Officer (SRO) was seen as crucial for safety, resulting in continued funding for the SRO program. Additionally, the need for continued support for classroom technology was expressed, leading to provisions for upgrading and maintaining technological infrastructure in the LCAP. The importance of using data to inform instruction was also stressed, resulting in measures for regular data collection and analysis to guide instructional strategies. Concerns about increased classroom behavioral issues and the need for more behavior management support led to the inclusion of additional behavior support staff and professional development for Behavior Intervention Assistants in behavior management techniques.

The district's Principal Advisory Committee (PAC) meetings, held monthly, provided further input that shaped the Local Control and Accountability Plan (LCAP). A focus on supporting the lowest-performing student groups, including English learners, foster youth, students experiencing homelessness, and socioeconomically disadvantaged students, resulted in collaboration around targeted interventions for these groups. Ensuring a secure learning environment was a priority, leading to collaboration regarding funding for security measures and programs that promote safety and well-being. Challenges in engaging parents and families at the school sites were also discussed, with efforts to build stronger family connections being emphasized in the LCAP through initiatives to improve parent outreach and involvement. Additionally, aligning the School Plan for Student Achievement (SPSA) with the LCAP ensured consistency in common data sets, goals, and strategies, leading to efficient use of resources and streamlined monitoring. This alignment process supported the leveraging of site-based comprehensive needs assessments and improved educational partner engagement. Facilities expansion, upgrades, and specific school site

construction projects were also key topics of discussion and were incorporated as overarching initiatives. These improvements aimed to create more conducive learning environments and meet the growing needs of the student population. The PAC's collaborative efforts ensured that these facility enhancements aligned with the overall goals of the LCAP, promoting a holistic approach to student success.

Consultation with the Kern County Superintendent of Schools SELPA team ensured that the needs of students with disabilities were addressed. This feedback led to the inclusion of least restrictive environment statistics and better progress monitoring for students with disabilities in the LCAP.

Feedback from certificated employees, gathered during a consultation with the Greenfield Education Association (January 2024), highlighted strong support for programs like Camp KEEP and the consideration of various curriculum tools such as IXL vs. Freckle. This input influenced decisions on extracurricular and instructional programs. Agreement on the tech action plan and infrastructure needs resulted in continued investment in robust Wi-Fi and classroom technology. Positive feedback on programs like Renaissance and the inclusion of intervention teachers informed the LCAP's support structures for academic and behavioral interventions. The importance of the dual language program and the purchase of a district wide SEL curriculum was also emphasized, leading to sustained and expanded efforts in these areas.

Classified employees provided feedback (January 2024) during a consultation that addressed infrastructure and safety needs, such as improved rubber tracks at all sites and restroom supervision. This input was incorporated into the LCAP to enhance facilities, general infrastructure, and safety measures. Additionally, the need for consistent support and additional training for staff resulted in actions to enhance support staff roles and professional development.

Parents and families provided valuable feedback through regular consultations, including strong support for programs like Camp KEEP, arts, and PE. This feedback highlighted the importance of these programs in enhancing student engagement and led to their maintenance and expansion in the LCAP. The importance of parent outreach and engagement was also stressed, resulting in initiatives to improve parent involvement through various channels, including Zoom meetings. In addition to these programs, there was strong support for the role of School Resource Officers (SROs) in our schools. Parents and families emphasized the crucial services SROs provide in terms of safety and attendance. Their presence not only ensures a secure learning environment but also fosters a sense of safety among students and staff, which positively impacts attendance and overall school climate. This strong endorsement led to the continued funding and support for the SRO program in the LCAP, recognizing its essential role in maintaining a safe and conducive learning environment for all students.

Superintendent Hendrix's visits to GFUSD school sites provided direct input from students. Students expressed appreciation for field trips and educational technology, influencing the inclusion of these elements in the LCAP to enhance experiential learning and technological access. While there were mixed responses regarding physical education, there was strong support for arts education, leading to balanced funding for both areas. Students also expressed a desire for better facilities (including gymnasiums) and modernization projects, which were addressed in the LCAP's infrastructure improvement plans.

Overall, the feedback from various educational partners significantly influenced the adopted LCAP, resulting in a comprehensive plan that addresses the needs and priorities of students, staff, and families. The LCAP includes enhanced support for arts and physical education, robust safety measures, continued technological investments, targeted interventions for unduplicated student groups, improved behavior management strategies, and efforts to boost parental engagement and infrastructure improvements.

Consultation with educational partners at Greenfield Community School (GCS) included School Site Council Meetings, informal interviews with parents and students throughout the school year at the school site, and consultation with the district's support team for GCS. Input and feedback from educational partners was instrumental in shaping the Equity Multiplier goal for the school. Partners identified several issues that needed addressing. These included the lack of an effective system of support, high staff turnover over the past three years, insufficient staff capacity to meet student needs, and curriculum and instructional strategies that do not engage both staff and students effectively.

To address these issues, partners suggested creating a coherent system of aligned supports that clearly defines the choices, roles, and responsibilities of each school site in supporting the Community School. They also recommended staff build capacity in restorative practices, conflict resolution and mediation, trauma-informed practices, and social-emotional learning methods. Additionally, they advocated for implementing a hands-on, research-based interactive learning approach for teachers, staff, and students. This approach should involve highly engaging instructional strategies, supplemental skill development in social emotional. learning, relationship and trust building, and confidence-building activities.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	High Student Achievement for ALL: Greenfield's academic excellence initiative is designed to ensure a coherent unified approach to reaching high student achievement for all, facilitating clear tracking of progress and impact in order to bolster district wide academic success by embedding a comprehensive and adaptable multi-tiered system of support at every school site. This strategic initiative encompasses a universal approach to educational development, emphasizing a culture of collaboration and the continuous professional growth of school and district staff to effectively meet the diverse needs of our unduplicated student population first and foremost. By systematically leveraging meaningful data at all instructional levels, the framework aims to refine teaching practices and support structures, thereby enhancing student learning and achievement across the district.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Greenfield's goal of achieving high student achievement for all is driven by a strategic initiatives designed to ensure a unified and coherent approach across the district. This goal emphasizes the integration of a comprehensive and adaptable multi-tiered system of support (MTSS) at every school site, focusing on collaboration and continuous professional growth to meet the diverse needs of our unduplicated students.

Greenfield's academic performance in the current LCAP cycle (2021-2024) revealed that significant changes in the educational landscape, particularly following the COVID-19 pandemic, deeply affected students and teachers. Despite notable progress, the district did not fully meet the desired outcomes, necessitating a shift in focus from achievement to steady growth and the re-establishment of robust support systems for student learning and well-being.

Comprehensive analysis and careful monitoring throughout the LCAP cycle highlighted several key insights. Over the past two years, CAASPP outcomes indicate a slight overall improvement, with All Students showing a +0.49% increase in ELA and +1.35% in Math. Socioeconomically disadvantaged students outpaced the overall growth with a +0.65% increase in ELA and +1.72% in Math. English learners also showed gains, with a +1.7% increase in ELA and +0.79% in Math. These improvements underscore the core belief that consistent support and resources can drive academic success.

Despite overall improvements, foster youth experienced declines in both ELA (-3.57%) and Math (-3.78%), indicating a critical need for tailored support and focused strategies to ensure they are not left behind. Students experiencing homelessness showed resilience with a +3.17% increase in ELA but a -2% decline in Math. African American students made gains in Math (+2.7%) but experienced a slight decline in ELA (-1.63%). These mixed outcomes highlight the need for targeted interventions and a deeper examination of instructional strategies. Students with disabilities saw positive trends, with +2.24% in ELA and +1.03% in Math, affirming the effectiveness of inclusive practices and specialized support.

Urgent strategic shifts and actions are required to address these insights and foster improvement. By prioritizing these areas and using data to drive instruction, inform systems, and make decisions, Greenfield aims to ensure all students achieve their highest potential, transforming into a high-improvement, high-achieving district. The commitment to creating a culture of continuous learning and improvement, grounded in comprehensive data analysis, will position Greenfield as an instructional leader in Kern County, enhancing the professional growth and satisfaction of every educational partner in the district. The urgency to improve teaching and learning is paramount, as we strive to provide a supportive and innovative learning environment that prioritizes academic success and well-being for all students. The systematic use of meaningful data is the key to guiding our strategies and achieving our goals.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Based on % of teachers fully credentialed and appropriated assigned. Priority 1: Basic: (1A) Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the students they are	2023-2024 Baseline Data: (A) 98% of teachers are appropriately assigned and fully credentialed in the subject area and for the students the are teaching.			A) 100% of teachers are appropriately assigned and fully credentialed in the subject area and for the students the are teaching.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	teaching as per (local data) KiDS.					
1.2	Based on instructional materials counts in relation to enrolled students. (1B) Every student in the school district has sufficient access to the standards-aligned instructional materials as per (local data) inventory records.	2023-2024 Baseline Data: (B) 100% of students district wide have access to standards aligned instructional materials.			(B) 100% of students district wide have access to standards aligned instructional materials.	
1.3	Based on an evaluation using a rubric within the Facilities Inspection Tool (FIT). (1C) School facilities are maintained and in good repair as per (local data) FIT Reports.	2023-2024 Baseline Data: (C) "Good Repair" Status for all school sites.			(C) "Exemplary" Status for all school sites.	
1.4	Based on a five point rubric. Priority 2 Implementation of State Standards: (2A) The implementation of state board adopted academic content and performance standards	2023-2024 Baseline Data: (A) Staff rated district at level 4 - "Full Implementation" for ELA and Math and at Level 3 - "Initial" Implementation for NGSS, History, and ELD.			(A) Staff will rate district at level 5 - "Full Implementation and Sustainability" for ELA and Math and at Level 4 - "Full Implementation" implementation for	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	for all students.as measured by the Local Indicator Priority 2 Self Reflection Tool.				NGSS, History, and ELD.	
1.5	Based on % of English learners. (2B) How the programs and services will enable English learners to access the Common Core State academic content knowledge and English language Development standards for purposes of gaining academic content knowledge and English language proficiency as measured by (local data) Administrator walk-through tool, lesson plan reviews.	2023-2024 Baseline Data: (B) 100% of English learners have access to CCSS and ELD Standards per review of designated and integrated time in master schedules and lesson plan reviews.			(B) Maintain: 100% of English learners will have access to CCSS and ELD Standards.	
1.6	Based on Distance from Standard (DFS) on the California School Dashboard. Priority 4: Student Achievement (4A) Student performance on	2023-2024 Baseline Data: ELA: DFS All Students:-23.8 (orange) English learner: -62.4 (orange) Foster Youth: -64.6 (orange) Homeless / McKinney Vento:-65 (yellow)			ELA: DFS All Students: -3.8 (yellow/green) English learner: -42.4 (yellow) Foster Youth: -44 (yellow) Homeless / McKinney Vento:-45 (yellow)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	statewide standardized assessments: ELA Math Science	Socioeconomically Disadvantaged: -25.9 (orange) Students with Disabilities: -110.7 (red) African American: -49.9 (yellow) See the attached LCAP Addendum for lowest performing student group information. Math: DFS All Students - 66.3 (yellow) English learner - 91.3 (orange) Foster Youth: -88.3 (Yellow) Homeless / McKinney Vento:-100.7 (orange) Socioeconomically Disadvantaged: - 68.6 (yellow) Students with Disabilities: -145.3 (red) African American: -99.9 (orange) See the attached LCAP Addendum for lowest performing student group information. Science: (Met/Exceeded %) All Students -30.18%			Socioeconomically Disadvantaged: - 5.9 (yellow/green) Students with Disabilities: -65.7 (yellow) African American: - 19.9 (yellow/green) Math: DFS All Students - 36.3 (yellow) English learner - 71.3 (yellow) Foster Youth: - 68.3 (Yellow) Homeless / McKinney Vento:- 80.7 (yellow) Socioeconomically Disadvantaged: - 48.6 (yellow) Students with Disabilities: --95 (orange) African American: - 69.9 (yellow) Science: (Met/Exceeded %) All Students: 40% English learner: 15% Foster Youth: 20%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English learner - 2.32% Foster Youth: - 8.77% Homeless / McKinney Vento: 13.04% Socioeconomically Disadvantaged: 19.32% Students with Disabilities: 8.7% African American: 14.16%			Homeless / McKinney Vento: 25% Socioeconomically Disadvantaged: 30% Students with Disabilities: 25% African American: 30%	
1.7	(4B) Percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University.	NA			NA	
1.8	(4C) Percentage of students wo have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with State Board of Education (SBE)- approved career technical education standards and frameworks.	NA			NA	
1.9	(4D) Percentage of students who have successfully completed	NA			NA	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	both types of courses described above in (B and (C).					
1.10	Based on % of English learners making at least one level of growth via ELPAC. (4E) Percentage of English learner students who make progress toward English proficiency as measured by the English Language Proficiency Assessment for California via the CA School Dashboard.	2023-2024 Baseline Data: (E) 52.6% (yellow) of students made progress toward English proficiency See the attached LCAP Addendum for lowest performing student group information.			(E) 57% (yellow/green) of students will have made progress toward English proficiency.	
1.11	Based on % of English learners reclassified. (4F) the English learner reclassification rate as measured by (local data) KiDS	2023-2024 Baseline Data: 14.3% of students were reclassified.			18% of students will be reclassified.	
1.12	(4G) the percentage of students who have passed an advanced placement examination with a score of 3 or higher.	NA			NA	
1.13	(4H) the percentage of students who demonstrate college	NA			NA	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	preparedness pursuant to the Early Assessment Program or and subsequent assessment of college preparedness.					
1.14	Based on % of students who have access to a broad course of study. Priority 7: Course Access 7(A) a broad course of study including courses described for grades 1 to 6 and/or the adopted course of study for grades 7-12, as applications as measured by (local data) master schedules.	2023-2024 Baseline Data: (A) 100% of students (grades 1st -8th) have access to the following courses: English language arts, mathematics, social science/history, science, and physical education. 70% of 7th-8th students have equal access to the following courses and electives: fine arts, drama, life skills, music/band, computer/technology, and foreign language			(A) Maintain 100% of students (grades 1st -8th) will have access to the following courses: English language arts, mathematics, social science/history, science, and physical education. 100% of 7th-8th students will have equal access to the following courses and electives: fine arts, drama, life skills, music/band, computer/technolo gy, and foreign language	
1.15	Based on % of students who have access to a broad course of study. (7B) programs and services developed and	2023-2024 Baseline Data: (B) 100% of English learners are provided with designated and			(B) Maintain 100% of English learners are provided with designated and integrated English	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	provided to low income, English learner, and foster youth as measured by (local data) master schedules.	integrated English learner instruction. All low-income, English learner and foster youth pupils have access to a Multi-Tiered System of Support, and are given for extended day programs. The YES program is offered to all foster youth at all three middle schools sites.			learner instruction. All low-income, English learner and foster youth pupils have access to a Multi-Tiered System of Support, and are given for extended day programs. The YES program is offered to all foster youth at all three middle schools sites.	
1.16	Based on % of students who have access to a broad course of study. (7C) programs and services developed and provided to students with disabilities as per (local data) master schedules.	2023-2024 Baseline Data: (C) 100% of students with disabilities are provided with programs and services based on state standards and student needs as indicated by the Individualized Education Plan (IEP).			(C) Maintain 100% of students with disabilities are provided with programs and services based on state standards and student needs as indicated by the Individualized Education Plan (IEP).	
1.17	Based on % student attendance. Priority 5: Student Engagement:	2023-2024 Baseline Data: (A) All Students: 93.6% English learner: 93.9% Foster Youth: 92.6%			(A) All Students: 96.6% English learner: 96.9%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(5A) School Attendance rates as measured by (local data) KiDS	Homeless / McKinney Vento: 90.5% Socioeconomically Disadvantaged: 93.6% Students with Disabilities: 92.1% African American: 92.3%			Foster Youth: 95.6% Homeless / McKinney Vento: 93.5% Socioeconomically Disadvantaged: 96.6% Students with Disabilities: 95.1% African American: 95.3%	
1.18	Based on count of school days missed. (5B) Chronic Absenteeism rates as measured by the CA School Dashboard	2023-2024 Baseline Data: (B) All Students: 25.2% (yellow) English learner: 22.7% (yellow) Foster Youth: 22.8% (orange) Homeless / McKinney Vento: 48% (yellow) Socioeconomically Disadvantaged: 25.7% (yellow) Students with Disabilities: 33.6% (yellow) African American: 33.6% (yellow)			(B) All Students: 10% (green) English learner: 10% (green) Foster Youth: 10% (green) Homeless / McKinney Vento: 20% (yellow) Socioeconomically Disadvantaged: 10% (green) Students with Disabilities:15% (yellow) African American: 15% (yellow)	
1.19	Based on % student suspension days.	2023-2024 Baseline Data: (A)			(A) All Students: .75% (yellow/green)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 6: School Climate (6A) Student Suspension rates as measured by CA School Dashboard	All Students: 1.2% (yellow) English learner: .8% (yellow) Foster Youth: 3.1% (orange) Homeless / McKinney Vento: 1.7% (green) Socioeconomically Disadvantaged: 1.3% (yellow) Students with Disabilities:2.5% (yellow) African American: 4.0% (orange)			English learner: .75% (yellow/green) Foster Youth: 1.5% (yellow/green) Homeless / McKinney Vento: 1% (yellow/green) Socioeconomically Disadvantaged: .75% (yellow/green) Students with Disabilities: 1% (yellow/green) African American: 1.5% (yellow/green)	
1.20	Based on a count of student and teacher logins of academic software. Priority 8: (Local data 1.1) Implementation Metric: Monitoring usage statistics to inform system decisions.	2023-2024 Baseline Data: NexGen Math: Unique students that have used the platform: 3,081 Unique teachers that have used the platform: 58 Total student logins to the platform: 179,698 Total teacher logins to the platform: 6,268			Maintain: NexGen Math: Unique students that have used the platform: 3,081 Unique teachers that have used the platform: 58 Total student logins to the platform: 179,698 Total teacher logins to the platform: 6,268	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					(This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)	
1.21	Based on a count of student and teacher logins of academic software. Priority 8: (Local data 1.1) Implementation Metric: Monitoring usage statistics to inform system decisions.	2023-2024 Baseline Data: Lexia Power Up Unique students that have used the platform: 3,115 Unique teachers that have used the platform: 55 Total student logins to the platform: 13,131 Total teacher logins to the platform: 119			Maintain: Lexia Power Up Unique students that have used the platform: 3,115 Unique teachers that have used the platform: 55 Total student logins to the platform: 13,131 Total teacher logins to the platform: 119 (This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)	
1.22	Based on perceptions of mentors and new teachers.	2023-2024 Baseline Data: (A)			Mentors: Maintain 100% state that the G-TIP Program	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 8 (Local data 1.2) Implementation Metric: Monitoring perception data - Spring Survey - Mentors and Teacher Candidates answer the question: "G-TIP Program is responsive to the needs of the teacher candidates." (A) Mentor perceptions (B) Teacher Candidate perceptions	Mentors: 100% state that the G-TIP Program is responsive to the needs of the teacher candidates. (B) Teacher Candidates: 93% state that the GFUSD Induction Program supports their development as a new teacher.			is responsive to the needs of the teacher candidates. Teacher Candidates: 100% will state that the GFUSD Induction Program supports their development as a new teacher.	
1.23	Based on Renaissance Star academic screener probes throughout the school year this metric focuses on district wide quarter three data % students proficient. Priority 8: (Local data 1.4 and1.9) Outcome Metric: Monitoring screening State Benchmark (achievement) to inform teaching and learning practices. (A) Reading	2023-2024 Baseline Data: (A) STAR Reading: All Students: 30.06% English learner: 9.0% Foster Youth: 12.2% Homeless / McKinney Vento: 22.7% Socioeconomically Disadvantaged: 29.8% Students with Disabilities: 5.3% African American: 24.24% (B) STAR Math: All Students: 23.7% English learner: 11.13% Foster Youth: 7.7%			(A) STAR Reading: All Students: 50% English learner: 20% Foster Youth: 30% Homeless / McKinney Vento: 35% Socioeconomically Disadvantaged: 50% Students with Disabilities: 20% African American: 50% (B) STAR Math: All Students: 45%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(B) Math	Homeless / McKinney Vento: 12.23% Socioeconomically Disadvantaged: 23.4% Students with Disabilities: 6.02% African American: 15.78%			English learner: 25% Foster Youth: 20% Homeless / McKinney Vento: 35% Socioeconomically Disadvantaged: 45% Students with Disabilities: 15% African American: 35%	
1.24	Based on % of teachers with appropriate credential. Priority 8: (Local data 1.15) Implementation Metric: Monitoring credential status for Bilingual Authorization Spanish. (A) Rate of teachers teaching possessing the BAS teaching in Dual Language classrooms.	2023-2024 Baseline Data: (A) 100% (4 classrooms)			(A) Maintain 100%	
1.25	Based on % first grade students at or above benchmark, on watch, and students in need of intervention as per	2023-2024 Baseline Data: (A) Winter Screening			(A) Winter Screening Students "at/above Benchmark": 50% Students "on watch": 20%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Curriculum Based Measurements (CBM) Priority 8: (Local data 1.5) Outcome Metric: Monitoring student growth outcomes for CBM as per the Renaissance CBM between winter and spring screenings. (A) Winter (B) Spring (C) Growth	Students "at/above Benchmark": 44% Students "on watch":16% Students "in need of Intervention": 40% (B) Spring Screening: Students "at/above Benchmark":50% Students "on watch": 8% Students "in need of Intervention": 42% (C) Net Growth: Students "at/above Benchmark": +6%% Students "on watch": -8% Students "in need of Intervention": +2%			Students "in need of Intervention": 30% (B) Spring Screening: Students "at/above Benchmark":60% Students "on watch": 25% Students "in need of Intervention": 15% (C) Net Growth: Students "at/above Benchmark": +10% Students "on watch": +17% Students "in need of Intervention": -27%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academically Centered Technology Support Software for Improving Teaching and Learning	This action focuses on the integration of technology software into the instructional and support systems across all school sites. By embedding technological tools and resources, this approach is designed to accelerate and enhance the teaching and learning process, meeting the specific immediate and long-term educational needs of our unduplicated student population. This strategic deployment of technology not only supports current academic enhancements, but also establishes a foundation for continuous improvement and innovation in teaching practices and learning outcomes for socioeconomically disadvantaged students, English learners, and Foster/McKinney-Vento students: Academic technology embedded within goal one are as follows: Starfall, ESGI, Lexia, Power Up.	$146,300.00	Yes
1.2	Beginning Teacher Integration and Support	The district will continue to enhance and extend the support system for beginning teachers (1 district administrator) , with a strategic focus on fostering strong student engagement and educational excellence specifically designed to meet the needs of foster youth, English language learners, and socioeconomically disadvantaged students. This program not only supports new teachers through mentorship (65 mentors, sub days included) and training but also integrates a comprehensive evaluation and feedback loop to refine instructional strategies continuously.	$661,693.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Enhancing English Learner Success Required Action: English Learners and Long Term English Learners (LTELs)	The district will improve core support for English language learners through ongoing professional development for Bilingual Assistants and the use of the Ellevation data management platform. This strategy focuses on refining instructional support and using data-driven methods to monitor and support each student's progress towards English proficiency and reclassification. The goal is to provide efficient, effective, and individualized educational experiences to improve English learner outcomes. This action provides for Bilingual program assistants (12) at each school site who will provide targeted instructional support to foster language development, working with individual students or small groups to tailor instruction based on their specific needs. This support will extend beyond the classroom to include assistance during extracurricular activities and school events where language barriers may inhibit student and family participation. To further support long-term English learners (LTELs), the district will provide additional training for our paraprofessionals and teachers on how to effectively scaffold information for LTELs. This training will focus on delivering structured English Language Development (ELD) lessons that are integrated into the core curriculum, fostering academic language proficiency which is critical for LTELs to succeed. Our goal is to accelerate the language acquisition and academic progress of LTELs, ensuring they achieve full English proficiency and succeed academically. By incorporating these evidence-based practices, we aim to provide comprehensive support that meets the unique needs of LTELs and enhances their overall educational outcomes. This action is designed to address the specific needs of the students who performed at the lowest performance level (red) on the California School Dashboard released in December 2023 and focuses on the Academic Indicator for English Language Progress Indicator: Horizon: English Language Progress Indicator (ELPI)	$477,759.00	Yes
1.4	Data-Driven Instructional Excellence Initiative	This strategic initiative utilizes the STAR Reading and Math (academic screener) assessments along with supplemental educational technologies (Freckle and MyOn) to enhance instructional practices for grades 2 through 8. It emphasizes training teachers and instructional coaches to effectively use assessment data to adapt teaching strategies for unduplicated	$500,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students at all performance levels. The action includes integrating the district's Resource Guides and Tiered Instructional Matrices to improve coherence and collaboration among school staff, both at site and district levels. The goal is to transform data utilization to continuously refine teaching practices, creating an effective educational environment tailored to the diverse needs of socioeconomically disadvantaged students, English learners, and foster and McKinney-Vento youth thereby improving the district's instructional capacity. This action is designed to address the specific needs of the students who performed at the lowest performance level (red) on the California School Dashboard released in December 2023 and focuses on the Academic Indicator for: English Language Arts and Math: Fairview: ELA: English Learners and Students with Disabilities Granite Pointe: ELA: Students with Disabilities Horizon: ELA: Students with Disabilities Palla: ELA: Students with Disabilities Greenfield Middle School: ELA: English Learners and Students with Disabilities McKee Middle School: ELA: Students with Disabilities and English Learners Fairview: Math: Students with Disabilities. Greenfield Middle School: Math: English Learners, Students with Disabilities, Hispanic, and Socioeconomically Disadvantaged. McKee Middle School: Math: Students with Disabilities and English Learners Oliver Middle School: Math: English Learners		
1.5	First Grade Reading Mastery Initiative	This action aims to establish a strong foundation in phonemic awareness and phonics for the youngest students by the end of first grade, promoting lifelong reading success. The costs associated with this action include training (extra duty and substitutes) and materials (including copies and necessary paper, books, and classrooms supplies). It integrates the Heggerty diagnostic, Core Phonics diagnostic, and STAR Reading to develop a systematic approach to early reading from kindergarten through	$265,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		third grade. The strategic focus on leveraging comprehensive diagnostic data to monitor progress exists to ensure all students become proficient readers. This includes repeated phonics instruction, assessments, and targeted interventions to enhance decoding and encoding skills, ensuring success for every student, but especially for socioeconomically disadvantaged students, English learners and foster and McKinney-Vento youth.		
1.6	Literacy Advancement: Elevating District-Wide Skills and Support	This action builds on the integration of Thinking Maps and Write from the Beginning and Beyond Writing Program (WTFBB) to enhance reading comprehension and writing skills district-wide, with a specific focus on foster and McKinney-Vento youth, English language learners, and socioeconomically disadvantaged students. It involves the continued integration of reading and writing resources and training methodologies, providing targeted support, and offering extensive professional development on a three year cycle to ensure all teachers are trained and supported to best meet the needs of their students. The district aims to establish a cohesive reading and writing environment which surpasses traditional literacy goals, ensuring robust and effective teaching and learning across the district. This action is designed to address the specific needs of the students who performed at the lowest performance level (red) on the California School Dashboard released in December 2023 and focuses on the Academic Indicator for English Language Arts: Fairview: ELA: English Learners and Students with Disabilities Granite Pointe: ELA: Students with Disabilities Horizon: ELA: Students with Disabilities Palla: ELA: Students with Disabilities Greenfield Middle School: ELA: English Learners and Students with Disabilities McKee Middle School: ELA: Students with Disabilities and English Learners	$535,944.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Empowering Math Excellence: Targeted Support for Students	This action is focused on boosting math proficiency district-wide specifically for socioeconomically disadvantaged students, English learners, and foster and McKinney-Vento youth by implementing an additional math support program including targeted interventions and number talks for students below grade level, utilizing evidence-based practices to develop essential foundational math skills. Teachers will receive ongoing professional development (associated costs include trainers, substitutes and extra duty) to enhance their ability to deliver effective math instruction using innovative teaching strategies. The will also introduce math talks, competitions, and practical activities designed to engage and motivate students in mathematics. To ensure the curriculum meets diverse needs, it will be aligned with state standards and enriched with resources tailored for various learning styles, particularly addressing the challenges faced by unduplicated students. The integration of effective online platforms such as IXL Learning, Freckle, and Next Gen Math, along with engaging strategies like Number Talks, will further support these efforts. This action is designed to address the specific needs of the students who performed at the lowest performance level (red) on the California School Dashboard released in December 2023 and focuses on the Academic Indicator for Math: Fairview: Math: Students with Disabilities. Greenfield Middle School: Math: English Learners, Students with Disabilities, Hispanic, and Socioeconomically Disadvantaged. McKee Middle School: Math: Students with Disabilities and English Learners Oliver Middle School: Math: English Learners	$113,300.00	Yes
1.8	Assistant Principals Drive Success for Students	This action highlights the essential role of (12) assistant principals in driving improvements for unduplicated students at each district school site. By continuously developing their leadership skills, assistant principals (APs) are better equipped to manage diverse student needs and foster an inclusive school environment. They are tasked with focusing on the academic and social-emotional support of foster youth, English learners, and socioeconomically disadvantaged students, ensuring equitable access	$2,079,086.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to high-quality educational resources. Ongoing professional development is provided to keep APs updated with the latest best practices in educational leadership and student support. Their role also includes using data-driven strategies to facilitate and manage behavioral and academic interventions which effectively improve student outcomes.		
1.9	Director of Assessment, LCAP, and District Special Projects	This action leverages the role of the Director of Assessment, LCAP, and District Projects (1 person) to drive district-wide improvements and adopt a data-driven approach to enhance teaching and learning environments, particularly for teaching foster youth, English language learners (ELLs), and socioeconomically disadvantaged students. By utilizing advanced data analytics and visualizations, targeted professional development, and increased systemic coherence, the action aims to boost academic achievement and equity across the district. It focuses on supporting the creation of a robust district-wide framework to support high-quality instruction and equitable opportunities for all students, emphasizing continuous improvement and systems thinking. This action includes professional development and supplies/materials and copies.	$268,018.00	Yes
1.10	District Specialists	This action highlights the crucial role of the district's (9) Curriculum Specialists who drive multiple district wide initiatives based on the specialist's individual areas of expertise. They address diverse learning needs across the district, with a focus on English language learners, socioeconomically disadvantaged students, students with disabilities, and foster and McKinney-Vento youth. The specialists aim to refine and enhance their coordination with school sites by providing support and professional development for administration and academic coaches. The Curriculum Specialists also streamline data analysis, which then optimize professional development and intervention strategies in key academic areas. These positions represent a strategic advancement in educational support, striving to create an inclusive, effective, and responsive learning environment tailored to the needs of all students, especially those facing significant academic challenges.	$1,727,174.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Academic Coaches	This action ensures each school site has an Academic Coach (12) to strengthen teaching and learning outcomes. Academic coaches receive professional development and continuous support from Curriculum Specialists which focuses on providing instructional support, analyzing student performance data to inform and adjust instructional strategies, assisting in curriculum development to ensure alignment with state standards, mentoring teachers and enhancing their skills in classroom management and pedagogy. This action aims to create a supportive and effective educational environment, promoting high-quality instruction and student achievement across all schools.	$2,029,584.00	Yes
1.12	Data Driven Intervention Support	This action provides additional supports through the use of various positions such as certificated intervention teachers (13) at each school site, restorative teachers (3) at the middle schools, and additional support positions such as program assistants (26). These positions specifically target unduplicated students who are functioning below grade level as per district assessments. The primary goal of this action is to provide targeted support to help these students master their respective grade-level standards. A key new feature of this action is the implementation (including professional development and coaching for staff) of a systematic progress monitoring process and the robust use of a district-wide data platform. The data platform (KiDS Intervention Module PD contract for services) will improve the effectiveness of interventions by supplying real-time data on student progress within the specific interventions each student is participating in. This action is designed to improve academic outcomes district-wide, ensuring socioeconomically disadvantaged students, English learners, and foster and McKinney-Vento youth have the additional support needed to succeed academically.	$4,056,872.00	Yes
1.13	School Libraries to Improve Engagement in Learning	This action is designed to elevate the role of school libraries in fostering literacy and a love for reading among TK-8th grade students, with a focus on foster youth, English language learners (ELLs), and socioeconomically disadvantaged students. The goal is to transform school libraries into dynamic, culturally responsive centers offering diverse and inclusive book selections. By doing so, the district will actively engage and support	$467,618.00	Yes

Action #	Title	Description	Total Funds	Contributing
		unduplicated students in their literacy development, ensuring equitable access to essential educational resources. This initiative provides for school librarians (12) at each school site and provides funding for (supplies) necessary library updates and enhancements to further cultivate students' passion for reading and learning.		
1.14	STEM Pathways Initiative: Unlocking Potential for Students	The Science, Technology, Engineering, and Mathematics (STEM) action is specifically designed to increase engagement and to provide access and opportunities for foster and McKinney-Vento youth, English learners, and socioeconomically disadvantaged students by providing students with customized resources and support. STEM programming is designed to ignite and maintain student interest in STEM fields by leveraging supplemental activities such as PLTW, robotics, and coding (among many others). Through targeted site based programming, critical thinking exercises, and high interest curriculum tailored for unduplicated students, the district's approach ensures students have meaningful opportunities to engage with STEM subjects and eventually have the opportunity to consider careers in these areas not otherwise available. This action provides support in providing professional development (substitutes and extra duty) for staff, along with the resources (STEM consumable supplies and membership fees) needed to implement at the various school sites.	$351,795.00	Yes
1.15	Dual Language Immersion Initiative	This LCAP action kicks off the district's Dual Language Immersion Program next school year (2024-25), with three kindergarten classrooms and one transitional kindergarten classroom at Crescent Elementary School. The program will grow as students progress through their academic careers in Greenfield so costs will be ongoing as the program expands. The DLI program is open to all district students and will expand each year by adding new transitional/kindergarten cohorts, ensuring its growth and sustainability. This action aims to enhance bilingualism, biliteracy, and cultural competence by providing ongoing support (substitutes and extra duty), professional development (trainings), and materials (printing and classroom materials/resources).	$181,811.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Safe, Orderly, and Conducive Learning Environment: This goal aims to establish supportive, data-driven, and secure school environments where students can thrive. Key actions include strengthening the Positive Behavioral Interventions and Supports (PBIS) framework with targeted training and data-driven practices, improving attendance through strategic data analysis, and enhancing the role of the Director of School Safety and Student Services in managing safety plans and restorative practices. The initiative also focuses on integrating Social Workers into school support teams, equipping Behavioral Intervention Assistants with advanced management techniques, training safety personnel to reinforce positive behaviors, and modernizing school facilities with gyms and eco-friendly upgrades. These comprehensive efforts aim to create safer, more supportive, and engaging environments that meet the diverse needs of socioeconomically disadvantaged students, English learners, foster youth, and McKinney-Vento students.	Broad Goal

State Priorities addressed by this goal.

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.

The goal of establishing a safe, orderly, and conducive learning environment is essential for the Greenfield district to ensure that all students thrive academically and emotionally. The district did not meet most of the desired outcomes set forth during the 2021-2024 LCAP cycle due to significant changes in the educational landscape following the COVID-19 pandemic, which deeply affected students and teachers. Comprehensive analysis of existing systems and structures revealed the ongoing need for substantial adjustments in actions and strategies to effectively support the diverse needs of Greenfield students, particularly socioeconomically disadvantaged students, English learners, foster youth, and McKinney-Vento students.

While the Positive Behavioral Interventions and Supports (PBIS) framework has shown promising results, with student surveys indicating a rise from 54% to 73% in students looking forward to school each day and 93% of students reporting that teachers keep them informed of their academic progress (up from 80% previously), the need to continue building capacity and working toward sustainability remains urgent. Despite these positive data points, there is still much work to be done. The overall suspension rate for all students slightly increased by 0.3%, highlighting the necessity for ongoing efforts to enhance student behavior and engagement.

Despite recent successes in reducing chronic absenteeism, with a district-wide drop from 34.9% to 24.9% for all students between 2021-22 and 2022-23, there remains an urgent need for more intentional, data-driven strategies to sustain and further this progress in the post-COVID phase of education. African American students saw a nearly 12% reduction, while Hispanic and Two or More Races students experienced almost a 10% decrease in chronic absenteeism. Ongoing challenges necessitate a focused approach: local data indicates an additional 5% drop in chronic absenteeism for the current school year, and targeted interventions, such as sending over 18,000 attendance letters, have improved attendance for 69% of those students, a 10% increase from the previous year. Engagement with the Student Attendance Review Board (SARB) resulted in 83% of participating families improving their attendance, contributing to an 8% district-wide increase. These metrics underscore the critical need to continue refining and intensifying our data-driven methods to ensure every student remains engaged and present in school, addressing the lingering impacts of the pandemic on student attendance.

The district faces significant challenges in southeast Bakersfield, including high crime rates, economic disadvantages, and limited access to essential services. With a median household income significantly lower than the national average and a high rate of rental housing, the community experiences instability and a lack of resources. Currently, there is a significant disparity in facilities that support physical and cultural activities, as the district lacks gyms and covered areas for sports and arts, limiting opportunities for student engagement and community involvement. The district has identified several key needs to create adaptable and supportive environments for students, families, and staff. The addition of multipurpose gyms will provide spaces for performing arts events and community learning, promoting a well-rounded educational experience. Incorporating technological upgrades and eco-friendly designs into these facilities is crucial for providing students with modern, sustainable learning environments. These enhancements are particularly important for unduplicated students, who face additional barriers to accessing quality educational resources. By addressing these gaps, the district aims to ensure equitable access to physical, cultural, and developmental opportunities, fostering a supportive and inclusive atmosphere that will enhance student and community engagement and contribute to the overall success and well-being of all students.

Furthermore, there is a desperate need for School Social Workers who can provide critical support to students facing social-emotional challenges. The integration of social workers into school support teams will help address issues such as bullying, absenteeism, and behavioral problems, ensuring that students receive the comprehensive support they need. Building the capacity of Behavioral Intervention Assistants with advanced management techniques is also crucial for improving teaching and learning. These assistants play a vital role in supporting positive student behavior and engagement, directly contributing to a conducive learning environment.

In conclusion, the district's commitment to creating adaptable and supportive environments is essential for fostering positive behavior, enhancing student engagement, and improving academic outcomes. By addressing these critical needs, the district aims to ensure equitable access to physical, cultural, and developmental opportunities, creating a supportive and inclusive atmosphere that will enhance the educational experience and overall well-being of all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Based on rate of students attending school. Priority 5: Student Engagement: (5A) School Attendance rates as measured by (local data) KiDS.	2023-2024 Baseline: (A) All Students: 93.6% English learner: 93.9% Foster Youth: 92.6% Homeless / McKinney Vento: 90.5% Socioeconomically Disadvantaged: 93.6% Students with Disabilities: 92.1% African American: 92.3%			(A) All Students: 96.6% English learner: 96.9% Foster Youth: 95.6% Homeless / McKinney Vento: 93.5% Socioeconomically Disadvantaged: 96.6% Students with Disabilities: 95.1% African American: 95.3%	
2.2	Based on number and % of days absent. (5B) Chronic Absenteeism rates as measured by the CA School Dashboard.	2023-2024 Baseline: (B) All Students: 25.2% (yellow) English learner: 22.7% (yellow) Foster Youth: 22.8% (orange) Homeless / McKinney Vento: 48% (yellow) Socioeconomically Disadvantaged: 25.7% (yellow)			(B) All Students: 10% (green) English learner: 10% (green) Foster Youth: 10% (green) Homeless / McKinney Vento: 20% (yellow) Socioeconomically Disadvantaged: 10% (green)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 33.6% (yellow) African American: 33.6% (yellow) See the attached LCAP Addendum for lowest performing student group information.			Students with Disabilities:15% (yellow) African American: 15% (yellow)	
2.3	Based on students who drop out of school. (5C) middle school dropout rates as measured by (local data) KiDS.	2023-2024 Baseline: 0%			Maintain 0%	
2.4	(5D) high school dropout rates.	NA			NA	
2.5	(5E) high school graduation rates.	NA			NA	
2.6	Based on % of students suspended at least one time during a school year. Priority 6: School Climate (6A) Student Suspension rates as measured by CA School Dashboard.	2023-2024 Baseline: (A) All Students: 1.2% (yellow) English learner: .8% (yellow) Foster Youth: 3.1% (orange) Homeless / McKinney Vento: 1.7% (green) Socioeconomically Disadvantaged: 1.3% (yellow)			(A) All Students: .75% (yellow/green) English learner: .75% (yellow/green) Foster Youth: 1.5% (yellow/green) Homeless / McKinney Vento: 1% (yellow/green)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities:2.5% (yellow) African American: 4.0% (orange) See the attached LCAP Addendum for lowest performing student group information.			Socioeconomically Disadvantaged: .75% (yellow/green) Students with Disabilities: 1% (yellow/green) African American: 1.5% (yellow/green)	
2.7	Based on % of students expelled. (6B) student expulsion rates as measured by (local data) KiDS.	(B) 0%			(B) Maintain 0%	
2.8	Based on perception of students. (6C) other local measures, including surveys of students, parents, and teachers on the sense of safety and school connectedness as measured by (local data) GFUSD Needs Assessment Surveys.	2023-2024 Baseline: (C) Results from the 2023-24 Student District Needs Assessment for grades 4th through 8th show that: • 54 % of our students report they look forward to participating in school each day. • 80% of our students report teachers keep them informed			(C) Results from the 2026-27 Student District Needs Assessment for grades 4th through 8th will show that at least: • 75 % of our students will report that they look forward to participati ng in	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		of their academic progress. • 64% of our students feel safe at school.			school each day. • 85% of our students will report teachers keep them informed of their academic progress. • 85% of our students will feel safe at school.	
2.9	Based on number of occurrences for a visitor signing in to school sites as a visitor to engage in school related activities/involvement as well as the number of students signed out of their school site before dismissal time. Priority 8: (Local data: 2.1) Implementation Metric:	2023-2024 Baseline: (A) Total visitor sign ins: 96,001 (B) Total student sign outs: 62,984			(A) Maintain: Total visitor sign ins: 96,001 (B) Reduce total student sign outs from: 62,984 (This metric is designed for implementation purposes and will be monitored to ensure optimal	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Raptor Visitor Management - count of sign ins for (A) visitors and (B) student early sign outs district wide through April over three consecutive years to inform general operations at school sites.				system performance.)	
2.10	Based on number of minor and major office discipline referrals. Priority 8: (Local data 2.1, 2.2) Implementation Metric: Monitoring SWIS usage statistics (ODR count) to inform systems regarding school and district wide behavioral decisions through the 3rd quarter for three consecutive years. (A) Elementary Sites: Majors and Minors (B) Middle School Sties: Majors and Minors	2023-2024 Baseline: (A) Elementary Minors: 4990 Elementary Majors: 1576 (B) Middle Minors: 1599 Middle Majors: 952			Reduce totals from: (A) Elementary Minors: 4990 Elementary Majors: 1576 (B) Middle Minors: 1599 Middle Majors: 952 (This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)	
2.11	Based on perception data of school site staff.	2023-2024 Baseline: (A) Elementary Sites:			(A) Elementary Sites:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 8: (Local data 2.2) Implementation Metric: Monitoring Tiered Fidelity Inventory of PBIS practices tiers 1 and 2 to inform systematic behavioral and social emotional related decisions. A: Elementary Sites B: Middle School Sites C: District Wide Aggregate	Tier 1 Implementation Score: 85% Tier 2 Implementation Score: 67% (B) Middle School Sites: Tier 1 Implementation Score: 78% Tier 2 Implementation Score: 64% (C) District Wide Aggregate: Tier 1 Implementation Score: 83% Tier 2 Implementation Score: 67%			Tier 1 Implementation Score: Maintain between 80% and 85% Tier 2 Implementation Score: at least 80% (B) Middle School Sites: Tier 1 Implementation Score: at least 80% Tier 2 Implementation Score: at least 80% (C) District Wide Aggregate: Tier 1 Implementation Score: between 80% and 85% Tier 2 Implementation Score: between 80% and 85% (This metric is designed for implementation purposes and will	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					be monitored to ensure optimal system performance.)	
2.12	Based on referral count by student and overall % of all students by Tier. Priority 8: (Local data 2.2) Implementation Metric: SWIS Triangle: Monitoring ODRs (count and respective %) by tier level as of end of April over three consecutive school years to inform behavioral and social emotional related decisions. (A) Elementary Sites (B) Middle School Sites (C) District Wide Aggregate	2023-2024 Baseline: (A) Elementary Sites: Tier 1: 0-1 Referrals: 85.23% Tier 2: 2-5 Referrals: 9.4% Tier 3: 6+ Referrals: 5.37% (B) Middle School Sites: Tier 1: 0-1 Referrals: 82.1% Tier 2: 2-5 Referrals: 12.63% Tier 3: 6+ Referrals: 5.2% (C) District Wide Aggregate: Tier 1: 0-1 Referrals: 84.21% Tier 2: 2-5 Referrals: 10.48% Tier 3: 6+ Referrals: 5.31%			(A) Elementary Sites: Tier 1: 0-1 Referrals: 80%-85% Tier 2: 2-5 Referrals: 10%-15% Tier 3: 6+ Referrals: 5% or lower. (B) Middle School Sites: Tier 1: 0-1 Referrals: 80%-85% Tier 2: 2-5 Referrals: 10%-15% Tier 3: 6+ Referrals: 5% or lower. (C) District Wide Aggregate: Tier 1: 0-1 Referrals: 80%-85%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Tier 2: 2-5 Referrals: 10%-15% Tier 3: 6+ Referrals: 5% or lower. (This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)	
2.13	Based on student days attended within middle school Restorative Classrooms. Priority 8: (Local data 2.2) Implementation Metric: Monitoring Restorative Classroom attendance to inform systems decisions regarding effectiveness of behavior support systems.	Restorative Classrooms Total attendance days in restorative classroom (GMS): 1,010 Total attendance days in restorative classroom (OMS): 672 Total attendance days in restorative classroom (MMS): 539			Maintain: Total attendance days in restorative classroom (GMS): 1,010 Total attendance days in restorative classroom (OMS): 672 Total attendance days in restorative classroom (MMS): 539 (This metric is designed for implementation purposes and will be monitored to ensure optimal	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					system performance.)	
2.14	Based on average class size throughout the school year. Priority 8: (Local data 2.8) Implementation Metric: Monitoring class size in Kindergarten through 3rd grade, 4th through 6th grade, and 7th and 8th grades ensuring the following: (A) K-3rd: remains under an average size of 26 students per class. (B) 4th - 6th remains under an average of 32 students per class. (C) 7th and 8th remain under an average of 32 students per class.	2023-2024 Baseline: (A) Current class size average: 24:1 (B) Current class size average: 30:1 (C) Current class size average: 28:1			(A) Maintain class size average at 26:1 or under. (B) Maintain class class size average at 32:1 or under. (C) Maintain class class size average at 32:1 or under. (This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)	
2.15	Based on % construction progress of the facilities action for Ollivier Middle School on a binary metric (yes or no) bases. Priority 8: (Local data 2.9)	2023-2024 Baseline: (A) Planning and Design Completion - NO (B) Permitting and Approvals - NO			(A) Planning and Design Completion - YES (B) Permitting and Approvals - YES	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Implementation Metric: Monitoring the planned construction process versus actual completion benchmarks for a completion %. (A) Planning and Design (B) Permitting and Approvals (C) Groundbreaking and Site Preparation (D) Construction and structural Development (E) Final Inspection and Handover	(C) Groundbreaking and Site Preparation - NO (D) Construction and structural Development - NO (E) Final Inspection and Handover - NO Total % Complete: 0%			(C) Groundbreaking and Site Preparation - YES (D) Construction and structural Development - YES (E) Final Inspection and Handover - YES Total % Complete: 100% (This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)	
2.16	Based on Attendance Rate and Chronic Absenteeism Rate at Ollivier Middle School. Priority 8: (Local data 2.9) Outcome Metric: .	2023-2024 Baseline: (A) Attendance Rate: All Students: 94.6% English learner: 94.6% Foster Youth: 96.9% Homeless / McKinney Vento: 90.8% Socioeconomically Disadvantaged: 94.6%			(A) Attendance Rate: All Students: 97% English learner: 97% Foster Youth: 97% Homeless / McKinney Vento: 95%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Monitoring Attendance and Chronic Absenteeism as of end of April over three consecutive school years to inform engagement at the school sites (A) Attendance % (B) Chronic Absenteeism %	(B) Chronic Absenteeism Rate: All Students:15.74% English learner: 20.16% Foster Youth: 16.67% Homeless / McKinney Vento: 33.87% Socioeconomically Disadvantaged: 17.24%			Socioeconomically Disadvantaged: 97% (B) Chronic Absenteeism Rate: All Students:10% English learner: 15% Foster Youth: 12% Homeless / McKinney Vento: 15% Socioeconomically Disadvantaged: 10% (This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)	
2.17	Based on % construction progress of the facilities action for McKee Middle School on a binary metric (yes or no) bases. Priority 8: (Local data 2.9) Implementation Metric:	2023-2024 Baseline: (A) Planning and Design Completion - NO (B) Permitting and Approvals - NO			(A) Planning and Design Completion - YES (B) Permitting and Approvals - YES (C) Groundbreaking	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Monitoring the planned construction process versus actual completion benchmarks for a completion %. (A) Planning and Design (B) Permitting and Approvals (C) Groundbreaking and Site Preparation (D) Construction and structural Development (E) Final Inspection and Handover	(C) Groundbreaking and Site Preparation - NO (D) Construction and structural Development - NO (E) Final Inspection and Handover - NO Total % Complete: 0%			and Site Preparation - YES (D) Construction and structural Development - YES (E) Final Inspection and Handover - YES Total % Complete: 100% (This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)	
2.18	Based on Attendance Rate and Chronic Absenteeism Rate at McKee Middle School. Priority 8: (Local data 2.9) Outcome Metric: . Monitoring Attendance and	2023-2024 Baseline: (A) Attendance Rate: All Students: 93% English learner: 93% Foster Youth: 87.6% Homeless / McKinney Vento: 88.6% Socioeconomically Disadvantaged: 93% (B) Chronic Absenteeism Rate:			(A) Attendance Rate: All Students: 96% English learner: 96% Foster Youth: 87.6% Homeless / McKinney Vento: 92%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Chronic Absenteeism as of end of April over three consecutive school years to inform engagement at the school sites (A) Attendance % (B) Chronic Absenteeism %	All Students: 20% English learner: 26.09% Foster Youth: 40% Homeless / McKinney Vento: 36.84% Socioeconomically Disadvantaged: 27.52%			Socioeconomically Disadvantaged: 96% (B) Chronic Absenteeism Rate: All Students: 10% English learner: 15% Foster Youth: 20% Homeless / McKinney Vento: 20% Socioeconomically Disadvantaged: 15% (This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Positive Behavior and Safety Centered Support Software for Creating and Maintaining a Safe and Orderly Learning Environment	This action focuses on the strategic integration of technology software to support and scale positive behavior initiatives, thereby creating strong, supportive learning environments and enhancing the sense of safety and well-being at all district school sites. Embedding behavior and safety technologies ensures all students, particularly those from vulnerable groups, are supported in ways which increase and improve learning environments beyond those of traditional academic needs. The deployment of this software supports data driven improvement opportunities in behavior and safety and lays the groundwork for ongoing enhancement and innovation. Behavioral and safety based technology embedded throughout goal two are SWIS and Raptor Visitor Management, Emergency Management.	$49,165.00	Yes
2.2	Enhancing School Climate with Data Driven PBIS Strategies	This LCAP action focuses on strengthening the Positive Behavioral Interventions and Supports (PBIS) framework through targeted professional development and robust data-driven practices. The goal is to create sustainable, effective school environments which support behavioral and academic success for socioeconomically disadvantaged students, English learners, and foster and McKinney-Vento youth. This action includes extensive training and ongoing professional development (including sub days) for staff on PBIS strategies, ensuring educators are	$345,509.00	Yes

Action #	Title	Description	Total Funds	Contributing
		well-equipped to apply these practices effectively. It includes ongoing training of staff on analyzing behavior data and using insights to adjust interventions strategically. Finally this action involves regularly self assessing the impact of PBIS strategies (implementation) and how to continuously refine actions based on data and educational partner feedback. This action aims to improve student behavior and smoothly incorporate PBIS into the educational environment, fostering long-term positive outcomes across the district. This action is designed to address the specific needs of the students who performed at the lowest performance level (red) on the California School Dashboard released in December 2023 and focuses on the Academic Engagement Indicator and the Conditions and Climate Indicator: Horizon: Chronic Absenteeism: English Learners Planz: Chronic Absenteeism: Homeless Students Valle Verde: Chronic Absenteeism: Students with Disabilities Planz: Suspension: Socioeconomically Disadvantaged, and African American Students Greenfield Community School: Suspension: Socioeconomically Disadvantaged Students		
2.3	Targeted Attendance Enhancement	Under this action, the District Attendance Supervisor (1 person) plays a pivotal role in coordinating and enhancing attendance strategies across the district. Utilizing the comprehensive data analysis through SchoolStatus Attend and Kern Integrated Data System (KiDS), the supervisor ensures interventions are accurately targeted (all three tiers) and highly responsive to the distinct challenges faced by unduplicated student groups. Each site has a Student Intervention Facilitators (SIFs - 12 total) as well as a dynamic school based attendance/truancy team that are integral to this action. They work closely with students and families, applying real-time data insights from data platforms to craft and implement site specific strategies designed to effectively boost attendance at their respective school site. The focused use of data will improve the precision of interventions, helping to overcome barriers to attendance and fostering a culture of regular school engagement. By prioritizing data-driven methods, this action not only refines attendance strategies but also monitors their	$1,028,834.00	Yes

Action #	Title	Description	Total Funds	Contributing
		impact, ensuring attendance interventions contribute to improved attendance throughout the district. This action is designed to address the specific needs of the students who performed at the lowest performance level (red) on the California School Dashboard released in December 2023 and focuses on the Academic Engagement Indicator: Horizon: Chronic Absenteeism: English Learners Planz: Chronic Absenteeism: Homeless Students Valle Verde: Chronic Absenteeism: Students with Disabilities		
2.4	Enhanced School Safety and Student Services	This action leverages the role of the Director of School Safety and Student Services (1) to drive the improvement of student safety and well-being district-wide. The Director is in charge of leading the district's PBIS initiatives including but not limited to restorative practices and social emotional learning as well as the development and implementation of the district's comprehensive school safety plans. The Director also oversees the implementation of district-wide protocols for emergency responses and implementing district-wide bullying prevention programs. Led by the Director of School Safety and Student Services, this action aims to create a safer, more supportive educational environment which fosters the physical and emotional well-being of students. This action also includes supplies and professional development.	$263,118.00	Yes
2.5	Integrating School Social Workers for Student Support	This action integrates School Social Workers (13) into the educational framework at each school site in order to create a robust, supportive environment that equips every student to achieve their highest potential. They collaborate closely with other support staff, including school psychologists, behavior intervention specialists, teachers and school administrators, to first and foremost address the unique needs of socioeconomically disadvantaged students, English learners, and foster and McKinney-Vento youth. School Social Workers implement tailored interventions that promote academic success, emotional well-being, and positive behavior. A focus on collaboration with school support teams ensures a unified approach to student support, enhancing system	$1,639,662.00	Yes

Action #	Title	Description	Total Funds	Contributing
		coherence across the district. Continuous professional development for social workers and data-driven strategies will refine practices and ensure that interventions are effective and responsive to the diverse needs of all students.		
2.6	Supplemental Behavior Intervention Supports at School Sites	(12) Behavioral Intervention Assistants (BIAs) are placed at each school site across the district to address and manage disruptive student behaviors effectively. The BIA position is designed to work closely with school psychologists, teachers, administration and other school staff to ensure a consistent approach to behavior management, which will allow teachers to focus more on teaching and students on learning. The focus of this action over the next three years is to ensure BIAs are equipped with the necessary skills to manage challenging behaviors effectively. Robust professional development (observe, train, coach model) will include strategies for understanding behavior strengths and needs using positive reinforcement to encourage desirable behaviors, and implementing structured behavior intervention supports in conjunction with school psychologists. Additionally, the BIAs will receive instruction on implementing proactive interventions, enhancing educational environments, and conflict resolution to handle various behavioral scenarios effectively. By integrating these advanced behavioral management techniques, the goal is to create a more conducive learning environment, enhancing educational outcomes and the overall school experience around teaching and learning for socioeconomically disadvantaged students, English learners, and foster and McKinney-Vento youth as well as staff.	$1,657,424.00	Yes
2.7	Positive Behavioral Engagement and School Safety	This action supports various positions that work together to provide additional supervision on playgrounds and school buses as well as before and after school with the use noon aides (26), safety personnel (18), school resource officers (1) and transportations aides (12). This action focuses on increasing school safety and fostering additional positive school climate by training additional safety personnel, including the school resource officer, in Positive Behavior Interventions and Supports (PBIS) program and in attendance support roles. These staff will continue to focus	$1,433,165.00	Yes

Action #	Title	Description	Total Funds	Contributing
		on building positive relationships with students to enhance the overall school environment. These supervisory staff will engage with students to reinforce positive behavior expectations, mentor, and apply conflict resolution strategies to de-escalate potential issues. By strengthening security and fostering strong relationships with students, this initiative aims to create a safer, more supportive educational atmosphere conducive to student well-being and learning.		
2.8	Improved Class Sizes Maintained for Enhanced Student Support and Equity	The class size action directly addresses the unique educational needs of the district's unduplicated students by creating an environment where students can receive the personalized attention and relational support necessary to thrive at school. This action is essential for fostering equitable educational opportunities and enhancing the overall quality of instruction in environments where students face various challenges by ensuring class size maintains below contracted levels (85 teachers).	$11,076,678.00	Yes
2.9	Enhancing Facilities for Comprehensive Student and Community Engagement	This action is a vital part of the district's strategic initiative to create adaptable and supportive environments for students, families, and staff throughout Greenfield. By recognizing community needs and addressing existing inequities, the district aims to modernize and expand its facilities, including comprehensive updates to school campuses. Specifically, this action includes the addition of gymnasiums at our middle schools (McKee and Ollivier), which will serve multiple purposes such as hosting performing arts events and functioning as community learning spaces. These gyms will provide climate-controlled areas for sports and arts, addressing a current gap for district students and the broader community. The new gymnasiums will feature technological upgrades and eco-friendly designs to foster community involvement and participation. Despite their importance, the cost of this action represents less than 5% of the total cost of the district's overall strategic initiative to improve and upgrade district facilities. By creating environments that support both physical and cultural activities, this action will significantly enhance the educational experience for unduplicated students, ensuring they have equitable access to the resources needed for success.	$10,603,542.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Cultivating Healthy and Strong School and Community Relationships and Providing Equitable Access to Opportunities for Students: Through culturally responsive opportunities, we will actively engage parents and community members and facilitate open communication. By nurturing our relationships, we aim to create a culture of inclusivity that supports the holistic development of healthy children and families. Additionally, this goal encapsulates our commitment to foster access to opportunities our students would not otherwise benefit from such as (but not limited to) academically based grade level field trips and access to technology and software in order to supplement teaching and learning.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
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.

The Greenfield Union School District is committed to creating an inclusive and supportive environment for every student. Our goal, "Cultivating Healthy and Strong School and Community Relationships and Providing Equitable Access to Opportunities for Students," addresses the urgent need to provide equitable access to opportunities for our unduplicated students.

The district's unduplicated students often face significant barriers to enriching experiences due to financial constraints. For example, many families tell us they struggle to afford out-of-town field trips, depriving students of opportunities to broaden their horizons, engage with diverse cultures, and explore potential career paths. Similarly, limited family budgets for arts and music programs means unduplicated students miss out on creative expression and personal development. The district believes, that by investing in high-quality field trips, music and art classes, physical education programs, and modern technology, we can effectively bridge the opportunity gap and empower the unduplicated students we serve by transcending their socioeconomic limitations. The district's initiatives within this goal are crucial for providing unduplicated students with a well-rounded education and enriching experiences that foster their growth.

In an era where technology is integral to education, access to up-to-date technology and software is essential for academic success. Many unduplicated students lack reliable internet connectivity and modern computing devices, placing them at a disadvantage. By investing in technology infrastructure, we ensure all students have access to the digital tools necessary for their education and future careers.

District nurses have been crucial in promoting health education and reducing chronic absenteeism, which dropped by 10% from 2021-22 to 2022-23. The addition of bilingual nurses fluent in Spanish and Punjabi has significantly improved communication with diverse families, contributing to a 2% increase in attendance and an 8% decrease in chronic absenteeism among English learners. Additionally, our Nutrition Education Program has empowered 3,000 students and 200 parents with knowledge for healthier living.

We have made significant progress in drug, tobacco, and alcohol prevention through initiatives like Red Ribbon Week and the Leaders in Life conference, which have seen increased participation across our schools. Prioritizing health and wellness, including substance abuse prevention programs, addresses the unique challenges faced by unduplicated students. By continuing to provide comprehensive health education and support services, we empower students to make healthy choices and thrive physically, mentally, and emotionally.

Our District Advisory and Parent Advisory Committees (DAAPAC) meetings have been successful in sharing information and gathering feedback. However, attendance remains a challenge, and we aim to increase participation by enhancing outreach and offering virtual meetings via Zoom. Strengthening connections between schools, families, and community organizations creates a supportive ecosystem for students' academic, social, and emotional development. By fostering these partnerships, we ensure students receive comprehensive support both inside and outside the classroom.

Our commitment to cultivating healthy and strong school and community relationships is fundamental to our vision of inclusivity and holistic development. Through dedicated efforts and continuous improvement, we strive to provide every student with the support and opportunities they need to succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Based on a five point self reflection rubric. Priority 3: Parental Involvement and Family Engagement: (3A) The efforts the school district makes to	2023-2024 Baseline Data: (A) Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory			(A) Maintain Rating: 4 (Full Implementation)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	seek parent input in making decisions for the LEA and each individual school site as per (local data) Local Indicator Priority 3 Self Reflection Tool.	groups and decision making. Rating: 4 (Full Implementation)				
3.2	Based on a five point self reflection rubric. (3B) How the LEA will promote parent participation in programs for low income, English learner and foster youth students as per (local data) the Local Indicator Priority 3 Self Reflection Tool.	2023-2024 Baseline Data: (B) Rate the LEA's progress in providing all families with opportunities to provide input on policies, programs, implementing strategies to reach and seek input from any underrepresented groups in the school community: Rating: 4 (Full Implementation)			(B) Maintain Rating: 4 (Full Implementation)	
3.3	Based on a five point self reflection rubric. (3C) How the LEA will promote parental participation in programs for students with disabilities as per (local data) the Local Indicator Priority 3 Self Reflection Tool.	2023-2024 Baseline Data: (C) Outreach (flyers, messages to phone and email, recruitment at school sites) targeting parents of students with disabilities is used to encourage participation in School Site Council and the District Advisory Committee/			(C) Maintain all outreach efforts: (flyers, messages to phone and email, recruitment at school sites) targeting parents of students with disabilities is used to encourage participation in School Site	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		District English learner Advisory Committee.			Council and the District Advisory Committee/ District English learner Advisory Committee.	
3.4	Based on Distance from Standard (DFS) on the California School Dashboard. Priority 4: Student Achievement (4A) Student performance on statewide standardized assessments: ELA Math Science	ELA: DFS All Students:-23.8 (orange) English learner: -62.4 (orange) Foster Youth: -64.6 (orange) Homeless / McKinney Vento:-65 (yellow) Socioeconomically Disadvantaged: -25.9 (orange) Students with Disabilities: -110.7 (red) African American: -49.9 (yellow) See the attached LCAP Addendum for lowest performing student group information. Math: DFS All Students - 66.3 (yellow) English learner - 91.3 (orange) Foster Youth: -88.3 (Yellow) Homeless / McKinney Vento:-100.7 (orange)			ELA: DFS All Students: -3.8 (yellow/green) English learner: -42.4 (yellow) Foster Youth: -44 (yellow) Homeless / McKinney Vento:-45 (yellow) Socioeconomically Disadvantaged: -5.9 (yellow/green) Students with Disabilities: -65.7 (yellow) African American: -19.9 (yellow/green) Math: DFS All Students - 36.3 (yellow) English learner - 71.3 (yellow) Foster Youth: -68.3 (Yellow) Homeless / McKinney Vento:-80.7 (yellow)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged: - 68.6 (yellow) Students with Disabilities: -145.3 (red) African American: -99.9 (orange) See the attached LCAP Addendum for lowest performing student group information. Science: (Met/Exceeded %) All Students -30.18% English learner - 2.32% Foster Youth: - 8.77% Homeless / McKinney Vento: 13.04% Socioeconomically Disadvantaged: 19.32% Students with Disabilities: 8.7% African American: 14.16%			Socioeconomically Disadvantaged: - 48.6 (yellow) Students with Disabilities: --95 (orange) African American: - 69.9 (yellow) Science: (Met/Exceeded %) All Students: 40% English learner: 15% Foster Youth: 20% Homeless / McKinney Vento: 25% Socioeconomically Disadvantaged: 30% Students with Disabilities: 25% African American: 30%	
3.5	Based on rate of students attending school. Priority 5: Student Engagement:	2023-2024 Baseline Data: (A) All Students: 93.6% English learner: 93.9% Foster Youth: 92.6% Homeless / McKinney Vento: 90.5%			(A) All Students: 96.6% English learner: 96.9% Foster Youth: 95.6%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(5A) School Attendance rates as measured by (local data) KiDS	Socioeconomically Disadvantaged: 93.6% Students with Disabilities: 92.1% African American: 92.3%			Homeless / McKinney Vento: 93.5% Socioeconomically Disadvantaged: 96.6% Students with Disabilities: 95.1% African American: 95.3%	
3.6	Based on number and % of days absent. (5B) Chronic Absenteeism rates as measured by the CA School Dashboard	2023-2024 Baseline Data: (B) All Students: 25.2% (yellow) English learner: 22.7% (yellow) Foster Youth: 22.8% (orange) Homeless / McKinney Vento: 48% (yellow) Socioeconomically Disadvantaged: 25.7% (yellow) Students with Disabilities: 33.6% (yellow) African American: 33.6% (yellow)			(B) All Students: 10% (green) English learner: 10% (green) Foster Youth: 10% (green) Homeless / McKinney Vento: 20% (yellow) Socioeconomically Disadvantaged: 10% (green) Students with Disabilities:15% (yellow) African American: 15% (yellow)	
3.7	Based on % of students suspended at least one time during a school year.	2023-2024 Baseline Data: (A) All Students: 1.2% (yellow)			(A) All Students: .75% (yellow/green)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 6: School Climate (6A) Student Suspension rates as measured by CA School Dashboard	English learner: .8% (yellow) Foster Youth: 3.1% (orange) Homeless / McKinney Vento: 1.7% (green) Socioeconomically Disadvantaged: 1.3% (yellow) Students with Disabilities:2.5% (yellow) African American: 4.0% (orange)			English learner: .75% (yellow/green) Foster Youth: 1.5% (yellow/green) Homeless / McKinney Vento: 1% (yellow/green) Socioeconomically Disadvantaged: .75% (yellow/green) Students with Disabilities: 1% (yellow/green) African American: 1.5% (yellow/green)	
3.8	Based on % of students expelled. (6B) student expulsion rates as measured by (local data) KiDS	2023-2024 Baseline Data: (B) 0%			(B) Maintain 0%	
3.9	Based on perception of students. (6C) other local measures, including surveys of students, parents, and teachers on the sense of safety and school connectedness	2023-2024 Baseline Data: (C) Results from the 2023-24 Student District Needs Assessment for grades 4th through 8th show that: • 54 % of our students report			(C) Results from the 2026-27 Student District Needs Assessment for grades 4th through 8th will show that at least:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	as measured by (local data) GFUSD Needs Assessment Surveys.	they look forward to participating in school each day. • 80% of our students report teachers keep them informed of their academic progress. • 64% of our students feel safe at school.			• 75 % of our students report they look forward to participating in school each day. • 85% of our students report teachers keep them informed of their academic progress. • 85% of our students feel safe at school.	
3.10	Based on % of students based on time in general education classroom according to IEP. Priority 8: (Local data 3.11) Implementation Metric:	2023-2024 Baseline Data: LRE District Wide Aggregate: 80 - 100%: 53.4% 40 - 79%: 26.3% 0 - 39%: 20.3%			LRE District Wide Aggregate: 80 - 100%: 70% 40 - 79%: 25% 0 - 39%: 5% (This metric is designed for	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Monitoring Least Restrictive Environment (LRE) inform systems decisions according to SIRAS data pulled last week April 2024. To be pulled yearly last week April for next three school years from SIRAS				implementation purposes and will be monitored to ensure optimal system performance.)	
3.11	Based on logon to platform sessions during learning sessions online. Priority 8: (Local data: 3.1) Implementation Metric: Monitoring platform usage statistics to inform system decisions for technology district wide.	2023-2024 Baseline Data: GoGuardian: Number of scheduled sessions: 45,755 Number of manual sessions: 32,106			Maintain: GoGuardian: Scheduled Sessions: 45,755 Manual Sessions 32,106 (This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)	
3.12	Based on logon to platform sessions during learning sessions online. Priority 8: (Local data: 3.1) Implementation Metric:	2023-2024 Baseline Data: Clever: Unique students that have used the platform: 9,234 Unique teachers that have used the platform: 411			Maintain: Clever: Unique students that have used the platform: 9,234 Unique teachers that have used the platform: 411	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Monitoring usage statistics to inform system decisions for technology district wide.	Total student logins to all applications on the platform: 3,217,570 Total teacher logins to all applications on the platform: 81,850			Total student logins to all applications on the platform: 3,217,570 Total teacher logins to all applications on the platform: 81,850 (This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)	
3.13	Based on logon to platform sessions during learning sessions online. Priority 8: (Local data: 3.1) Implementation Metric: Monitoring usage statistics to inform system decisions for technology district wide.	2023-2024 Baseline Data: Zoom Total meetings/webinars: 3,343 Total participants in all meetings/webinars: 26,589 Total duration in minutes of all meetings/webinars: 893,164			Maintain: Zoom: Total meetings/webinars : 3,343 Total participants in all meetings/webinars : 26,589 Total duration in minutes of all meetings/webinars : 893,164 (This metric is designed for implementation	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					purposes and will be monitored to ensure optimal system performance.)	
3.14	Based on logon to platform sessions during learning sessions online. Priority 8: (Local data: 3.1) Implementation Metric: Monitoring usage statistics to inform system decisions for technology district wide.	2023-2024 Baseline Data: Aeries SIS: Total Parent Portal logins: 93,432 Total Student Portal logins: 460,512 Total staff logins: 309,832 Total online student enrollments: 2,794			Maintain: Aeries SIS: Total Parent Portal logins: 93,432 Total Student Portal logins: 460,512 Total staff logins: 309,832 Total online student enrollments: 2,794 (This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)	
3.15	Based on logon to platform sessions during learning sessions online. Priority 8: (Local data 3.1) Implementation Metric:	2023-2024 Baseline Data: Parent Square: Total posts: 4,939 Total direct messages: 49,903			Maintain: Parent Square: Total posts: 4,939 Total direct messages: 49,903 (This metric is designed for	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Monitoring usage statistics to inform system decisions for technology district wide.				implementation purposes and will be monitored to ensure optimal system performance.)	
3.16	Based on Based on logon to platform sessions during learning sessions online. Priority 8: (Local data 3.2) Implementation Metric: Monitoring usage statistics to inform system decisions for technology district wide from	2023-2024 Baseline Data: Google All the below metrics were based on the date range Dec 1, 2023 - Apr 30, 2024 Total number Google Classroom posts: 50,888 Largest number of active Google Classroom classes in a 14-day period: 838 Average total monthly active Google Drive users: 8,949 Total Google Drive files created: 1,152,563 Largest number of active Chromebooks in a 7-day period: 11,436			Maintain: Google: All the below metrics were based on the date range Dec 1, 2023 - Apr 30, 2024 Total number Google Classroom posts: 50,888 Largest number of active Google Classroom classes in a 14-day period: 838 Average total monthly active Google Drive users: 8,949 Total Google Drive files created: 1,152,563 Largest number of active Chromebooks in a 7-day period: 11,436	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					(This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)	
3.17	Based on service requests from school staff supporting student learning with technology. Priority 8: (Local data 3.2) Implementation Metric: Monitoring technology support incidents by category to inform system decisions district wide as per Service Desk Reports from July through April.	2023-2024 Baseline Data: Service Desk Reports Total support incidents by category: Hardware - 6870 - 55.50% Applications - 2002 - 16.17% Other - 1504 - 12.15% Network - 906 - 7.32% Software - 492 - 3.97% Curriculum Applications - 401 - 3.24% Website - 76 - 0.61% Data Services - 28 - 0.23% No Category - 100 - 0.81%			Maintain: Service Desk Reports: Total support incidents by category: Hardware - 6870 - 55.50% Applications - 2002 - 16.17% Other - 1504 - 12.15% Network - 906 - 7.32% Software - 492 - 3.97% Curriculum Applications - 401 - 3.24% Website - 76 - 0.61% Data Services - 28 - 0.23% No Category - 100 - 0.81%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					(This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)	
3.18	Based on count and percent of technology oriented service desk requests by category and by site. Priority 8: (Local data 3.2) Implementation Metric: Monitoring technology related requests for service: (A) Category of service requested by number and percent of total services. (B) Count of support incidents by site and total	2023-2024 Baseline Data: (A) Hardware - 6870 - 55.50% Applications - 2002 - 16.17% Other - 1504 - 12.15% Network - 906 - 7.32% Software - 492 - 3.97% Curriculum Applications - 401 - 3.24% Website - 76 - 0.61% Data Services - 28 - 0.23% No Category - 100 - 0.81% (B) Crescent Elementary: 1,163 Curriculum Support: 101 District Office: 2,922 Fairview Elementary: 716			Maintain: (A) Hardware - 6870 - 55.50% Applications - 2002 - 16.17% Other - 1504 - 12.15% Network - 906 - 7.32% Software - 492 - 3.97% Curriculum Applications - 401 - 3.24% Website - 76 - 0.61% Data Services - 28 - 0.23% No Category - 100 - 0.81% (B) Crescent Elementary: 1,163 Curriculum Support: 101	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Granite Pointe Elementary: 956 Greenfield Middle School: 735 Horizon Elementary: 634 Kendrick Elementary: 1,102 McKee Middle School: 581 Ollivier Middle School: 897 Palla Elementary: 601 Plan Elementary: 873 Prosperity Elementary: 490 Valle Verde Elementary: 618 Total: 12,389			District Office: 2,922 Fairview Elementary: 716 Granite Pointe Elementary: 956 Greenfield Middle School: 735 Horizon Elementary: 634 Kendrick Elementary: 1,102 McKee Middle School: 581 Ollivier Middle School: 897 Palla Elementary: 601 Plan Elementary: 873 Prosperity Elementary: 490 Valle Verde Elementary: 618 Total: 12,389 (This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.19	Based on field trips completed percentage by grade level. Priority 8: (Local data 3.4) Implementation Metric: Monitoring field trip completion based on grade level and trip location.	2023-2024 Baseline Data: 4th Grade La Purisima or Gold Rush: 88% 5th Grade Reagan Library: 100% 6th Grade Camp KEEP: 100% 7th Grade CA Science Center: 100% 8th Grade College or University: 100%			4th Grade La Purisima or Gold Rush: 100% 5th Grade Reagan Library: 100% 6th Grade Camp KEEP: 100% 7th Grade CA Science Center: 100% 8th Grade College or University: 100% (This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)	
3.20	Based on % student participation in Physical Fitness Test for 5th and 7th grade students. Priority 8: (Local data 3.6)	2023-2024 Baseline Data: (A) Number of participants: 2009			(A) Number of participants: ALL Aerobic Capacity: 100% Abdominal Strength: 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Implementation Metric: Monitoring students participating in each PFT segment: (A) 5th Graders number and % (B) 7th Graders number and %	Aerobic Capacity: 99.1% Abdominal Strength: 99.5% Trunk Strength: 99.5% Upper Body Strength 99.3% Flexibility: 99.4% (B) Number of participants: 3035 Aerobic Capacity: 96.9% Abdominal Strength: 97.1% Trunk Strength: 97.2% Upper Body Strength: 97% Flexibility: 97.3%			Trunk Strength: 100% Upper Body Strength 100% Flexibility: 100% (B) Number of participants: ALL Aerobic Capacity: 100% Abdominal Strength: 100% Trunk Strength: 100% Upper Body Strength: 100% Flexibility: 100% (This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)	
3.21	Based on number of additional meals served. Priority 8: (Local data 3.7) Implementation Metric:	2023-2024 Baseline Data: 350,000 Second Chance Breakfast meals served in 2023-24.			Maintain: 350,000 Second Chance Breakfast meals served (This metric is designed for implementation	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Monitoring usage meal distribution to inform hunger insecurity and general operations for feeding students effectively.				purposes and will be monitored to ensure optimal system performance.)	
3.22	Based on count of students and families served by nutrition services. Priority 8: (Local data 3.8) Implementation Metric: Monitoring student and parent participation of nutrition services events.	2023-2024 Baseline Data: Harvest of the Month: Student participation: 2,065 Nutrition Classes: Parent participation: 326			Maintain: Harvest of the Month: Student participation: 2,065 Nutrition Classes: Parent participation: 326 (This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)	
3.23	Based on count of students and families served by anti substance abuse education: Priority 8: (Local data 3.8) Implementation Metric:	2023-2024 Baseline Data: Anti-Substance Abuse Education: Student participation" 2,865			Maintain: Anti-Substance Abuse Education: Student participation" 2,865 (This metric is designed for implementation	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Monitoring student participation of substance abuse education via Catch My Breath and Project Alert for 5th through 8th graders.				purposes and will be monitored to ensure optimal system performance.)	
3.24	Based on count of family and parent outreach activities: Priority 8: (Local data 3.9) Implementation Metric: Monitoring count of activities promoting family and parent engagement. (A) District Wide Newsletters (B) CARES Award ceremonies (C) Heritage Slides distributed to school sites. (C) DAAPAC Meetings	2023-2024 Baseline Data: (A) Family Newsletters: Distributed monthly (August - May) for a total of 10 newsletters. (B) CARES Award ceremonies: Award ceremonies held: 5 Total Students honored:50 (C) DAAPAC Meetings: Meetings Held: 4 Average attendance: 12 parents			(A) Family Newsletters: Maintain monthly (August - May) 10 newsletters. (B) Maintain CARES Award ceremonies: Award ceremonies:5 Total Students: 50 (C) DAAPAC Meetings: Meetings Held: 4 Average attendance: 30 parents (This metric is designed for implementation purposes and will be monitored to	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					ensure optimal system performance.)	
3.25	Based on additional miles traveled according to the Annual Bus Survey and additional time for field trips based on available service hours. Priority 8: (Local data 3.10) Implementation Metric: (A) Monitoring increased transportation usage to increase opportunities for students to participate in school activities. (B) Availability of services hours for students to participate in field trips.	2023-2024 Baseline Data: (A) 2022 - 2023 Total District Mileage 346,419 (B) 8:30 AM - 1:30 PM (5 hours) for trips to leave the district office and return to the district office due to constraints on drivers.			(A) This metric is for informational purposes only and does not have a specific Year 3 outcome target. The District will be monitoring for maintaining optimal systems performance considering current enrollment year by year. (B) 6:00 AM - 6:00 PM (12 hours) for trips to leave the district office and return to the district office due to lack of constraints on drivers. (This metric is designed for implementation purposes and will be monitored to ensure optimal	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					system performance.)	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Comprehensive Educational Technology Software Platforms for Ensuring District-Wide Coherence in Order to Ensure All	The district will continue to implement and unify the use of a core set of broad based educational technology platforms district-wide to enhance student achievement, ensure a safe and supportive learning environment, and address the opportunity gap for socioeconomically disadvantaged students, foster youth, and English learners. The platforms include: Aeries Student Information and Parent Portal, Parent Square, Zoom, Screencastify, Kern Integrated Data Systems, GoGuardian, Clever.	$241,448.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Students Have Educational Success			
3.2	Comprehensive Technology Enhancement and Support	This action advances the district's commitment to enhance educational equity through technology by ensuring access to, maintenance of, and upgrades for the technological resources used by staff and students district-wide. Through this action, the district employees Technology Specialists (13) that support at each school site and at the district level. This action also supports the district's technology refresh plan that is overseen by the Technology Department and Technology Specialists. Recognizing the critical role of technology in leveling the educational landscape, this action highlights the scope and impact of technology use as it incorporates necessary tools, robust support systems, and comprehensive protections. It addresses the unique challenges faced by foster and McKinney-Vento youth, English learners, and socioeconomically disadvantaged students by structuring technological supports to enhance teaching and learning. By equipping the district's unduplicated students with appropriate technological resources, the district is directly addressing access and opportunity gaps, ensuring that all students have equal chances to excel academically and preparing them for future success in an increasingly digital world. This approach to technology integration demonstrates the district's commitment to providing equitable educational opportunities at all school sites by adhering to a refresh plan that ensures all unduplicated students have access to up to date technology.	$2,868,175.00	Yes
3.3	Dedicated System of Support for Foster Youth and Students Experiencing Homeless	This action supports one Foster and McKinney-Vento Liaison position that leads the system within the district to support staff such as, counselors, social workers, and support staff, that provide holistic support for foster youth and students experiencing homeless. This team will collaborate with community organizations and local partners to address the unique needs of these students within the school environment. Additionally, ongoing support for the Youth Empowering Success (YES) program will continue to provide mentorship, academic assistance, and social-emotional support to foster youth, aiming to improve school attendance and academic achievement while reducing disciplinary issues.	$208,139.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Bridging Gaps: Expanding Access with Educational Field Trips	By integrating field trips with the Common Core State Standards, this initiative offers the ability to fund pivotal experiences at key educational sites like La Purisima or Gold Rush for fourth grade, the Ronald Reagan Library in fifth grade, Camp KEEP By the Sea for sixth graders, the Science Center for seventh graders, and college visits to California colleges for eighth graders. These field trips are essential, transformative educational experiences these students would typically lack access and the district is able fund the above mentioned field trips including transportation, all related admission fees, and all extra duty and stipends for staff costs. This initiative is a deliberate effort to close the opportunity gap and ensure all students, regardless of their socioeconomic status or educational challenges, have equal access to enriching experiences significantly enhancing their academic and social development. Through this action, the district commits to not just leveling the playing field but radically transforming it, fostering equitable outcomes and a nurturing, inclusive educational community where every student has the chance to thrive.	$1,019,184.00	Yes
3.5	Equalizing Opportunities Through Arts (including music) Education	This action is designed to bridge the profound opportunity and access gaps faced by unduplicated students in the district by ensuring equitable access to arts education. This includes the hiring of six supplemental elementary music teachers and three middle school art teachers, along with the necessary materials to ensure access for unduplicated students, who would otherwise not have these experiences. This action also funds the necessary art supplies and musical instruments (including instrument cleaning) when participating in any of the programs. Recognizing the transformative potential of specialized instruction in music and visual arts. This action allows every student, irrespective of their background, the chance to explore and develop their creative skills. Providing these opportunities is vital to leveling the educational playing field and enriching the learning experience, offering life-changing experiences many of our socioeconomically disadvantaged students, English learners, and foster and McKinney-Vento youth would not encounter otherwise.	$1,148,378.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Promoting Lifelong Health and Physical Well-being	This action establishes a comprehensive wellness program aimed at fostering lifelong health and well-being for socioeconomically disadvantaged students, English learners, and foster and McKinney-Vento youth. By employing qualified PE teachers (5) to serve at each elementary school, the district's unduplicated students receive instruction in various physical activities and sports, developing motor skills, physical fitness, teamwork, and fair play. The PE teachers are also provided with the necessary equipment to conduct their classes. In addition to physical education, the program includes a comprehensive health education curriculum covering essential topics such as physical fitness, nutrition, mental health, and personal safety. To further support this initiative, a Nurse Educator (1) will provide supplemental health services, working directly with students and families. This role is crucial for unduplicated students and their families who may lack the resources and support to understand health-related issues. The Nurse Educator will offer guidance on preventive care, chronic condition management, and healthcare navigation, bridging the gap in health education and services.	$900,292.00	Yes
3.7	Supporting "Second Chance Breakfast" through Enhanced Custodial and Nutrition Services	This action focuses on providing students access to the "Second Chance Breakfast" initiative at each district school site. It provides a vital opportunity for students who arrive late due to transportation issues or other barriers common to socioeconomically disadvantaged students, English learners, and foster and McKinney-Vento youth to access a nutritious breakfast every school day. By allocating additional custodial support (12), schools ensure the breakfast service areas are clean and inviting, normalizing the breakfast experience for students. Recognizing the critical link between nutrition and learning, this program is specifically aimed at ensuring unduplicated students receive the necessary nutrition to stay focused and succeed academically.	$670,887.00	Yes
3.8	Health and Wellness Program Enhancement Initiative	This action unifies and strengthens previous health, nutrition, and substance abuse prevention initiatives, with a focus specifically designed around the needs of socioeconomically disadvantaged students, English learners, and foster and homeless youth. This action includes additional positions that provide health services by health aides (3), nurses(4), and	$1,089,761.00	Yes

Action #	Title	Description	Total Funds	Contributing
		one LVN, one Nutrition Educator, and one Nutrition Facilitator. These positions work together to support vision and hearing screenings, specialized care for students in special education, and by supporting staff training and increasing active parental engagement. Additionally, the action extends to nutrition education within the extended day program, where students from kindergarten through 8th grade learn about healthy eating habits through demonstrations and are encouraged to share recipes at home, available in both English and Spanish. Nutrition staff receive ongoing training from various healthcare professionals to effectively support student and family needs. Finally, this action encompasses robust anti-substance abuse education, featuring tiered intervention programs and curricula like Catch My Breath and Project Alert, aimed at educating fifth through eighth graders about substance abuse prevention.		
3.9	Enhancing Family Engagement and Community Involvement	This action supports family engagement (Spanish and English) and community involvement, focusing on the unique challenges faced by socioeconomically disadvantaged students, English learners, and foster and McKinney-Vento youth. Central to these efforts is the role of the Family Engagement and Community Liaison (one position is funded from this action), who drives various district-wide initiatives. Key among these is the Greenfield District African American Parent Advisory Council (DAAPAC), which holds quarterly meetings based on parent surveys to customize learning and development activities. These meetings tackle educational topics such as student motivation, discipline, and attendance. Additionally, all families in the district receive a monthly Family Newsletter through Parent Square, providing important updates from different departments and insights into effective family involvement in education. Another significant initiative, the Greenfield CARES program led by the Family Engagement and Community Liaison, honors students with outstanding citizenship, enhancing family participation in celebrating student achievements during board meetings. This action includes site based funding to cultivate a welcoming and nurturing educational environment that empowers families and fosters meaningful community connections, ensuring that all students, especially those facing significant challenges, have the support they need to succeed.	$226,216.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.10	Expanding Transportation Access for Enhanced Student Opportunities	This action addresses the need to expand transportation resources by adding additional bus drivers (4) to the district fleet. Recognizing transportation is a crucial barrier to accessing educational opportunities, particularly for socioeconomically disadvantaged students, English learners, and foster and McKinney-Vento youth, this action aims to ensure equitable access to a variety of supplemental educational experiences beyond the classroom. By increasing the number of available bus drivers, the district will enhance its capability to save costs and provide more control over local and longer distance field trips, additional after-school programming, and other supplemental activities and opportunities across the district. These opportunities are essential for broadening student horizons and providing experiential learning that complements traditional academic programs. A focus on improving transportation access also amplifies our commitment to equity, ensuring that all students, regardless of their circumstances, have the ability to participate fully in all educational offerings.	$346,424.00	Yes
3.11	Strengthening MTSS Capacity through District-Level Coaching and Support	The district will contract with SWIFT Education to provide MTSS coaching for a district-level team. This initiative builds on the past three years' efforts, focusing on the initial implementation of targeted initiatives to systematically support socioeconomically disadvantaged students, English learners, and foster and McKinney Vento youth at all school sites. The coaching will enhance understanding of MTSS frameworks, set clear goals, and ensure intentional planning and implementation. Purposeful planning will create comprehensive coaching plans aligned with the district's MTSS vision, with regular reviews and adjustments. Targeted implementation support will include on-site coaching, data-driven decision-making, and ongoing monitoring and feedback. This action aims to enhance district-level coaching capacity and improve academic, behavioral, and social-emotional outcomes for unduplicated students.	$195,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Equity Multiplier: Safe and Orderly Environment: Over the course of three years, GCS will reduce suspensions among socioeconomically disadvantaged students, as measured by the California School Dashboard and local data. Concurrently, we aim to enhance the social-emotional well-being of all students by utilizing the Panorama SEL Screener to compare enter and exit survey data, thereby ensuring measurable improvements in their overall emotional health.	Focus Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Greenfield Community School's eligibility for Equity Multiplier status underscores the urgent need to address the unique challenges faced by its student population. With a 100% unduplicated student count and a 100% non-stability rate, it is imperative that we implement a comprehensive plan to support our students. The school's eligibility for Comprehensive Support and Improvement (CSI) is due to its suspension rate being within the lowest performance level on the 2023 California School Dashboard. Given these critical indicators, our focused Equity Multiplier goal aims to cultivate healthy and strong school and community relationships and provide equitable access to opportunities for our students.

Consultation with educational partners at Greenfield Community School (GCS) included School Site Council Meetings, informal interviews with parents and students throughout the school year at the school site, and consultation with the district's support team for GCS. Input and feedback from educational partners were instrumental in shaping the Equity Multiplier goal for the school. Partners identified several issues that needed addressing, including the lack of an effective system of support, high staff turnover over the past three years, insufficient staff capacity to meet student needs, and curriculum and instructional strategies that do not engage both staff and students effectively.

The high suspension rate at Greenfield Community School (24.2%, an increase of 12.1% according to the 2023 California School Dashboard) highlights the need for targeted behavioral interventions and support. By implementing restorative justice practices, social-emotional learning programs, and positive behavior intervention systems, we will create a more supportive and inclusive school environment that reduces the reliance on suspensions as a disciplinary measure.

To support both staff and students, a new Academic Coach (AC) will join the GCS team. The AC will provide comprehensive support by managing cases and deterring suspensions through creating strong relationships with students and mentoring them. This proactive approach aims to address behavioral issues before they escalate, ensuring students remain engaged in their education.

A Program Consultant will visit the campus monthly to support administration and staff with various aspects of program implementation. Heather Robbins, a behavior support specialist, will provide guidance and on site coaching around the implementation of Positive Behavior Interventions and Supports (PBIS), Social-Emotional Learning (SEL), Multi-Tiered System of Supports (MTSS), truancy and suspension reduction strategies, data analysis, and managing student misbehavior. Her expertise will help staff and students build strong relationships and establish an effective tier 1 behavior team.

To enhance data-driven decision-making and improve student outcomes, GCS will contract with Panorama Education. This partnership will focus on implementing comprehensive surveys and data collection tools that provide actionable insights into various aspects of student and school performance. Panorama Education will assist administration and staff in analyzing survey data related to social-emotional learning, school climate, family engagement, and student support needs. Through this collaboration, the school aims to identify areas of strength and opportunities for growth, enabling the development of targeted interventions and support strategies to better serve the schools unduplicated students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	(GCS Specific Metric) Based on rate of suspension for students according to the CA School Dashboard. Priority 6: School Climate (A) student suspension rates as measured by CA School Dashboard	2023-2024 Baseline Data: All Students: 24.2% Socioeconomically Disadvantaged: 24.2			All Students: 6% or lower Socioeconomically Disadvantaged: 6% or lower	
4.2	(GCS Specific Metric) Based on count of office discipline referrals	2023-2024 Baseline Data:			Decrease by total number of referrals. (Will	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(minor and major offenses) per student at GCS. Priority 8: (Local data) Behavioral Incidents (ODRs) as per SWIS (Drill Down Referrals by Type) count pulled last week of April each school year. (Will vary by number of students and staff.)	Minor Referrals: 143 Major Referrals: 16 Based on 34 students and 9 staff.			vary by number of students and staff.) (This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)	
4.3	(GCS Specific Metric) Based on referral count by student and overall % of all students by Tier specific to GCS. Priority 8: (Local data) Implementation Metric: SWIS Triangle: Monitoring ODRs (count and respective %) by tier level as of end of April over three consecutive school years. (A) Greenfield Community School	2023-2024 Baseline Data: (A) Tier 1: 0-1 Referrals: 24% Tier 2: 2-5 Referrals: 70% Tier 3: 6+ Referrals: 21%			(A) Tier 1: 0-1 Referrals: 60% Tier 2: 2-5 Referrals: 30% Tier 3: 6+ Referrals: 10% (This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	(GCS Specific Metric) Based on perception data of school site staff. Priority 8: (Local data) Implementation Metric: Monitoring Tiered Fidelity Inventory of PBIS practices Tiers 1 to inform system decisions. A: Greenfield Community School	2023-2024 Baseline Data: (A) Tier 1 Implementation Score: 73%			(A) Tier 1 Implementation Score: 85% or greater. (This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Implement an Academic Coach Specializing in SEL	For the 2024-2025 school year, a new Academic Coach (AC) will join the GCS staff to provide comprehensive support for both staff and students. The AC will collaborate with classroom teachers on managing classroom dynamics, developing lesson plans, and implementing effective academic strategies. They will participate in training sessions focused on Social-Emotional Learning (SEL) and Restorative Practices, positioning themselves as the school's expert trainer in these areas. By coaching staff on how to engage students proactively, the AC will help minimize behavioral issues which might disrupt a safe school environment. Moreover, the AC will reinforce the school's Positive Behavior Intervention Support (PBIS) model, strengthening the positive campus culture. Their experience in engaging students through varied activities and incentives will encourage students to consistently choose positive behaviors. Additionally, the AC will support staff in teaching SEL curricula like the Second Step Program and will guide student groups through initiatives such as Forward Thinking and Moral Reasoning. Ultimately, the AC will be instrumental in fostering a nurturing learning environment aligning with restorative and positive behavior practices. Furthermore, we feel that this will assist us in retaining and maintaining a consistent staff as turnover will be reduced.	$134,595.00	No
4.2	Supplemental services to support school safety and a positive school climate	A Program Consultant will visit the campus monthly to support administration and staff with various aspects of program implementation. This consultant provides guidance in PBIS, SEL, MTSS, truancy and suspension reduction strategies, data analysis, and managing student misbehavior. The school site's Program Consultant and behavior support specialist, was hired to help staff and students build strong relationships and to train staff in establishing an effective tier 1 behavior team. She collaborated with teachers, support staff, the MTSS team, and the administrator to formulate a plan for problem-solving using discipline data from the SWIS system. Additionally, she will assist site administrators in developing a Tiered Inventory Matrix to establish clear data rules for students to access tier 1, 2, and 3 behavior interventions.	$55,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.3	Enhancing School Performance through Strategic Social-Emotional Learning Implementation	To enhance data-driven decision-making and improve student outcomes, the school will contract with Panorama Education. This partnership will focus on implementing comprehensive surveys and data collection tools providing actionable insights into various aspects of student and school performance. Panorama Education will assist administration and staff in analyzing survey data related to social-emotional learning, school climate, family engagement, and student support needs. Through this collaboration, the school aims to identify areas of strength and opportunities for growth, enabling the development of targeted interventions and support strategies. The data will inform the refinement of programs such as Positive Behavior Intervention Support (PBIS), Multi-Tiered System of Support (MTSS), and social-emotional learning (SEL). Panorama Education will also provide training and guidance to staff on interpreting the data and developing action plans that foster a more inclusive and supportive learning environment for all students.	$60,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$40,821,801.00	$5,431524

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
43.986%	10.476%	$9,864,918.61	54.462%

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:** Academically Centered Technology Support Software for Improving Teaching and Learning **Need:** Multiple recent data sets indicate the need for supplemental academic software to be integrated into the district's instructional system to benefit unduplicated students. Recent student outcomes for CAASPP data	The integration of supplemental academic software in our district is essential to address the educational needs of our unduplicated students. The use of this this software technology is designed to provide consistent assessments that reveal gaps in learning, offering actionable insights for personalized instruction for unduplicated students. Adaptive learning tools cater to varied learning paces and proficiency levels, ensuring that each unduplicated student's needs are	See (above) Metric 1.6 See (Local) data 1.21

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
	underscore the need for additional academic software support. Distance from Standard (DFS) scores in both English Language Arts (ELA) and Math indicate substantial deficiencies across various student groups. In ELA, all students have a DFS of -23.8 (orange), English learners have a DFS of -62.4 (orange), foster youth have a DFS of -64.6 (orange), homeless and McKinney-Vento students have a DFS of -65 (yellow), and socioeconomically disadvantaged students have a DFS of -25.9 (orange). Math DFS scores are equally concerning as All students have a DFS of -66.3 (yellow), English learners have a DFS of -91.3 (orange), foster youth have a DFS of -88.3 (yellow), homeless and McKinney-Vento students have a DFS of -100.7 (orange), and socioeconomically disadvantaged students have a DFS of -68.6 (yellow). These data points highlight critical gaps in both literacy and numeracy skills among our students, particularly among the district's unduplicated student groups. Therefore, integrating technology software into the instructional and support systems across all school sites is a crucial action.

Informal conversations with parents and students reveal that many families lack access to essential learning tools at home, leading to significant challenges in literacy, language, and numeracy skills. This lack of resources often results in students falling behind academically, highlighting the necessity for the district to provide academic software that can | effectively addressed. By embedding supplemental learning software into our instructional systems, we can enhance the academic progress of socioeconomically disadvantaged students, English learners, and foster youth, fostering a more equitable and effective learning environment.

Implementing this action on an LEA-wide basis ensures that all students benefit from the improved educational outcomes associated with technology-integrated classrooms. These classrooms enhance literacy and numeracy scores by providing personalized learning paths tailored to each student's unique needs. This comprehensive approach supports not only our unduplicated students but all students across the district, creating a more inclusive and supportive educational environment. | |

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
	be accessed from home to bridge these gaps. Additionally, Greenfield parents and students have expressed their appreciation for personalized and adaptive learning tools as per anecdotal evidence from various parent meetings and activities at the school sites over the past three the school years. **Scope:** LEA-wide		
1.2	**Action:** Beginning Teacher Integration and Support **Need:** Feedback from beginning teachers and school site administrators highlights the necessity for specialized training that equips teachers with skills to implement strong instructional strategies that specifically benefit the district's unduplicated students. 93% of the district's new teachers report that the specialized training provided in the district's beginning teacher program prepares them for immediate success in the classroom with the unduplicated students they serve. When surveyed, 100% of district mentors state that the program is responsive to the needs of their new teachers. The recent improvements in student performance across various groups, as evidenced by the Renaissance STAR assessments, highlight the need for continued use screening students throughout the school year. For instance, current proficiency rates in Math are 23.7% for all students, 11.13% for	The district will continue to enhance and extend the support system for beginning teachers, with a strategic focus on fostering strong student engagement and educational excellence specifically designed to meet the needs of foster youth, English language learners, and socioeconomically disadvantaged students. This program supports new teachers through mentorship and training, integrating a comprehensive evaluation and feedback loop to continuously refine instructional strategies. By focusing on the unique needs of unduplicated students, the support system ensures that teachers are equipped to address the varied educational and social emotional elements our students need. This comprehensive support system helps beginning teachers develop the skills needed to promote educational excellence and strong student engagement. Providing this action on an LEA-wide basis benefits all students. While it is specifically designed to support unduplicated students, the enhanced instructional methods, personalized	See (above) Metric 1.1 See (above) Local data 1.22, 1.23

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, and 7.7% for foster youth. In Reading, proficiency rates are 30.06% for all students, 9.0% for English learners, and 12.2% for foster youth. Specific references to the district's comprehensive training in scaffolding techniques, differentiated instruction, explicit direct instruction (EDI), restorative circles and trauma-informed practices from mentors and teachers underscore the importance of these strategies for serving unduplicated students effectively. Additionally, new teachers report that the focus on fostering strong student engagement and SEL strategies are vital for meeting the unique educational needs of foster youth, English language learners, and socioeconomically disadvantaged students in the district. **Scope:** LEA-wide	attention, and supportive classroom environments created through this program positively impact all students. This approach promotes equity, ensuring that all students have the opportunity to succeed and thrive academically and emotionally. By implementing this action district-wide, the district ensures a more effective and equitable educational environment for everyone.	
1.4	**Action:** Data-Driven Instructional Excellence Initiative **Need:** The recent improvements in student performance across various groups, as evidenced by the Renaissance STAR assessments, highlight the need for continued use screening students throughout the school year. For instance, current proficiency rates in Math are 23.7% for all students, 11.13% for English learners, and 7.7% for foster youth. In	The strategic initiative utilizing STAR Reading and Math assessments, along with related supplemental educational software addresses the needs of unduplicated students by enhancing instructional practices for grades 2 through 8 based on targeted ongoing progress monitoring. This action emphasizes training teachers and instructional coaches to use assessment data effectively, enabling them to adapt teaching strategies that meet the diverse needs of unduplicated students at all performance levels	See (above) Metric 1.6 See (above) Local data 1.23

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
	Reading, proficiency rates are 30.06% for all students, 9.0% for English learners, and 12.2% for foster youth. These figures demonstrate significant gaps and the necessity for tailored teaching strategies informed by data. Utilizing STAR Reading and Math systematically district-wide enables targeted support and helps close achievement gaps, ensuring that all students, particularly unduplicated ones, have the opportunity to succeed. Educational partner feedback from our teachers and administrators speak to the effectiveness of utilizing the screener to better inform student needs. Recently, the district has leveraged the Growth Proficiency Charts by school, subject, and grade level and teachers and site administrators have provided feedback stating they feel this is a new and effective approach to looking at and meeting the needs of unduplicated student groups. **Scope:** LEA-wide	ensuring all students, especially unduplicated students) are growing academically. Providing this action on an LEA-wide basis ensures that all students, not just those identified as unduplicated, benefit from improved instructional practices and data utilization. This comprehensive approach promotes equity by raising the quality of education across the district, allowing every student to receive tailored support that addresses their unique needs. By improving the district's instructional capacity, the initiative ensures that all students, regardless of background, have access to an effective and supportive learning environment.	
1.5	**Action:** First Grade Reading Mastery Initiative **Need:** Local data indicates a critical need to be more intentional about ensuring proficient readers by the end of first grade. Currently, only 5% of our unduplicated TK students start with knowledge of their letter names and sounds,	This action addresses the needs of unduplicated students by ensuring they receive a strong foundation in phonemic awareness and phonics by the end of first grade. The integration of the Heggerty diagnostic,and Core Phonics diagnostic is designed to create a systematic approach to early reading from transitional kindergarten through third grade, allowing for the early identification of literacy challenges.	See (above) Metric 1.6, 1.17, 1.18 See (above) Local data 1.25

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
	as shown by local district assessments. The 3rd Quarter Assessment Report for the 2023-2024 academic year underscores this need, highlighting that 43.7% of first-grade students are performing below benchmark in the STAR Reading assessment. Moreover, our district's TK students exhibit areas of strength in Counting with One-to-One Correspondence and Number ID but show significant gaps in TK Letter Sounds and TK Letter ID. Additionally, the 3rd Quarter Assessment Report for the 2023-2024 academic year highlights the need for improvement in foundational writing skills among unduplicated TK students, particularly those performing at Level 1 and Level 2. This evidence reinforces the necessity for a strategic approach to early literacy, targeting both reading and writing proficiencies. Informal conversations with educational partners reveal that many of our unduplicated students have limited access to early learning opportunities at academically focused preschools. Instead, they often attend daycare, which lacks an academic focus. By utilizing early reading diagnostics and intensive interventions, we are addressing this gap, ensuring unduplicated students receive the foundational literacy skills necessary for academic success. **Scope:** LEA-wide	Providing this action on an LEA-wide or schoolwide basis ensures that all students benefit from a common system of reliable and valid data-driven instruction and support. This alignment allows teachers across the district to tailor phonics instruction to individual student needs, offering targeted instruction and reinforcing skills through regular phonics lessons.	

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1.6	**Action:** Literacy Advancement: Elevating District-Wide Skills and Support **Need:** The analysis of ELA performance data from the district's Quarter 3 Interim Data Report reveals significant gaps that necessitate focused literacy support. For instance, in 3rd grade ELA, schools like FVW and HRZ have 31% and 25% of students performing below standard, respectively. Additionally, there is a notable decline in performance as students progress to higher grades, with 5th grade at PRO showing 43% of students below standard and only 29% above standard. This performance variability across district schools underscores the need for a uniform and integrated approach to literacy. Schools with higher percentages of unduplicated students exhibit greater literacy challenges. For example, PLZ has 55% of 4th graders below standard. CAASPP data further highlights these disparities, showing that unduplicated students face significant challenges in ELA. All students scored -23.8 (orange), English learners scored -62.4 (orange), foster youth scored -64.6 (orange), Homeless/McKinney-Vento students scored -65 (yellow), and the district's socioeconomically disadvantaged students scored -25.9 (orange). Staff, students, and families have voiced their support for Thinking Maps and Write from the Beginning as visual tools that assist with	The action of enhancing reading and writing skills district-wide through the rigorous application of Thinking Maps and the Write from the Beginning and Beyond Writing Program (WTFBB) addresses the unique educational challenges unduplicated students face. This integrated program provides a structured framework that helps unduplicated students use Thinking Maps to analyze text, organize their thoughts, and translate them into writing. Comprehensive teacher training on a three-year cycle (new this year) ensures that all educators are equipped to deliver high-quality literacy instruction and adapt methodologies to meet diverse needs. This fosters a cohesive and consistent writing environment, establishing a robust literacy culture across grade levels. This strategic approach ensures unduplicated students receive targeted support and resources, enabling them to effectively organize their thoughts and produce clear, coherent writing. This action is being provided on an LEA-wide basis to benefit all students due to the proven benefits of a consistent writing curriculum aligned across grade levels, which significantly improves students' reading comprehension and writing proficiency. Targeted strategies such as individualized instruction, the effective use of Thinking Maps, and robust writing instruction help close skill gaps. Implementing this action district-wide ensures that all students benefit from a cohesive, high-quality writing curriculum and that teachers are equipped with the skills and strategies needed to meet diverse student needs effectively.	See (above) Metric 1.6 See (above) Local data 1.23

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	reading comprehension and the writing process. Over the past few school years, Thinking Maps Parent Nights have successfully highlighted how students are able to use critical thinking as they make their maps. **Scope:** LEA-wide		
1.7	**Action:** Empowering Math Excellence: Targeted Support for Students **Need:** The district's CAASPP and STAR data reveal significant academic challenges for unduplicated students, highlighting the urgent need for focused support. In ELA, CAASPP scores show English learners at -62.4, foster youth at -64.6, and homeless/McKinney-Vento students at -65. In Math, these groups scored -91.3, -88.3, and -100.7, respectively. STAR data further supports these findings, with English learners scoring 9.0% in Reading and 11.13% in Math, and foster youth at 12.2% in Reading and 7.7% in Math. This data underscores the need for the Director of Assessment, LCAP, and District Projects to inform targeted interventions district wide. By identifying learning gaps and informing instructional strategies, the Director ensures that resources are effectively allocated to address these challenges, promoting high-	This action addresses the unique educational needs of our district's unduplicated students by implementing a comprehensive math support program that includes targeted interventions and foundational skill development. The action identifies students below grade level and provides personalized support tailored to their specific gaps, reinforcing essential math skills. A differentiated curriculum, aligned with state standards and enriched with diverse resources and high engagement strategies, was designed with unduplicated students in mind first in order to best meet their needs. Additionally, to enhance teaching effectiveness, teachers receive ongoing professional development, enabling them to apply innovative strategies like Number Talks, competitions, and practical tasks which foster a culture of excitement and motivation around learning math. The integration of supplemental online platforms like IXL Learning, Freckle, and Next Gen Math provides personalized learning paths and immediate feedback, allowing unduplicated students to progress at their own pace and ensuring their diverse educational needs are met.	See (above) Metric 1.6 See (above) Local data 1.20, 1.23

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	quality instruction and equitable opportunities for unduplicated students. Educational partners including staff and parents have consistently asked for focused math supports. Recently teachers asked that the district invest in IXL learning as they have noticed a higher SBAC score correlation within classrooms and school sites that use the program. As per interviews with the superintendent, students tell us that continued investment in technology such as Freckle is highly desired. **Scope:** LEA-wide	This action, offered LEA wide, will benefit all students by implementing a comprehensive approach that ensures that all students receive high-quality math instruction tailored to diverse learning styles and needs, fostering overall academic success.	
1.8	**Action:** Assistant Principals Drive Success for Students **Need:** Assistant principals implement their School Plan for Student Achievement (SPSA) in alignment with the LCAP, targeting resources and actions to address the unique challenges faced by unduplicated students, ensuring tailored support systems that promote equity and academic success. Student outcome data underscores this need, with 2023 CAASPP scores reflecting significant challenges. In ELA, all students scored -23.8 DFS , English learners scored -62.4, foster youth scored -64.6, Homeless/McKinney-Vento students scored -65, and socioeconomically	This action addresses the unique needs of unduplicated students by enhancing the leadership skills of assistant principals, who focus on academic and social-emotional support, ensuring equitable access to resources for academic success. They will oversee behavior management programs tailored to each student's background, fostering an inclusive and safe school climate. Continuous professional development equips APs with best practices to recognize and address barriers affecting student achievement and to use data analytics to monitor progress and align interventions with the specific requirements of unduplicated students. Additionally, APs will ensure these students have equitable access to high-quality educational resources and opportunities, while also increasing outreach efforts to engage parents and encourage a	See (above) Metrics 1.6, 1.10, 1.11, 1.17, 1.18, 1.19 See (above) Local data 1.23

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	disadvantaged students scored -25.9. Math scores are similarly concerning, with all students scoring -66.3 DFS, English learners -91.3, foster youth -88.3, Homeless/McKinney-Vento students -100.7, and socioeconomically disadvantaged students -68.6. Additionally, on the CAST, only 30.18% of all students met or exceeded standards, with English learners at 2.32%, foster youth at 8.77%, Homeless/McKinney-Vento students at 13.04%, and socioeconomically disadvantaged students at 19.32%. Assistant principals play a pivotal role in managing the diverse needs of unduplicated students, addressing academic gaps due to limited access to educational resources, and creating inclusive environments that promote overall well-being. Their focus on equitable access to high-quality educational resources and the implementation of data-driven strategies ensures targeted interventions that improve student outcomes. APs are essential in organizing and sharing data to inform teaching and learning of unduplicated students at all levels, ensuring that instructional practices are aligned with student needs. Educational partner feedback from principals and other school administrators highlight the urgent need for assistant principals to facilitate comprehensive unduplicated student support throughout the district. **Scope:** LEA-wide	collaborative approach despite challenging backgrounds. This action is being provided on an LEA-wide basis to benefit all students because strong school leadership plays a pivotal role in shaping an inclusive and high-performing learning environment. Fostering positive relationships between all families and schools positively influences student motivation and performance. By enhancing the leadership skills of assistant principals and promoting parent-school collaboration, all students across the district can experience improved academic outcomes and a supportive educational environment.	

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1.9	**Action:** Director of Assessment, LCAP, and District Special Projects **Need:** Despite being a higher improving district, our district continues to face challenges in achieving higher academic performance levels. The recent Renaissance STAR assessment data from the third quarter highlights critical areas that require focused attention. In Math, only 23.7% of all students are proficient. Specific subgroups show even lower proficiency rates, with English learners at 11.13%, Foster Youth at 7.7%, Homeless/McKinney-Vento students at 12.23%, socioeconomically disadvantaged students at 23.4%, students with disabilities at 6.02%, and African American students at 15.78%. In Reading, the overall proficiency is slightly higher at 30.06%, yet significant gaps remain. English learners show a proficiency rate of 9.0%, Foster Youth at 12.2%, Homeless / McKinney-Vento students at 22.7%, and socioeconomically disadvantaged students at 29.8%. The district's preceding data points underscore the need for continuous monitoring and meaningful precise data sets to support the academic growth of unduplicated student groups. Positive educational partner feedback from District PLC members including principals, assistant principals, and district administrators validates the various new approaches the	The action leverages the role of the Director of Assessment, LCAP, and District Projects to drive district-wide improvements and adopt a data-driven approach to enhance teaching and learning environments, particularly for unduplicated students. These students often face economic instability, lack of resources, language barriers, and frequent school changes, which contribute to learning gaps and inadequate academic preparation. The Director oversees the implementation of data analytics to identify academic disparities among unduplicated student groups. By using this data intentionally, the Director can inform professional development to help administrators and educators analyze data, recognize patterns, and implement effective interventions tailored to the needs of these students. Continuous improvement through systems thinking enables educators to proactively address the unique educational challenges faced by unduplicated students. The action is being provided on an LEA-wide basis to benefit all students by implementing a data-driven framework that improves the accuracy and impact of interventions. Targeted professional development helps staff understand the diverse needs of students, enhancing the quality of teaching and learning outcomes. Establishing the Director role ensures systemic consistency, reducing learning gaps and ensuring equitable practices are followed across all school sites. This comprehensive approach aims to elevate the educational experience and academic achievement for all students district-wide, including	See (above) Metrics 1.6, 1.10, 1.11, 1.17, 1.18, 1.19 See (above) Local data 1.23

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	Director took this past school year. PLCs were informed by new visualizations regarding Growth Proficiency data as well as other related data visualizations and capacity building activities provided throughout the school year. **Scope:** LEA-wide	students with disabilities at 5.3% and African American students at 24.24%.	
1.10	**Action:** District Specialists **Need:** Curriculum Specialists are essential in addressing the significant academic challenges faced by unduplicated students, including language proficiency struggles, lack of resources, and educational disruptions. Their expertise in instructional strategies, curriculum design, and data analysis enables them to provide support targeted at the district's unduplicated students district wide. CAASPP scores reveal that English learners scored -62.4 in ELA and -91.3 in Math, while foster youth scored -64.6 in ELA and -88.3 in Math. Homeless/McKinney-Vento students face significant challenges, scoring -65 in ELA and -100.7 in Math. Students with disabilities scored -110.7 in ELA and -145.3 in Math. These academic deficits require coordination with school sites and a streamlined data analysis processes, optimizing professional development and intervention strategies to directly address both the academic and social-	This action highlights the crucial role of the district's Curriculum Specialists who drive multiple district-wide initiatives based on their individual areas of expertise, with a strong focus on addressing the needs of unduplicated students. Curriculum Specialists provide targeted support to administration and academic coaches to identify these students' needs and develop responsive strategies. They conduct professional development, training teachers to understand the unique challenges faced by unduplicated students and apply differentiated instruction. By streamlining data analysis, Curriculum Specialists identify learning gaps, enabling personalized interventions tailored to unduplicated students. Optimized professional development ensures staff receive relevant and impactful training based on data insights. Furthermore, Curriculum Specialists refine intervention plans in collaboration with school sites, ensuring early and effective assistance. This strategic approach creates an inclusive, effective, and responsive learning environment specifically designed to support unduplicated students in overcoming significant academic challenges. Additionally this strategic	See (above) Metrics 1.6, 1.10, 1.11, 1.17, 1.18, 1.19 See (above) Local data 1.23

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	emotional needs of unduplicated students. By empowering coaches to implement best practices and innovative teaching methods, Curriculum Specialists create an inclusive, effective, and responsive learning environment so that unduplicated students receive the necessary resources and interventions to thrive. Educational partner feedback from our staff indicated that district specialists provide invaluable resources and model teaching strategies tailored to our unduplicated students' needs. Furthermore, they state that professional development sessions provided by specialists have empowered teachers and support staff in general to meet the needs of their unduplicated students. **Scope:** LEA-wide	role involves building the capacity of site-based academic coaches, fostering a collaborative culture of continuous improvement, and ensuring consistent, effective support across the district. This action is being provided on an LEA-wide basis to benefit all students because the presence of dedicated Curriculum Specialists significantly enhances instructional quality, creating a more responsive and effective learning environment. These specialists bring expert insight and focus, ensuring that teaching strategies are tailored to bridge academic gaps and meet diverse student needs. By utilizing data-driven decision-making, interventions are precisely aligned with students' academic and social-emotional needs, fostering a supportive and inclusive educational environment for every student.	
1.11	**Action:** Academic Coaches **Need:** The need for Academic Coaches at each school site is critical, as evidenced by data that highlights significant academic challenges faced by unduplicated students. CAASPP scores reveal that English learners scored -62.4 in ELA and -91.3 in Math, while foster youth scored -64.6 in ELA and -88.3 in Math. Homeless/McKinney-Vento students scored -65 in ELA and -100.7 in Math. Additionally,	This action aims to create a supportive and effective educational environment, promoting high-quality instruction and student achievement across all schools. Academic coaches address the unique educational needs of our district's unduplicated students by guiding teachers on differentiated instruction and individualized learning strategies, crucial for bridging learning gaps. They assist with aligning lesson plans with state standards and incorporating culturally relevant content to enhance engagement and accessibility. By mentoring teachers on classroom management and tailored instructional methods, academic	See (above) Metrics 1.6, 1.10, 1.11, 1.17, 1.18, 1.19 See (above) Local data 1.23

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	only 2.32% of English learners and 8.77% of foster youth met or exceeded standards in CAST. The Renaissance STAR assessments further underscore these gaps. In Math, only 23.7% of all students are proficient, with English learners at 11.13% and foster youth at 7.7%. In Reading, only 30.06% of all students are proficient, with English learners at 9.0% and foster youth at 12.2%. Academic Coaches play a vital role in addressing these challenges by building the capacity of classroom teachers through modeling and coaching. They provide personalized instructional strategies, analyze student performance data, and adjust teaching methods to meet unduplicated students' specific needs. This hands-on support is crucial for closing learning gaps and enhancing language acquisition experienced by unduplicated students. Educational partner feedback from teachers and administrators indicate that Academic Coaches are vital for the success of especially our newer teachers in the district (5 years of teaching experience or less) which make up approximately 40% of the overall teaching staff within the district. **Scope:** LEA-wide	coaches help unduplicated students thrive academically. Additionally, they analyze performance data to identify areas where unduplicated students struggle, allowing for timely adjustments to instructional strategies. Continuous training helps teachers implement inclusive, evidence-based practices. Coaches also assist in providing socio-emotional support, helping students build resilience. This comprehensive support system ensures that the educational needs of unduplicated students are met, fostering an environment conducive to high-quality instruction and improved student outcomes. This action is provided on an LEA-wide basis to benefit all students by implementing an effective mentorship model where academic coaches improve teacher performance, leading to better student outcomes. Regular data analysis conducted by academic coaches is essential in identifying learning gaps and implementing timely interventions. Coaching ensures that teaching methods align with students' backgrounds and challenges, creating a supportive and inclusive educational environment. This comprehensive approach fosters high-quality instruction and continuous improvement, benefiting all students.	
1.12	**Action:** Data Driven Intervention Support	This action provides certificated intervention teachers at each school site, specifically targeting unduplicated students who are functioning below	See (above) Metric 1.6 See (above) Local data 1.23

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	Need: Providing certificated intervention teachers at each school site is essential for targeting unduplicated students who are functioning below grade level in ELA and math. Recent data from the 2023 California School Dashboard and CAASPP outcomes shows promising trends: all students experienced a +1.35% increase in Math and a +0.49% increase in ELA, while low-income students saw an impressive +1.72% rise in Math and a +0.65% increase in ELA. English learners also showed gains of +1.7% in ELA and +0.79% in Math. These improvements underscore the effectiveness of targeted support and data-driven interventions. Furthermore, students with disabilities demonstrated positive trends with a +2.24% increase in ELA and +1.03% in Math. However, the urgent need remains to ensure that these gains are sustained and expanded. Implementing systematic progress monitoring using the KiDS Intervention Module is crucial for timely adjustments and targeted support, addressing the unique challenges faced by the district's unduplicated students and ensuring their continued academic success. All educational partners (parents and community, students, staff) perceive additional data driven intervention support for struggling students as a priority as per the District Needs Assessment survey data for this past school year.	grade level as per district assessments. To address the unique educational needs of these students, the intervention teachers offer customized support, specializing in personalized instruction to bridge learning gaps and bring students up to grade-level standards. The implementation of a systematic progress monitoring process, supported by the KiDS Intervention Module, enhances this effort by tracking real-time data on student progress. This allows for immediate adjustments to interventions, ensuring maximum effectiveness. Additionally, professional development and coaching for teachers on progress monitoring and data analysis further refine their intervention strategies. By ensuring equitable academic support across all school sites and addressing academic gaps through robust monitoring, this action significantly improves educational outcomes for unduplicated students, supporting their overall educational journeys. This action is provided on an LEA-wide basis to benefit all students because data-informed, targeted intervention programs significantly improve academic outcomes. Continuous progress monitoring allows for the quick identification of students who are struggling and enables timely adjustments to intervention strategies, ensuring that support is responsive and effective. Additionally, professional development on intervention strategies equips teachers with the skills needed to provide effective and differentiated instruction. By implementing these practices across all school sites, we can ensure a consistent	

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	Scope: LEA-wide	and high-quality educational experience for every student, leading to improved academic performance and overall success.	
1.13	**Action:** School Libraries to Improve Engagement in Learning **Need:** Within the boundaries of Greenfield, there exists one county library at the far north end, which is not easily accessible to most of our student population. Literally across the street from the public library is another school district's boundary line. Families have shared that they are limited in access to books and supportive reading environments at home. Renaissance STAR data underscores the need for enhanced literacy support, with only 30.06% of all students proficient in reading. The proficiency rates are even lower for unduplicated students, with English learners at 9.0%, foster youth at 12.2%, and homeless/McKinney-Vento students at 22.7%. Socioeconomically disadvantaged students also face significant challenges, with 29.8% proficiency in reading. By providing diverse book selections, along with professional development for school librarians, the district creates engaging, supportive, and safe environments that foster a passion for reading and learning. Last school year, district-wide libraries checked out close to 200,000 books, demonstrating a strong foundation for promoting literacy. Additionally, the count of	School librarians at each site provide personalized book recommendations and help students navigate library resources tailored to their interests and literacy levels. They will design targeted literacy time within their libraries, offering story time, book clubs, and culturally relevant resources that engage and support unduplicated students. Book selections reflect unduplicated students' backgrounds making reading more relatable and encouraging a stronger connection to books. This action is being provided on an LEA-wide basis to benefit all students due to the significant impact that access to libraries with culturally relevant and diverse resources has on improving literacy skills.	See (above) Local data 1.23

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	unique students who had taken one or more Accelerated Reader quiz during the school year reached 39,853 as of the end of April 2024. Via the annual Needs Assessment for Students, the district learned that libraries are seen (by students) as a safe place to sit and read with the support of an adult. Additionally, some school sites allow for libraries to be visited at recess times on selective days and students told us that's one of their favorite things about school. **Scope:** LEA-wide		
1.14	**Action:** STEM Pathways Initiative: Unlocking Potential for Students **Need:** Many of the district's unduplicated students struggle with access to adequate foundational knowledge, leading to significant educational gaps in STEM subjects. Language barriers and limited comprehension of complex STEM vocabulary also tend to obstruct their academic performance. Additionally, unduplicated students tend to lack consistent encouragement and access to supplemental learning resources necessary for success in STEM. California Science Test (CAST) data underscores the urgency of this need. Only 30.18% of all students met or exceeded	The STEM action effectively addresses the needs of unduplicated students by providing customized resources and support tailored to their learning styles and interests through initiatives like Project Lead The Way (PLTW), robotics, and coding. These supplemental activities are designed to ignite and maintain student interest, bridge gaps in STEM education, and foster creativity and critical thinking. Site-based programming and high-interest curricula prioritize active engagement through hands-on experiments and group challenges, helping students see themselves in STEM opportunities. By creating opportunities for students who might otherwise lack exposure to these fields, this action promotes equity in education and helps bridge the gap for unduplicated students, ensuring they have the	See (above) Metric 1.6

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	standards, with significantly lower rates for unduplicated students. English learners met or exceeded standards at a rate of only 2.32%, foster youth at 8.77%, homeless/McKinney-Vento students at 13.04%, and socioeconomically disadvantaged students at 19.32%. The district's approach, through targeted site-based programming, critical thinking exercises, and high-interest curriculum tailored for unduplicated students, ensures meaningful opportunities to engage with STEM subjects and consider careers in these areas, which might not otherwise be available to them. Educational partner feedback from teachers and administrators validate the high engagement STEM activities that create an excitement around science and learning. According to student perceptions, they see robotics and coding as among their favorites. **Scope:** LEA-wide	opportunity to participate and achieve in STEM subjects. The STEM action is being provided on an LEA-wide basis to benefit all students by ensuring equitable access to engaging hands-on experiences tailored to individual needs. Early exposure to STEM opportunities prepares all students for high-paying careers.	
1.15	**Action:** Dual Language Immersion Initiative **Need:** According to the district's front-end school office staff, unduplicated students often begin school with limited pre-academic exposure, which can hinder their language development and vocabulary acquisition. Insufficient access to bilingual education resources further	The district's Dual Language Immersion (DLI) Program at Crescent Elementary School addresses the educational needs of unduplicated students by providing trained bilingual teachers who deliver high-quality instruction in both English and the partner language, leading to improved proficiency in both languages. This bilingualism equips students with enhanced cognitive skills like better memory, problem-solving, and multitasking. Culturally relevant materials reflect students'	See (above) Metric 1.6 See (above) Local data 1.24

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	prevent these students from achieving grade-level proficiency in both English and their native languages. The urgency of addressing these challenges is highlighted by current ELA outcome data. CAASPP distance from Standard (DFS) scores show that all students scored -23.8 (orange) in ELA, but the scores for unduplicated students are significantly lower. English learners scored -62.4 (orange), foster youth scored -64.6 (orange), and homeless/McKinney-Vento students scored -65 (yellow). Socioeconomically disadvantaged students also face challenges, scoring -25.9 (orange). To address these challenges, the district's Dual Language Immersion Program will enhance bilingualism, biliteracy, and cultural competence. By fostering proficiency in both languages, the district intends to close learning gaps, improve engagement with the curriculum, and promote equitable educational opportunities for unduplicated students. Educational partner feedback from staff and parents support the need for producing and celebrating bilingual students as per the district's annual Needs Assessment Surveys. **Scope:** LEA-wide	diverse backgrounds, enhancing engagement and comprehension. Ongoing assessments in both languages identify gaps early, allowing educators to tailor instruction to individual needs, thereby boosting academic achievement. The district's DLI program also fosters a culturally inclusive atmosphere where students feel welcomed and valued, reducing feelings of exclusion and promoting cultural competence. The curriculum encourages understanding and respect for diverse cultures, helping students embrace their own identities and those of others, strengthening family and community connections. To support family involvement, bilingual educators and staff engage with parents in their preferred language, offering workshops and resources that empower them to support their children's education. The program's sustainability plan ensures continuous expansion and stability, allowing families to rely on consistent support as their children progress through grades, ultimately providing students with tools for lifelong success. The Dual Language Immersion (DLI) program is being provided on an LEA-wide basis to benefit all students by fostering bilingualism, biliteracy, and cognitive flexibility. DLI programs help students develop cultural competence, which is linked to higher self-esteem, social skills, and positive peer relationships. Additionally, students in DLI programs are more likely to reach or exceed grade-level standards in reading and math, contributing to closing achievement gaps across the district.	

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2.1	**Action:** Positive Behavior and Safety Centered Support Software for Creating and Maintaining a Safe and Orderly Learning Environment **Need:** Behavioral data highlights the urgency of these challenges. Attendance rates for homeless/McKinney-Vento students are at 90.5%, with chronic absenteeism at 48%. Suspension rates for foster youth are 3.1%, compared to the district average of 1.2%. Additionally, only 64% of students feel safe at school, and just 54% look forward to participating each day. To address these issues, the district requires supplemental behavior management software such as SWIS, Stop It, and Raptor Visitor Management. SWIS provides detailed tracking and analysis of student behavior, allowing for precise data-driven interventions. Monitoring SWIS usage statistics through the 3rd quarter for three consecutive years shows high ODR counts: Elementary Minors at 4990, Elementary Majors at 1576, Middle Minors at 1599, and Middle Majors at 952, underscoring the need for effective behavior management. Stop It enables anonymous reporting of bullying and other concerns, addressing the fact that only 64% of students feel safe at school, thereby fostering a safer environment. Raptor enhances security by monitoring visitor access and implementing emergency protocols, contributing to a more secure	Supplemental academic software is essential for addressing the educational needs of the district's unduplicated students by providing targeted supports that students need in order to resolve problems quickly and efficiently so the focus can remain on a strong learning environment. The integration of technology such as SWIS and Raptor support data-driven identification of problem areas and at-risk students, enabling proactive and continuous improvement of intervention strategies to reduce behavioral incidents and disengagement. PBIS Professional Development and Training equips educators with the skills to develop individualized interventions, fostering empathy and effective support by increasing awareness of cultural differences and the impact of trauma on behavior. Additionally, Self-Assessment and Continuous Refinement ensures that PBIS implementation is regularly assessed and updated based on performance data and feedback, promoting a collaborative environment among educators, students, and families. These integrated components are crucial for creating a safe, supportive, and orderly learning environment, ensuring that unduplicated students receive the comprehensive support they need to thrive both behaviorally and academically. The action of integrating supplemental academic software is provided on an LEA-wide basis to benefit all students due to its robust research basis and proven effectiveness. The district believes that effective implementation of PBIS improves student behavior and academic performance by fostering	See (above) Metrics: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8 See (above) Local data 2.10, 2.11, 2.12

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	environment for students already facing significant instability and anxiety. A top concern of parents and staff as well as students (educational partners) as per the district's Needs Assessment Survey was student and staff safety and the prevention of bullying behaviors. **Scope:** LEA-wide	positive school climates, which is essential for creating supportive learning environments.	
2.2	**Action:** Enhancing School Climate with Data Driven PBIS Strategies **Need:** The continuation of data-driven Positive Behavioral Interventions and Supports is essential to support the district's students, particularly unduplicated groups such as socioeconomically disadvantaged students, English learners, and foster and McKinney-Vento youth. The district's suspension rate, though slightly up by 0.3% year over year, remains significantly lower than county and state averages. Specifically, the suspension rate for all students is 1.2% (yellow), with English learners at 0.8% (yellow), foster youth at 3.1% (orange), homeless/McKinney-Vento youth at 1.7% (green), socioeconomically disadvantaged students at 1.3% (yellow), and students with disabilities at 2.5% (yellow). Notably, African American students have a higher suspension rate at 4.0% (orange),	This action directly addresses the needs of the district's unduplicated students by creating a supportive and effective school environment tailored to their unique challenges. This LCAP action focuses on extensive training and ongoing professional development, ensuring educators are equipped with the skills to support socioeconomically disadvantaged students, English learners, and foster and McKinney-Vento youth. By analyzing behavior data, staff can proactively identify at-risk students and adjust interventions to provide targeted support. Regular self-assessment and refinement of PBIS strategies, based on performance data and feedback, ensure continuous improvement and responsiveness to the evolving needs of these students. This approach promotes better engagement, reduces behavioral incidents, and improves academic performance, fostering long-term positive outcomes for all unduplicated students.	See (above) Metrics: 2.6, 2.7, 2.8 See (above) Local data 2.10, 2.11, 2.12

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
	highlighting an area for focused intervention. Additionally, the expulsion rate has maintained at 0%, and student engagement has improved with a 2% increase in district-wide attendance and a nearly 10% drop in chronic absenteeism. Monitoring SWIS usage statistics (ODR count) to inform systems regarding school and district-wide behavioral decisions through the 3rd quarter for three consecutive years has provided valuable insights. The ODR counts were: Elementary Minors: 4990, Elementary Majors: 1576, Middle Minors: 1599, and Middle Majors: 952. Recent improvements in office discipline referral data collection have revealed a 6% decrease in district-wide behavioral referrals, with elementary schools showing a 5% decrease and middle schools an almost 8% decrease year over year. The district believes it is critically important to continue and refine our behavioral support systems to sustain and enhance student outcomes.

A primary concern among parents, staff, and students, as highlighted by the district's Needs Assessment Survey, is ensuring student and staff safety and preventing bullying behaviors.

Scope:
  LEA-wide | Implementing PBIS on an LEA wide basis benefits all students by creating a structured, supportive, and positive school environment that promotes both behavioral and academic success. By focusing on proactive strategies, individualized support, and skill development, the district's PBIS framework at each school site ensures that every student can thrive and reach their full potential where all students feel valued and supported. | |
| 2.3 | **Action:**
Targeted Attendance Enhancement | This action is designed to improve attendance rates and reduce chronic absenteeism rates specifically for foster and McKinney-Vento youth, English learners, and socioeconomically | See (above) Metrics: 2.1, 2.2, 2.3 |

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: Despite recent successes in reducing chronic absenteeism, with a district-wide drop from 34.9% to 24.9% for all students between 2021-22 and 2022-23, there remains an urgent need for more intentional, data-driven strategies to sustain and further this progress in the post-COVID phase of education. African American students saw a nearly 12% reduction, while Hispanic and Two or More Races students experienced almost a 10% decrease in chronic absenteeism. However, ongoing challenges necessitate a strategic approach: local data indicates an additional 5% drop in chronic absenteeism for the current school year, and targeted interventions, such as sending over 18,000 attendance letters, have improved attendance for 69% of those students, a 10% increase from the previous year. Engagement with the Student Attendance Review Board (SARB) resulted in 83% of participating families improving their attendance, contributing to an 8% district-wide increase. However, in the larger picture, chronic absenteeism rates remain concerning for the district's student groups: All students: 25.2% (yellow, but very high), English learners: 22.7% (yellow), foster youth: 22.8% (orange), homeless/McKinney-Vento youth: 48% (yellow), socioeconomically disadvantaged students: 25.7% (yellow), students with disabilities: 33.6% (yellow), and African American students: 33.6% (yellow). These metrics underscore the critical need to continue refining and intensifying our data-	disadvantaged students and is essential to addressing their unique needs through a comprehensive, data-driven strategy. The District Attendance Supervisor plays a pivotal role in overseeing this strategy, with a specific focus on unduplicated student groups. By coordinating district-wide efforts, including the involvement of Site-based Student Intervention Facilitators (SIFs) and school-based attendance/truancy teams, the supervisor ensures that interventions are culturally responsive and precisely targeted. Utilizing advanced data platforms such as SchoolStatus Attend and the Kern Integrated Data System (KiDS), the district can provide real-time tracking of attendance patterns and centralize student data. This enables swift interventions for at-risk students and ensures that the strategies are evidence-based and adapted to the unique needs of foster, McKinney-Vento, English learner, and socioeconomically disadvantaged students. Site-based teams and SIFs work directly with families to uncover and address barriers to attendance, providing holistic support and engaging with community partners to mitigate external challenges such as transportation, housing instability, and health issues. This integrated approach, driven by accurate data and coordinated efforts, is crucial for improving attendance and fostering a supportive school environment for all students, with a particular emphasis on supporting the district's unduplicated students. The Targeted Attendance Enhancement action is being provided on an LEA-wide basis to benefit all	

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	driven methods to ensure every student remains engaged and present in school, addressing the lingering impacts of the pandemic on student attendance. A primary concern among teachers and administrators highlighted by the district's Needs Assessment Survey as well as anecdotal data, is the urgent need for students to engage in their education in order improve attendance rates and to decrease chronic absenteeism. **Scope:** LEA-wide	students because data-driven attendance strategies help identify root causes of absenteeism, allowing for comprehensive solutions that address the needs of the entire student body. Coordinated interventions led by knowledgeable attendance supervisors are proven to reduce chronic absenteeism and foster a positive school culture, which benefits all students by creating a more stable and engaging learning environment.	
2.4	**Action:** Enhanced School Safety and Student Services **Need:** The district's unduplicated students often face significant behavioral challenges due to unstable housing, food insecurity, and limited access to mental and physical health support. These students urgently need to feel safe at school to thrive academically and emotionally. The Director of School Safety and Student Services plays a crucial role in addressing these needs by implementing comprehensive strategies such as Positive Behavioral Interventions and Supports (PBIS), restorative practices, and social-emotional learning (SEL). These approaches shift the focus from punitive measures to preventative and positive interactions, fostering a supportive school	The District Director's role is crucial in supporting the district's students, particularly unduplicated groups, through a comprehensive and inclusive approach. Leading PBIS initiatives, the Director focuses on restorative practices and social-emotional learning to rebuild student trust and strengthen community bonds. By incorporating trauma-informed practices, the Director helps students cope with emotional and behavioral challenges, emphasizing conflict resolution and relationship-building in a supportive, non-punitive manner. The Director also coordinates comprehensive school safety plans with school leaders and external agencies, ensuring inclusivity and consistency across all sites. Emergency response protocols are developed and implemented to accommodate students with special needs and those facing trauma, with staff trained to identify and sensitively support students	See (above) Metrics: 2.1, 2.2, 2.3 2.6, 2.7, 2.8 See (above) Local data 2.10, 2.11, 2.12, 2.13

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	environment that significantly improves unduplicated student outcomes. Results from the 2023-24 Student District Needs Assessment for grades 4th through 8th show that 54% of our students report they look forward to participating in school each day, 80% of our students report that teachers keep them informed of their academic progress, and 64% (up from 59% in 2022-23) of our students feel safe at school. There is a critical need for improvement for how unduplicated students feel about school, especially in creating a safe and engaging environment. Attendance data further highlights areas of concern: All students have an attendance rate of 93.6%, with English learners at 93.9%, foster youth at 92.6%, homeless/McKinney-Vento youth at 90.5%, socioeconomically disadvantaged students at 93.6%, students with disabilities at 92.1%, and African American students at 92.3%. While these rates are relatively high (and represent a two year trend of improving attendance in general within the district), they underscore the need for continued efforts to engage unduplicated student groups authentically. The district's suspension data reveals additional challenges: The suspension rate for all students is 1.2% (yellow), with English learners at 0.8% (yellow), foster youth at 3.1% (orange), homeless/McKinney-Vento youth at 1.7% (green), socioeconomically disadvantaged students at 1.3% (yellow), students with disabilities at 2.5% (yellow), and African American students at 4.0% (orange). These suspension rates, particularly for foster	showing signs of distress. Additionally, the Director establishes district-wide anti-bullying protocols, ensuring swift response measures and effective reporting channels to build student confidence in school safety. This multifaceted approach ensures that every student's unique needs are addressed, promoting a safer, more supportive educational environment. The action is being provided on an LEA-wide basis to benefit all students because research shows that PBIS frameworks incorporating restorative practices significantly reduce behavioral issues and improve school climate for all students. Additionally, anti-bullying programs aligned with restorative approaches create an inclusive environment and encourage positive behaviors and are good for an overall learning environment that can benefit all students.	

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	youth and African American students, indicate a critical need for additional targeted behavioral supports. All educational partner groups have made it clear that they support addressing problem behaviors through PBIS and SEL will create a more supportive school environment for teaching and learning. **Scope:** LEA-wide		
2.5	**Action:** Integrating School Social Workers for Student Support **Need:** The district's school social workers play a critical role in addressing the significant challenges faced by unduplicated students in the district. Socioeconomically disadvantaged students, who have an attendance rate of 93.6% and a chronic absenteeism rate of 25.7% (yellow), experience frequent absenteeism due to financial instability and lack of resources, resulting in academic gaps and decreased performance. English learners, with an attendance rate of 93.9% and a chronic absenteeism rate of 22.7% (yellow), face language barriers that can impede comprehension, leading to academic disengagement, lower achievement, and higher absenteeism. Their suspension rate of 0.8% (yellow) indicates behavioral some	The integration of school social workers on an LEA-wide basis is essential to benefit all students by leveraging a research-based approach. School social workers have proven effective in improving attendance, behavior, and academic outcomes. Utilizing trauma-informed practices and developing individualized plans tailored to each student's unique challenges foster resilience and engagement, ensuring that interventions are responsive to their specific needs. This comprehensive strategy supports the academic success, emotional well-being, and positive behavior of all students, creating a more inclusive and supportive educational environment. The integration of school social workers on an LEA-wide basis is essential to benefit all students by leveraging a research-based approach. School social workers have proven effective in improving attendance, behavior, and academic outcomes. Utilizing trauma-informed practices and developing individualized plans tailored to each student's	See (above) Metrics: 2.1, 2.2, 2.3 2.6, 2.7, 2.8 See (above) Local data 2.10, 2.11, 2.12, 2.13

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
	challenges that social workers can help mitigate. Foster youth, with an attendance rate of 92.6% and a chronic absenteeism rate of 22.8% (orange), tend to suffer from academic instability due to frequent relocations and trauma from family separation or homelessness. Their suspension rate of 3.1% (orange) highlights significant behavioral issues when compared to All Students (1.2%). Homeless / McKinney-Vento youth, who have the most concerning attendance rate at 90.5% and a chronic absenteeism rate of 48% (yellow), face extreme instability. Their suspension rate of 1.7% (green) reflects challenges they face in maintaining consistent school engagement and are a major focus for the district's school social workers. By providing structured tier two interventions that promote academic success, emotional well-being, and positive behavior, school social workers address these multifaceted needs of the district's unduplicated students.

Educational partners, particularly feedback from parents and students, have expressed appreciation for each school site having a dedicated school social worker because they provide crisis intervention for students, and are helpful at connecting families with community resources.

Scope:
  LEA-wide | unique challenges foster resilience and engagement, ensuring that interventions are responsive to their specific needs. This comprehensive strategy supports the academic success, emotional well-being, and positive behavior of all students, creating a more inclusive and supportive educational environment. | |

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
2.6	**Action:** Supplemental Behavior Intervention Supports at School Sites **Need:** During the COVID-19 pandemic, Behavior Intervention Assistants (BIAs) were hired to manage behavior-related challenges, but they did not receive systematic training to build their capacity in order to effectively manage student behaviors from the district. Despite a slight decrease in office discipline referrals, disruptive behaviors remain a significant issue, affecting teaching and learning. To address this, the district is implementing a comprehensive training program to equip BIAs with advanced skills in positive reinforcement, structured behavior interventions, and proactive conflict resolution specifically designed to benefit unduplicated students. This training is essential to ensure BIAs can effectively manage student behaviors, creating a more conducive learning environment. Suspension rates highlight the urgent need for this initiative: All students have a suspension rate of 1.2% (yellow), with English learners at 0.8% (yellow), foster youth at 3.1% (orange), homeless/McKinney-Vento youth at 1.7% (green), socioeconomically disadvantaged students at 1.3% (yellow), students with disabilities at 2.5% (yellow), and African American students at 4.0% (orange). These rates, particularly high among foster youth and African American students, indicate significant behavioral challenges that require effective	Building the capacity of Behavioral Intervention Assistants (BIAs) is crucial to ensure they can effectively support socioeconomically disadvantaged students, English learners, and foster and McKinney-Vento youth. This capacity-building process includes comprehensive training in behavior management support, enabling BIAs to work directly with teachers, administration, and other staff to create a consistent and positive learning environment. Through this training, BIAs will be able to provide critical intervention assistance, allowing teachers to focus more on instruction and improving learning outcomes. They will collaborate with school psychologists, school social workers, and other staff to ensure a unified approach tailored to the unique needs of unduplicated student groups. The action to provide Behavioral Intervention Assistants (BIAs) on an LEA-wide basis as this comprehensive approach ensures that BIAs are equipped to manage and support student behaviors effectively, leading to a more conducive learning environment and better educational outcomes for all students across the district.	See (above) Metrics: 2.1, 2.2, 2.3 2.6, 2.7, 2.8 See (above) Local data 2.12

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
	intervention. Monitoring SWIS usage statistics further supports the need for enhanced training. Through the 3rd quarter during 2023-24, the ODR counts were: Elementary Minors: 4990, Elementary Majors: 1576, Middle Minors: 1599, and Middle Majors: 952. Despite a slight decrease in overall ODRs (year over year), the volume of referrals suggests ongoing disruptive behaviors that need to be managed more effectively. Teachers feel that additional behavioral support is necessary so that they can teach and students can learn. Additionally, parents stressed via the district's Needs Assessment Survey that school safety is a top concern. **Scope:** LEA-wide		
2.7	**Action:** Positive Behavioral Engagement and School Safety **Need:** It is imperative that all students in the District feel safe and connected at school. According to the results of the 2023-24 Student District Needs Assessment Survey, 54% of 4th through 8th-grade students look forward to participating in school each day. This figure is consistent with the previous year's result of 54.3%, underscoring the urgent need to prioritize student engagement and ensure every student feels a sense of belonging and	This action will address identified needs by significantly increasing school safety and fostering a positive school climate. Training additional safety personnel, including the school resource officer, in the Positive Behavior Interventions and Supports (PBIS) program and attendance support roles will ensure that staff are equipped to build positive relationships with students, enhancing the overall school environment. The design of this action includes providing additional supervision on playgrounds and school buses, where supervisory staff will engage with students to reinforce positive behavior expectations, mentor them, and apply conflict resolution strategies to de-escalate potential issues. Moreover, this action involves	See (above) Metrics: 2.1, 2.2, 2.3 2.6, 2.7, 2.8 See (above) Local data 2.10

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
	security within our schools. The district is committed to taking decisive action to enhance the safety and connectedness of our students, making their well-being our highest priority. The survey also shows that 64% of our 4th through 8th-grade students feel safe at school, reflecting an improvement from the 2022-23 survey result of 59.6%. This increase is encouraging, particularly given the concerns about school safety due to negative high-profile incidents at schools across the nation. However, the district's students face several identified needs that highlight the importance of training additional safety personnel, including the school resource officer, in Positive Behavior Interventions and Supports (PBIS) and attendance support roles. Socioeconomically disadvantaged students, who have an attendance rate of 93.6% and a chronic absenteeism rate of 25.7% (yellow), often experience limited access to learning resources and extracurricular activities due to financial constraints which can lead to stress and disengagement. Their suspension rate is 1.3% (yellow), indicating behavioral challenges that mandate a proactive approach through PBIS. English learners, with an attendance rate of 93.9% and a chronic absenteeism rate of 22.7% (yellow), struggle with language barriers and when they stay home instead of attending school, they typically do not have academic support at home. Foster youth, who have an attendance rate of 92.6% and a chronic absenteeism rate of 22.8% (orange), can suffer from academic instability due to	investing in programs and materials to upgrade security measures across all school sites. By strengthening security and fostering strong relationships with students, this initiative aims to create a safer, more supportive educational atmosphere conducive to student well-being and learning. This action is being provided on an LEA wide basis as all student benefit from a safe and secure positive learning environment.	

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
	frequent relocations and trauma from family separation or homelessness. Their high suspension rate of 3.1% (orange) (compared to All Students at 1.2%) highlights the critical need for additional support and interventions from trained safety personnel and school resource officers. Homeless / McKinney-Vento youth, with the lowest attendance rate of 90.5% and the highest chronic absenteeism rate of 48% (yellow), face extreme instability. Their suspension rate of 1.7% (green) underscores the continued necessity for dedicated safety personnel to provide consistent support and interventions to improve their school engagement and behavior. There has been an uptick recently in violence at the district's middle school sites, with increased incidents of fighting and overall disturbances this school year. Monitoring SWIS usage statistics shows Elementary Minors: 4990, Elementary Majors: 1576, Middle Minors: 1599, and Middle Majors: 952. Despite a slight decrease in ODRs, the high volume of referrals suggests ongoing disruptive behaviors that need better management. Providing additional supervision on playgrounds and school buses will help, but the presence of school resource officers (SROs) is critical in order to ensure district schools have access to needed supports on a consistent basis. Investing in security measures and integrating SROs into the school community will enhance safety and foster strong relationships with students.		

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	Specific educational partner feedback that explicitly spoke to the critical need for support from dedicated school resource officers included parents and families, certificated and classified staff, administration and principals, and students. Virtually all educational partners voiced robust support for and appreciation of dedicated school resource officer services within the district. **Scope:** LEA-wide		
2.8	**Action:** Improved Class Sizes Maintained for Enhanced Student Support and Equity **Need:** Maintaining improved class sizes directly addresses the unique needs of the district's unduplicated students by allowing for personalized attention and support. Survey data shows a positive trend in student contentedness, with an increased sense of belonging across various grade levels. Additionally, significant attendance challenges reveal the need for smaller class sizes coupled with more individualized attention, as 38% to 51% of students missed school due to illness, and 11% to 16% missed school due to emotional distress. Additionally, academic performance data underscores this need. In ELA, English learners, foster youth, and homeless students show considerable deficits (see above metrics) In Math, similar	This action is designed to maintain class sizes below the maximum contracted caseload, principally directed toward unduplicated students who will benefit from increased individualized attention and support. By ensuring teaching and learning can thrive in this maintained or smaller-than-contracted student-to-teacher ratio, teachers can better understand and address each student's unique learning needs, providing targeted interventions and personalized instruction. This is especially crucial for students facing language barriers, socio-emotional challenges, and resource limitations. By ensuring class sizes remain below contracted levels, this action creates a more supportive and effective learning environment, promoting equitable access to high-quality education and helping unduplicated students thrive academically. Implementing class size reduction as an LEA-wide action benefits all students by ensuring that every classroom has an optimal learning environment.	See (above) Metrics: 2.1, 2.2 See (above) Local data: 2.14

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	challenges are evident, with homeless students at -100.7 DFS and English learners at -91.3 DFS. CAST results indicate that only 30.18% of all students met or exceeded standards, with even lower percentages for English learners (2.32%) and students with disabilities (8.7%). High rates of chronic absenteeism, particularly 48% for homeless students further highlight the need for more personalized support. Smaller class sizes enable teachers to address these academic and personal challenges more effectively, ensuring unduplicated students feel supported and connected, ultimately enhancing their academic success and well-being. Parents, staff, and students report that improved class size provides for additional relational support between teachers and students. **Scope:** LEA-wide	Smaller class sizes allow teachers to provide more individualized attention and support to each student, enhancing overall academic performance and engagement.	
2.9	**Action:** Enhancing Facilities for Comprehensive Student and Community Engagement **Need:** Student connectedness survey data reveals a strong desire among unduplicated students at both McKee Middle School and Ollivier Middle School to participate in school activities. In Fall 22-23, 44% of students regularly attended school-sponsored events, which slightly	The design of this action addresses the district's unduplicated students' identified needs by prioritizing the construction of gymnasiums at both Ollivier Middle School and McKee Middle School. This initiative aims to enhance access to resources and foster community involvement in their respective communities. The new gyms will provide dedicated spaces for sports, performing arts events, and community learning, addressing the current lack of facilities for physical and cultural activities. The gyms will feature climate-	See (above) Metrics: 2.1, 2.2, 2.6 See (above) Local data 2.15, 2.16, 2.17, 2.18

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	increased to 46% in Winter 23-24. Additionally, a notable 77-80% of students feel there are ample opportunities to get involved in extracurricular activities, such as sports and clubs. This demonstrates a clear enthusiasm and willingness among students to engage in school life and extracurricular activities. However, despite this enthusiasm, the lack of infrastructure renders access to these activities impossible. The current infrastructure at both McKee and Ollivier falls short, as the district lacks gyms and covered areas for sports and arts, significantly limiting the opportunities for students to participate in these crucial activities. Students have reported that they do not have access to gyms at home or within the greater Greenfield area. When schools from other districts visit for sporting events, they play in well-equipped gyms and multipurpose buildings, while McKee and Ollivier students are relegated to playing outside on hot asphalt, highlighting the stark disparity in facilities. The desire to participate is clear, but without the necessary infrastructure, students' access to these vital activities remains impossible. Chronic absenteeism rates are very high among the district's unduplicated student groups, with 23.11% for English learners, 31.25% for foster youth, and 35% for homeless students, compared to 18.05% for all students. Attendance rates are lower as well, with foster youth at 91.4% and homeless students at 90%, compared to 93.9% for all students. High suspension rates further emphasize the urgent	controlled covered areas for physical activities, group projects, and community events, directly benefiting unduplicated students by offering opportunities for physical and cultural development. This action is intended to match the enthusiasm and willingness among students to participate in school activities with the availability of a safe and secure place to do so in the new gym. The design of this action is also aimed at reducing chronic absenteeism and increasing attendance among unduplicated students, as they will be more engaged at school and excited to participate in additional activities held in conjunction with the new space. Additionally, suspensions will decline as students authentically engage in additional activities such as sports and clubs, providing them with positive, structured alternatives to punitive measures. The availability of school gyms at McKee and Ollivier Middle Schools will create a safe and supportive environment for students to stay active and healthy, reducing stress and improving mental well-being. Hosting events that promote family and community engagement within these new facilities will further foster a sense of belonging and support. This action is a critical part of the district's broader and longer-term initiative to modernize and expand district facilities. Overall, this action is intended to create a supportive and inclusive environment that enhances the educational experience for all students as it is being provided on an LEA-wide basis, contributing to all students' overall success and well-being.	

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	requirement for positive, inclusive spaces that provide alternatives to punitive measures. Suspension rates for foster youth are at 6.25% and for homeless students at 7.5%, compared to 3.4% for all students. The enthusiasm from educational partners regarding these enhancements is palpable. Feedback from students, classified and certificated employees, and parents highlights the urgent need for gyms at middle schools in Greenfield. The community is eager to see these gyms come to life, fostering greater involvement and participation among unduplicated students, their families, and the broader community. **Scope:** Schoolwide		
3.1	**Action:** Comprehensive Educational Technology Software Platforms for Ensuring District-Wide Coherence in Order to Ensure All Students Have Educational Success **Need:** Recent district-wide assessments have highlighted notable discrepancies in the performance of unduplicated student groups compared to all students. Transitional kindergarten (TK) students exhibit significant gaps in early literacy skills, with district averages for Letter Sounds and Letter Identification (Letter ID) at 76.4% and 76.5%,	The unified use of core educational technology platforms, such as Aeries Student Information and Parent Portal, Parent Square, Zoom, Screencastify, Kern Integrated Data Systems, GoGuardian, and Clever, addresses the needs of unduplicated students by ensuring consistent access to the same technology, leveling the playing field for the district's unduplicated students. Teaching digital literacy through these platforms enhances students' skills, preparing them for future academic and career opportunities. For English learners, implementing platforms with language translation and learning tools supports their academic engagement and success by overcoming language barriers. Additionally, these	See (above) Metric 3.4 See (above) Local data 3.11, 3.12, 3.13, 3.14, 3.15

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	respectively. This indicates a need for improvement in mastering these fundamental skills. Additionally, the CAASPP data reveals substantial deficiencies in English Language Arts (ELA) across various student groups. While all students have a Distance from Standard (DFS) score of -23.8, English learners, foster youth, and homeless students show much larger gaps with DFS scores of -62.4, -64.6, and -65, respectively. Socioeconomically disadvantaged students also fare poorly with a DFS of -25.9. These discrepancies underscore the urgent need for integrated supplemental software tools and targeted academic support to bridge the educational gaps for unduplicated students and their families. By addressing these key needs, we can support their academic and emotional success. All of the following data is based on 2023-2024 school year counts. Effective communication between schools and families of unduplicated students is crucial. Parent Square has been instrumental in this regard, with over 4,900 posts and nearly 50,000 direct messages. This platform ensures that families remain informed and engaged in their children's education, fostering a strong community connection. The district's student information system (AERIES) plays a vital role in providing consistent access to educational resources for the district's unduplicated students and families. With over 93,000 Parent Portal logins, 460,000 Student Portal logins, and 309,000 staff logins, this system ensures that unduplicated students	technology platforms create a safer and more supportive learning environment. GoGuardian and Clever monitor student activity, providing a safer online environment and addressing potential behavioral issues. Interactive and engaging digital tools, such as Zoom and Screencastify, keep students and their families, especially those experiencing high mobility, connected to their education, reducing the impact of instability on their learning. Aeries Student Information and Parent Portal, along with Parent Square, facilitate communication and involvement, helping families stay informed and engaged with their children's education and like they are a part of their school communities.

The unified use of core educational technology platforms, such as Aeries Student Information and Parent Portal, Parent Square, Zoom, Screencastify, Kern Integrated Data Systems, GoGuardian, and Clever, is being implemented on an LEA-wide basis to benefit all students. Research shows that technology integration in education enhances student engagement, improves academic performance, and provides personalized learning experiences. By adopting these platforms district-wide, we aim to create a more equitable and supportive learning environment for every student. | |

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
	and their families have the information they need to support student success, creating a seamless educational experience. The district's use of Clever addresses the need for robust student engagement and easy access with digital learning tools. With over 9,200 unique student users and 3.2 million student logins, Clever ensures that students remain interested and active in their digital learning activities, promoting continuous engagement and participation. Ensuring online safety and well-being is a critical need met by GoGuardian. This tool has supported over 45,000 scheduled sessions, helping to monitor and protect students' online activities. The consistent use of GoGuardian creates a safe digital learning environment, which is essential especially for unduplicated students. Via our district's Needs Assessment for parents, staff, and students all three groups highlight the need for up to date technology platforms to enhance communication and access to software and technologies, thus "bridging the digital divide". Another item that was highlighted and which the district takes very seriously, is the need to protect our student from online dangers and to utilize technology in a way that will enhance teaching and learning. **Scope:** LEA-wide		

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3.2	**Action:** Comprehensive Technology Enhancement and Support **Need:** Providing targeted technological support and digital tools significantly enhances the district's unduplicated students' learning experience. Service desk reports indicate a high demand for support, with a total of 12,389 incidents reported across various categories and school sites. A significant portion of these incidents (55.50%) are hardware-related, emphasizing the critical need for reliable devices. Additionally, issues with applications (16.17%), network (7.32%), and curriculum applications (3.24%) further highlight the challenges faced by our students and staff. For instance, Crescent Elementary reported 1,163 incidents, Granite Pointe Elementary 956, and the District Office a substantial 2,922, indicating widespread technological support needs. These statistics underscore the importance of providing consistent and equitable access to technology. By addressing these identified needs with comprehensive technological support and resources, including the district's technology refresh plan that provides unduplicated students with digital equipment, the district intends to bridge significant gaps in access and opportunity. This commitment improves unduplicated student engagement and participation, fostering a more inclusive and supportive learning environment. Ultimately, it enhances the academic potential	The district's action to enhance educational equity through technology is designed to comprehensively address the needs of unduplicated students by ensuring access to devices and the internet, including providing hotspots for McKinney-Vento youth to bridge the digital divide. Maintaining and upgrading existing technological resources minimizes breakdowns and ensures reliability, while structured tech support programs offer real-time troubleshooting assistance for students and families. To support effective use of technology, the district trains students on navigating learning platforms and building digital literacy and provides regular professional development for educators on integrating technology into lesson plans for effective and inclusive technology-based teaching thus enhancing instructional strategies. Additionally, the district incorporates cybersecurity protocols to protect student data and privacy, particularly for foster and McKinney-Vento youth with sensitive information, and monitors technological usage to safeguard all students from cyberbullying and other harmful behaviors online. The action to enhance educational equity through technology is provided on an LEA-wide basis to benefit all students. The district believes that investing in equitable technology access will see improved digital literacy, narrowing achievement gaps, and higher student engagement overall. By implementing this action district-wide, the district ensures that every student has access to the necessary technological tools and support to excel academically and prepare for future success.	See (above) Metric 3.4 See (above) local data 3.16, 3.17, 3.18

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
	of our unduplicated students, preparing them for future success in an increasingly digital world.. Educational partner consultation and feedback, gathered through surveys and anecdotal evidence at school site events, consistently highlight a critical issue: without district-provided technology, students lack access to safe and secure learning tools at home. This lack of access significantly hinders their ability to participate in digital learning activities, leading to more pronounced academic lags and a deficiency in digital literacy. **Scope:** LEA-wide		
3.4	**Action:** Bridging Gaps: Expanding Access with Educational Field Trips **Need:** Unduplicated students in the district face significant challenges that hinder their engagement and academic success. High rates of chronic absenteeism, particularly among Homeless/McKinney Vento students (48%) and Foster Youth (22.8%), as well as elevated suspension rates for Foster Youth (3.1%), highlight the need for initiatives that foster authentic engagement and consistent attendance. Access to field trips integrated with the Common Core State Standards are	By addressing the needs of unduplicated students with comprehensive field trip programs, the district aims to close significant gaps in access and opportunity. This commitment to equitable access ensures that unduplicated students are not only engaged in their education but are also prepared for future success in an increasingly digital and connected world. Through this action, the district is transforming the educational landscape, fostering a more inclusive community where every student has the chance to thrive. This action is designed to provide life-changing educational opportunities for unduplicated students in grades TK-8, focusing urgently on foster youth, English language learners, and socioeconomically disadvantaged students. The integration of field trips with the	See (above) Metric 3.5, 3.6 See (above) Local data 3.19

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
	essential for providing transformative educational experiences that unduplicated students typically lack. Experiences like La Purisima or Gold Rush for fourth grade, the Ronald Reagan Library for fifth grade, Camp KEEP By the Sea for sixth graders, the Science Center for seventh graders, and college visits for eighth graders offer invaluable opportunities for real-world learning. These experiences are crucial for engaging the district's unduplicated students, improving attendance, and reducing behavioral issues by making learning relatable, relevant and exciting. Anecdotal evidence (informal conversations with students, parents, and community members) as well as Needs Assessment survey data strongly support the integration of field trips with the Common Core State Standards. The district's stance is that experiential learning opportunities, such as field trips, are crucial in enhancing cultural and historical awareness, which these students often lack and that immersive experiences can enhance understanding and retention of academic material, particularly unduplicated students who otherwise would not have such experiences. **Scope:** LEA-wide	Common Core State Standards addresses the identified needs of unduplicated students by aligning these experiences with curriculum standards to reinforce academic concepts and provide real-world applications. This approach is particularly beneficial for English language learners, who thrive through immersive learning. Targeted field trips by grade level further address specific needs: fourth-grade visits to historical sites like La Purisima or Gold Rush bring history to life and engage socioeconomically disadvantaged students; fifth-grade trips to the Ronald Reagan Library offer a comprehensive understanding of government and civic duty, helping foster youth understand their potential roles in society; sixth-grade experiences at Camp KEEP By the Sea immerse students in nature, providing essential environmental education and fostering peer camaraderie; seventh-grade visits to the Science Center promote STEM learning, exposing socioeconomically disadvantaged students to potential careers in science and technology; and eighth-grade college visits introduce students to higher education possibilities, giving them a tangible vision of their future. The district's holistic approach transforms the educational experience by fostering social development, allowing unduplicated students to form new relationships, collaborate in novel environments, and expand their worldview. Additionally, these experiences build confidence and resilience as students face new challenges and navigate diverse learning settings, which is particularly empowering for the district's foster and McKinney Vento youth. By providing transformative opportunities, the district	

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		aims to close the opportunity gap and ensure all students benefit from enriching experiences that significantly enhance their academic and social development. The action of providing educational field trips on an LEA-wide basis benefits all students by closing opportunity gaps through exposure to new environments, ideas, and career paths, directly impacting their aspirations and academic performance. The district believes immersive learning experiences significantly improve the retention of academic concepts, enhancing overall student engagement and understanding. Additionally, college visits motivate all students to pursue higher education, further increasing their academic engagement and aspirations. By offering these enriching experiences district-wide, the initiative supports the academic and social development of every student, fostering a more inclusive and equitable educational environment.	
3.5	**Action:** Equalizing Opportunities Through Arts (including music) Education **Need:** The district's unduplicated students exhibit notable disparities in attendance, chronic absenteeism, and suspension rates. For instance, homeless students have the lowest attendance at 90.5% and the highest chronic absenteeism at 48%. Foster youth face a high suspension rate of 3.1%. These metrics demonstrate a clear need for improved	The LCAP action of hiring supplemental art and music teachers and providing necessary materials and trainings addresses the needs of unduplicated students by ensuring they receive equitable opportunities for creative exploration. This initiative is crucial for authentically engaging these students in their learning experiences. By placing dedicated art and music teachers to serve at every elementary school, the district ensures that unduplicated students can develop their creative skills in a safe and supportive environment. Access to arts education levels the educational playing field and enriches the overall learning	See (above) Metrics 3.5, 3.6, 3.7

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
	engagement strategies. Arts and music education can significantly enhance engagement and attendance. Providing equitable access to these programs addresses the specific needs of unduplicated students by offering them opportunities to explore and develop creative skills, which are often missing in their educational experiences. Access to arts education is directly linked to better school engagement and attendance. For students who struggle with chronic absenteeism and disengagement, such as homeless/McKinney-Vento youth, a comprehensive arts programs can foster a more engaging and supportive school environment. Additionally, involvement in structured arts activities can lead to behavioral improvements, potentially reducing suspension rates among foster youth which was almost three times as high as All Students (see above metrics). Survey data from educational partners strongly supports the need for and appreciation of equitable access to arts education for unduplicated students, addressing their unique educational needs comprehensively. **Scope:** LEA-wide	experience for unduplicated students, who might not otherwise have this opportunity. Integrating art and music lessons with state standards allows students to connect creative expression with other academic subjects, enhancing their overall education. This initiative provides unduplicated students with tools and instruction they might not otherwise have, enabling them to pursue and refine their talents. The action of providing dedicated art and music teachers on an LEA-wide basis benefits all students by improving cognitive function, creativity, and academic performance, offering essential skills and opportunities for engagement. By integrating arts education across the district, the initiative aims to foster a well-rounded educational experience that supports the academic and emotional development of every student.	
3.6	**Action:** Promoting Lifelong Health and Physical Well-being	This action is designed to establish a comprehensive wellness program in order to foster lifelong health and well-being for socioeconomically disadvantaged students, English learners, and foster and McKinney-Vento	See (above) Metrics 3.5, 3.6 See (above) Local data: 3.20

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	Need: Unduplicated students face significant challenges in both academic performance and engagement. For example, English learners, foster youth, and homeless/McKinney-Vento youth score substantially below average in ELA and math, with English learners scoring -62.4 in ELA and -91.3 in math, while homeless students score -65 in ELA and -100.7 in math. Additionally, only 2.32% of English learners and 13.04% of homeless students met or exceeded standards in the CAST performance, compared to 30.18% for all students. Attendance rates and chronic absenteeism are also concerning, with homeless students having the lowest attendance at 90.5% and the highest chronic absenteeism rate at 48%. Foster youth show a high suspension rate of 3.1%, indicating a need for better support. By hiring qualified PE teachers to serve at each elementary school, the district ensures that unduplicated students receive structured physical education, which enhances motor skills, physical fitness, and promotes teamwork and fair play. This structured physical activity is essential for improving attendance and reducing absenteeism by providing an engaging and supportive environment. The program also includes a comprehensive health education curriculum that covers physical fitness, nutrition, mental health, and personal safety. This curriculum equips students with the knowledge and skills necessary for informed health decisions, fostering a culture of	youth. This initiative targets critical engagement-driven metrics, aiming to improve academic performance, increase attendance, reduce chronic absenteeism, and lower suspension rates. By hiring qualified PE teachers to serve at each elementary school, the district ensures that unduplicated students receive structured physical education aligned with national standards. This instruction focuses on fundamental motor skills, teamwork, and fair play, enhancing physical fitness and social competence. Consistent physical education provides an engaging and supportive environment, crucial for improving attendance and reducing absenteeism. The comprehensive health education curriculum is designed to establish exercise routines, lifelong fitness habits, and nutrition education. It equips unduplicated students with the knowledge to understand balanced diets, nutritional value, and meal planning, addressing gaps in dietary knowledge. Additionally, the curriculum covers mental health and personal safety, teaching coping strategies, stress management, and personal safety skills. This empowers unduplicated students, particularly foster and McKinney-Vento youth, to seek help as needed and to build resilience. A Nurse Educator will provide supplemental health services, focusing on preventive care, chronic condition management, and healthcare navigation. This role is vital for students who may lack resources and support to understand health-related issues, offering crucial guidance and bridging gaps in health education and services. The district's initiative is intentionally designed to ensure that unduplicated students	

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	wellness. Additionally, a Nurse Educator will provide the district's unduplicated students with supplemental health services, focusing on preventive care, chronic condition management, and healthcare navigation. This role is vital for the district's students who may lack resources and support to understand health-related issues, offering crucial guidance and bridging gaps in health education and services. Survey data and anecdotal notes taken throughout the school year from the district's educational partners strongly support the idea of combining physical and health education. Feedback illustrated the desire to ensuring access to comprehensive physical activities and health resources benefiting those who may lack access to such resources outside of school. **Scope:** LEA-wide	have the knowledge and skills necessary to establish and maintain healthy lives. The action of providing a unified wellness program on an LEA-wide basis benefits all students by addressing critical aspects of physical, nutritional, and mental health education. This comprehensive approach ensures that every student gains the knowledge and skills necessary for maintaining a healthy lifestyle, contributing to their overall well-being and academic success.	
3.7	**Action:** Supporting "Second Chance Breakfast" through Enhanced Custodial and Nutrition Services **Need:** The district's "Second Chance Breakfast" action provided over 350,000 meals to students this past year at school sites, demonstrating its critical role in addressing the educational needs of unduplicated students.	The Second Chance Breakfast action addresses the needs of unduplicated students by providing equitable access to nutritious meals for those who miss breakfast before school starts due to transportation issues or other barriers. By ensuring unduplicated students, particularly those from low-income backgrounds, receive a nutritious start to their day, the initiative supports cognitive function and academic performance. By allocating additional custodial support to ensure clean and inviting breakfast service areas, the district	See (above) Metric 3.5, 3.6 See (above) Local data: 3.21

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	This program ensures that students have access to a specified time for breakfast, addressing hunger and allowing them to remain in class, thus avoiding missed educational minutes that are critical for unduplicated students and their education. Proper nutrition is crucial for cognitive function, affecting students' ability to focus and learn effectively. Additionally, this action addresses social-emotional and behavioral needs by providing a welcoming environment for students who arrive late, reducing feelings of embarrassment or isolation. Many unduplicated students face family dynamics such as financial constraints or chaotic home environments that can prevent families from providing a nutritious breakfast, making this program essential. The impact of chronic absenteeism highlights the importance of this program. Current data shows that 25.2% of all students are chronically absent (yellow), with 22.7% of English learners (yellow), 22.8% of foster youth (orange), 48% of homeless/McKinney-Vento students (yellow), 25.7% of socioeconomically disadvantaged students (yellow), 33.6% of students with disabilities (yellow), and 33.6% of African American students (yellow) being chronically absent. These high rates of chronic absenteeism indicate significant barriers to regular attendance, particularly for vulnerable student groups. The "Second Chance Breakfast" program plays a vital role in mitigating these barriers by ensuring that students start their day with a nutritious meal,	normalizes the breakfast experience, reducing stigma and encouraging participation. Proper nutrition is directly linked to improved concentration, memory, and learning outcomes, particularly benefiting English language learners and students with challenging home environments. Regular access to breakfast also helps improve behavior, reduce tardiness, and enhance social skills, creating a more conducive learning environment. Recognizing the critical link between nutrition and learning, this initiative ensures that unduplicated students receive the necessary nutrition to stay focused and succeed academically. The Second Chance Breakfast action is being provided on an LEA-wide basis to benefit all students. The district believes that students who eat breakfast perform better academically, have improved concentration, and exhibit fewer behavioral problems. By ensuring that all students start their day with a nutritious meal, this initiative supports cognitive function, academic performance, and overall well-being.	

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	which is essential for their physical well-being and academic performance. By addressing hunger and creating a supportive environment, the program helps reduce absenteeism and fosters better educational outcomes for all students, particularly those who are unduplicated. The district believes that, based on the above metrics, the "Second Chance Breakfast" program is a crucial intervention. It provides not only nutritional support but also contributes to reducing chronic absenteeism, enhancing students' ability to focus and learn, and ensuring equitable opportunities for academic success. Teachers and administrators within the district have commented that they believe that when students come to school hungry, it negatively impacts concentration, memory, and academic performance, making it essential for these students to start their day with a nutritious meal. Additionally, they told us that when students came to school hungry in the past, they would tend to go to the nurse and thus, they would miss class which also adversely impacted our unduplicated student's education. **Scope:** LEA-wide		
3.8	**Action:** Health and Wellness Program Enhancement Initiative	This action is designed to comprehensively address the needs of unduplicated students through a multi-faceted approach. Health services provided by health aides and nurses, including	See (above) Metric 3.5, 3.6 See (above) Local data 3.22, 3.23

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	Need: The district's unduplicated students face significant challenges that impact their academic success and overall well-being. These student groups exhibit lower attendance rates, higher chronic absenteeism, and increased suspension rates, indicating a critical need for targeted health and wellness support to foster authentic engagement in their learning experiences. Homeless/McKinney-Vento students have an attendance rate of 90.5% and a chronic absenteeism rate of 48%, both substantially higher than the district averages. Foster youth also show elevated chronic absenteeism at 22.8% and a suspension rate of 3.1%. These metrics highlight the necessity of stable and supportive environments to improve their engagement and attendance. For the 2023-24 school year, parent engagement in nutrition classes included 326 participants, thus supporting the need for continuing to teach about healthy eating habits at home. The district's afterschool program will continue to teach K-8 students about healthy eating through practical demonstrations, as approximately 2,065 students received nutrition education via the Harvest of the Month Program last school year. Nutrition education sessions last 30 minutes and include a healthy recipe demonstration & taste testing. Anti-substance abuse education programs like Catch My Breath and Project Alert, aimed at fifth through eighth graders engaged 2,865 students in 2024-25. These initiatives aim to continue	vision and hearing screenings and specialized care for special education students, are complemented by staff training and active parental engagement, ensuring comprehensive support. Within the extended day program, nutrition education teaches students healthy eating habits through demonstrations and encourages them to share recipes at home, with materials available in both English and Spanish to ensure accessibility for English language learners and their families. Anti-substance abuse education programs like Catch My Breath and Project Alert offer tiered intervention and prevention education for fifth through eighth graders. These efforts lead to significant educational impacts, including improved health services and education that result in better attendance, reduced health-related absences, and enhanced academic performance. Nutrition education promotes healthy eating habits, improving concentration, behavior, and overall well-being. Effective substance abuse prevention programs reduce the likelihood of substance abuse, fostering safer and healthier school environments. This action is being provided on an LEA-wide basis to benefit all students due to the critical role of health and nutrition in cognitive development and academic success. By implementing this action across the entire district for all students, we aim to create a healthier, safer, and more academically successful student population.	

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	providing tiered interventions to prevent substance abuse, further supporting the well-being of unduplicated students. By integrating these health and wellness services, the district ensures unduplicated students have access to the resources necessary for their academic and personal success. Educational partners who previously attended our classes have given positive feedback on the health and wellness training topics. However, they have expressed a desire for the district to expand and offer more opportunities for participation. **Scope:** LEA-wide		
3.9	**Action:** Enhancing Family Engagement and Community Involvement **Need:** The district's unduplicated students face significant challenges that can hinder their academic success. These students frequently lack essential resources and support systems, making family engagement and community involvement crucial for their academic and emotional well-being. The attendance rate for homeless/McKinney-Vento students is 90.5%, significantly lower than other groups, and their chronic absenteeism rate is 48%, the highest in the district. Foster youth also show high chronic absenteeism at 22.8%, reflecting the	The Family Engagement and Community Involvement Initiative effectively addresses the needs of unduplicated students by coordinating district-wide efforts that bolster family and community support. Central to this initiative is the Family Engagement and Community Liaison, who oversees the Greenfield District African American Parent Advisory Council (DAAPAC). This council holds quarterly meetings to address parent-identified needs and educational topics such as student motivation, discipline, and attendance. The initiative also includes the monthly Family Newsletter distributed through Parent Square, providing important updates and insights into effective family involvement in education, with materials available in multiple languages to ensure accessibility for English language learner families.	See (above) Metric: 3.5, 3.6 See (above) Local data 3.22, 3.23, 3.24

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
	instability they face. Suspension rates are notably high for foster youth at 3.1%, indicating a need for better emotional and behavioral support. The district believes that consistent family engagement and strong community ties are essential to providing the stability and resources these students need. By increasing access to family engagement initiatives and community support, the district can create a more inclusive and supportive learning environment, fostering authentic engagement in students' educational experiences. Survey data and general anecdotal evidence from educational partners such as parents and staff suggest students frequently lack resources and support systems, making parental engagement critical for their academic success. **Scope:** LEA-wide	Additionally, the Greenfield CARES Program recognizes and celebrates students with outstanding citizenship during board meetings, encouraging family participation and fostering a sense of community pride and support. These efforts enhance parental engagement, leading to improved academic outcomes, strengthen community connections, and create a supportive network for students, particularly those from disadvantaged backgrounds. By celebrating student achievements, the initiative motivates students and reinforces positive behaviors, contributing to their overall success. This action is being provided on an LEA-wide basis to benefit all students due to the fact that parental engagement is strongly correlated with improved academic performance, behavior, and attendance. Effective communication between schools and families, particularly through accessible and relevant information, significantly enhances parental involvement. Additionally, community recognition programs like Greenfield CARES boost student self-esteem and family engagement, contributing to a positive school climate. By implementing this action across the entire district, we aim to foster a supportive and connected community that promotes success and well-being for all students.	
3.10	**Action:** Expanding Transportation Access for Enhanced Student Opportunities	This action addresses the needs of unduplicated students by ensuring they have reliable access to educational opportunities. By adding bus drivers, the district increases its capacity to provide consistent transportation, allowing all students to	See (above) Metric 3.5, 3.6 See (above) Local data 3.25

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: This action to expand transportation resources by adding additional bus drivers addresses the critical educational needs of the district's unduplicated students, who often face significant barriers to accessing educational opportunities. Limited transportation options can hinder these students' access to school and extracurricular activities, impacting their academic performance and engagement. The student connectedness survey data from 2023-24 reveals a discrepancy between the desire to participate in school-sponsored events and actual participation rates among unduplicated students at McKee Middle School and Ollivier Middle School. While 77-80% of students feel there are ample opportunities to get involved in extracurricular activities such as sports and clubs, only 44% of students regularly attended these events in Fall 22-23, with a slight increase to 46% in Winter 23-24. This gap suggests that despite having opportunities, students are not participating as much as they would like. Currently, the district's lack of qualified bus drivers creates a situation that dictates our busses leave the district office no earlier than 8:30 AM and they must return to the District Office by 1:30 PM due to routs needing to be run before and after school. Additionally, our buses can not leave for after school events such as additional enrichment activities (see above data) and sporting events until after 4:00. Expanding transportation resources by adding more bus drivers would ensure that	attend school and participate in supplemental educational activities such as field trips, after-school programs, and extracurricular activities. This initiative enhances students' educational experiences by broadening their access to diverse learning opportunities. Additionally, hiring more bus drivers enables the district to manage transportation more efficiently, reducing reliance on external services and saving costs. With a strong focus on equity, this initiative ensures that all students, especially those from disadvantaged backgrounds, have equal opportunities to benefit from the full range of educational offerings. The educational impact is significant: reliable transportation improves attendance, reduces absenteeism, and ensures students are present and ready to learn. Access to various educational experiences supports comprehensive learning and academic success, while participation in extracurricular activities fosters social connections and emotional well-being. This action is being provided on an LEA-wide basis to benefit all students as regular school attendance, facilitated by reliable transportation, directly impacts academic performance and student engagement. Access to extracurricular activities and field trips enhances learning by providing real-world experiences that complement classroom instruction for all students. Additionally, reliable transportation supports the emotional and social stability of all students, ensuring they can fully participate in educational opportunities and fostering a supportive and inclusive school environment.	

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	students can fully participate in all educational offerings, including after-school programs and field trips, thereby addressing a critical need in the district. By increasing the number of bus drivers, the district enhances its capability to provide equitable access to supplemental educational experiences beyond the classroom, including field trips and additional after-school programming. This action underscores our commitment to ensuring unduplicated students have the ability to participate fully in all educational offerings. Educational partners, including staff, students, and parents, have expressed a strong desire for the district to increase access to field trips, after-school events, and other supplemental activities, as indicated in the annual Needs Assessment Survey. **Scope:** LEA-wide		
3.11	**Action:** Strengthening MTSS Capacity through District-Level Coaching and Support **Need:** The district's attendance and academic performance metrics reveal significant needs among unduplicated students. Attendance rates for Foster Youth (92.6%) and Homeless / McKinney Vento (90.5%) are concerning, alongside high chronic absenteeism rates, particularly for Homeless / McKinney Vento	Contracting with SWIFT Education for MTSS coaching will enhance the district's capacity to implement comprehensive support systems. Virtual coaching of the core team offers real-time support and feedback, ensuring that MTSS frameworks are implemented with fidelity and that interventions remain relevant and effective. Further integration of the district's Resource Guides and Tiered Instructional Matrices will provide consistent support across school sites, addressing fragmented support systems that are designed to improve the outcomes of the district's	See (above) Metrics 3.5, 3.6, 3.7 See (above) Local data 3.10

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	(48%) and Foster Youth (22.8%). Academic performance gaps are evident in both ELA and Math, with English Learners, Students with Disabilities, and Homeless/McKinney Vento students significantly behind. This action involves continuing work with SWIFT Education, focusing on the systematic implementation of district and school site initiatives. Existing implementation data from the Fidelity Integrity Assessment indicates that school sites require additional support in their MTSS journey. Site leadership has requested that the district continue the MTSS journey by providing more embedded and practical methods such as integrating MTSS structures directly into the PLC process instead of whole day sessions. **Scope:** LEA-wide	unduplicated students. Additionally, MTSS coaching will focus on intentional planning, goal setting, and data-driven decision-making to support unduplicated students. This comprehensive approach aims to improve attendance, reduce absenteeism and suspension rates, and close academic achievement gaps, ultimately leading to better engagement and achievement for unduplicated students. By fostering an increasingly equitable and effective educational system across the district, unduplicated students will receive the targeted support they require in order to succeed academically, socially, and emotionally. This action is being offered on an LEA wide basis as a robust district wide MTSS framework ensures that all students receive the support they need to achieve their full potential, making it a valuable approach for the entire Greenfield community.	

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
1.3	**Action:** Enhancing English Learner Success	This action is designed to focus on refining instructional support and using data-driven methods to monitor and support each student's	See (above) Metric 1.10

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Required Action: English Learners and Long Term English Learners (LTELs) **Need:** As per DataQuest, the district has 2,207 English learners and 134 Long term English learners. English language learners in the district face substantial educational challenges due to limited English proficiency. These language barriers significantly impede their ability to comprehend classroom lessons and engage effectively with peers, leading to academic difficulties across multiple subjects. According to the 2023-24 SBAC testing data, English learners performed markedly lower than their native English-speaking peers, with a 22% deficit in English Language Arts (ELA), an 11% deficit in math, and a 19% deficit in science in terms of met and exceeded test scores. These statistics highlight the urgent need for tailored instructional strategies that prioritize language acquisition in conjunction with subject matter learning. **Scope:** Limited to Unduplicated Student Group(s)	progress towards English proficiency and reclassification. By providing targeted instructional support through Bilingual Assistants, the district is making sure that students receive individualized attention to foster language development. Assistants work with individual students and/or small groups to tailor instruction based on specific needs, extending their support beyond the classroom to extracurricular activities and school events where language barriers may inhibit student and family participation. The additional professional development for Bilingual Assistants includes training in culturally responsive instruction and differentiated teaching methods, which help create an inclusive classroom environment and address the varied learning styles and abilities of English learners. Furthermore, teachers will be trained on Integrated ELD strategies in order to develop English proficiency while simultaneously providing grade level academic content. The Ellevation data management platform enables the use of data-driven insights to identify specific areas where students struggle, allowing for precise and effective intervention strategies. This comprehensive approach ensures that English learners receive the necessary support to overcome educational, social-emotional, and family-related challenges, ultimately improving their outcomes and fostering a more inclusive and supportive learning environment.	
3.3	**Action:** Dedicated System of Support for Foster Youth and Students Experiencing Homeless	The district's action to support foster and homeless youth addresses their unique needs through a dedicated support system and the Youth Empowering Success (YES) program. A classified staff-led holistic support team, including	See (above) Metrics: 3.4, 3.5, 3.6, 3.7.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Foster youth within the district face unique and significant educational challenges that urgently require improved and increased services. High mobility and inconsistent placements create substantial gaps in learning and a lack of academic continuity, causing these students to fall behind. According to the 2023 CAASPP results, in ELA, foster youth had a Distance from Standard (DFS) of -64.6, whereas all students scored -23.8, reflecting a discrepancy of over 40 points. In math, foster youth had a DFS of -88.3, while all students scored -66.3, a 22-point discrepancy. These statistics underscore the urgent need for targeted interventions and support. Furthermore, limited access to stable living environments and essential resources contributes to increased chronic absenteeism and inconsistent academic progress. Foster youth lag behind all students by more than 2% in attendance rates, and their chronic absenteeism rates are 2.4% higher than those of all students. Social-emotional and behavioral needs are pronounced; trauma from frequent relocations and unstable environments leads to anxiety, behavioral challenges, and difficulty forming positive and trusting relationships. Suspension rates for foster youth are more than double those of all students, with 3.1% compared to 1.2%. The absence of a consistent, supportive family network leaves foster youth without strong educational advocates, exacerbating their academic and social challenges. This data-	counselors, social workers, and support staff, focuses on identifying and addressing individual needs. This team collaborates with community organizations to provide comprehensive resources such as mental health services, housing referrals, and educational advocacy. Personalized interventions are created to ensure educational continuity, emotional well-being, and behavioral improvement. The YES program complements these efforts by pairing students with mentors who provide guidance and a consistent supportive relationship. It offers academic assistance through tutoring and resources to bridge learning gaps and improve achievement, and provides social-emotional support through group sessions and individual counseling to address trauma, foster positive relationships, and build resilience. This comprehensive approach ensures that foster and homeless youth receive the necessary support to improve school attendance, academic achievement, and overall well-being.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	driven analysis highlights the critical and urgent need for comprehensive support systems to address the educational, social-emotional, and behavioral challenges faced by foster youth, ensuring they receive the necessary resources to succeed academically and personally. **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.

NA

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.

All schools at GFUSD have an unduplicated student percentage substantially above 55%, so there are no comparison schools. To address this, the district utilized its additional grant funding to retain staff positions including intervention teachers, restorative teachers, general education teachers to maintain targeted class sizes, as well as paraprofessionals.

Further funding was allocated to hire additional technology specialists (action 3.2), curriculum specialists (action 1.10), elementary music teachers (action 3.5), and school social workers (action 2.5). The district also hired as additional custodians (action 3.7), school psychologist (action 2.6), and nurses (Action 3.8).

Moreover, the district employed physical education teachers, and a health educator (Action 3.6) to further support student development and well-being.

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$92,806,280.00	40,821,801.00	43.986%	10.476%	54.462%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$50,560,637.00	$130,524.00	$0.00	$431,389.00	$51,122,550.00	$34,109,802.00	$17,012,748.00

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	Academically Centered Technology Support Software for Improving Teaching and Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$0.00	$146,300.00	$146,300.00	$0.00	$0.00	$0.00	$146,300.00	
1	1.2	Beginning Teacher Integration and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$636,593.00	$25,100.00	$661,693.00	$0.00	$0.00	$0.00	$661,693.00	
1	1.3	Enhancing English Learner Success Required Action: English Learners and Long Term English Learners (LTELs)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2025 School Year	$45,800.00	$431,959.00	$477,759.00	$0.00	$0.00	$0.00	$477,759.00	
1	1.4	Data-Driven Instructional Excellence Initiative	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$0.00	$500,000.00	$500,000.00	$0.00	$0.00	$0.00	$500,000.00	
1	1.5	First Grade Reading Mastery Initiative	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$0.00	$265,000.00	$265,000.00	$0.00	$0.00	$0.00	$265,000.00	
1	1.6	Literacy Advancement: Elevating District-Wide Skills and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$113,597.00	$422,347.00	$535,944.00	$0.00	$0.00	$0.00	$535,944.00	
1	1.7	Empowering Math Excellence: Targeted Support for Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$18,300.00	$95,000.00	$113,300.00	$0.00	$0.00	$0.00	$113,300.00	

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	1.8	Assistant Principals Drive Success for Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$2,079,086.00	$0.00	$2,079,086.00	$0.00	$0.00	$0.00	$2,079,086.00	
1	1.9	Director of Assessment, LCAP, and District Special Projects	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$243,018.00	$25,000.00	$268,018.00	$0.00	$0.00	$0.00	$268,018.00	
1	1.10	District Specialists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$1,602,174.00	$125,000.00	$1,727,174.00	$0.00	$0.00	$0.00	$1,727,174.00	
1	1.11	Academic Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$2,029,584.00	$0.00	$2,029,584.00	$0.00	$0.00	$0.00	$2,029,584.00	
1	1.12	Data Driven Intervention Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$4,007,740.00	$49,132.00	$4,056,872.00	$0.00	$0.00	$0.00	$4,056,872.00	
1	1.13	School Libraries to Improve Engagement in Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$445,118.00	$22,500.00	$467,618.00	$0.00	$0.00	$0.00	$467,618.00	
1	1.14	STEM Pathways Initiative: Unlocking Potential for Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$144,052.00	$207,743.00	$351,795.00	$0.00	$0.00	$0.00	$351,795.00	
1	1.15	Dual Language Immersion Initiative	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Crescent Elementary School Kindergarten and First Grade	2024-2025 School Year	$25,311.00	$156,500.00	$181,811.00	$0.00	$0.00	$0.00	$181,811.00	
2	2.1	Positive Behavior and Safety Centered Support Software for Creating and Maintaining a Safe and Orderly Learning Environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$0.00	$49,165.00	$49,165.00	$0.00	$0.00	$0.00	$49,165.00	
2	2.2	Enhancing School Climate with Data Driven PBIS Strategies	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-2025 School Year	$37,026.00	$308,483.00	$345,509.00	$0.00	$0.00	$0.00	$345,509.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
2	2.3	Targeted Attendance Enhancement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$958,834.00	$70,000.00	$1,028,834.00	$0.00	$0.00	$0.00	$1,028,834.00	
2	2.4	Enhanced School Safety and Student Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$247,918.00	$15,200.00	$263,118.00	$0.00	$0.00	$0.00	$263,118.00	
2	2.5	Integrating School Social Workers for Student Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$1,639,662.00	$0.00	$1,639,662.00	$0.00	$0.00	$0.00	$1,639,662.00	
2	2.6	Supplemental Behavior Intervention Supports at School Sites	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$1,632,424.00	$25,000.00	$1,657,424.00	$0.00	$0.00	$0.00	$1,657,424.00	
2	2.7	Positive Behavioral Engagement and School Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$1,188,165.00	$245,000.00	$1,433,165.00	$0.00	$0.00	$0.00	$1,433,165.00	
2	2.8	Improved Class Sizes Maintained for Enhanced Student Support and Equity	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$11,076,678.00	$0.00	$11,076,678.00	$0.00	$0.00	$0.00	$11,076,678.00	
2	2.9	Enhancing Facilities for Comprehensive Student and Community Engagement	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Oliver Middle School, McKee Middle School 6th - 8th	2024-2025 School Year	$0.00	$10,603,542.00	$10,603,542.00	$0.00	$0.00	$0.00	$10,603,542.00	
3	3.1	Comprehensive Educational Technology Software Platforms for Ensuring District-Wide Coherence in Order to Ensure All Students Have Educational Success	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$0.00	$241,448.00	$241,448.00	$0.00	$0.00	$0.00	$241,448.00	
3	3.2	Comprehensive Technology Enhancement and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$1,368,175.00	$1,500,000.00	$2,868,175.00	$0.00	$0.00	$0.00	$2,868,175.00	

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
3	3.3	Dedicated System of Support for Foster Youth and Students Experiencing Homeless	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2024-2025 School Year	$188,139.00	$20,000.00	$48,952.00	$0.00	$0.00	$159,187.00	$208,139.00	
3	3.4	Bridging Gaps: Expanding Access with Educational Field Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$122,111.00	$897,073.00	$1,019,184.00	$0.00	$0.00	$0.00	$1,019,184.00	
3	3.5	Equalizing Opportunities Through Arts (including music) Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$988,378.00	$160,000.00	$1,148,378.00	$0.00	$0.00	$0.00	$1,148,378.00	
3	3.6	Promoting Lifelong Health and Physical Well-being	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$830,092.00	$70,200.00	$900,292.00	$0.00	$0.00	$0.00	$900,292.00	
3	3.7	Supporting "Second Chance Breakfast" through Enhanced Custodial and Nutrition Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$670,887.00	$0.00	$670,887.00	$0.00	$0.00	$0.00	$670,887.00	
3	3.8	Health and Wellness Program Enhancement Initiative	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$1,074,229.00	$15,532.00	$1,089,761.00	$0.00	$0.00	$0.00	$1,089,761.00	
3	3.9	Enhancing Family Engagement and Community Involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$201,216.00	$25,000.00	$73,085.00	$0.00	$0.00	$153,131.00	$226,216.00	
3	3.10	Expanding Transportation Access for Enhanced Student Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$346,424.00	$0.00	$346,424.00	$0.00	$0.00	$0.00	$346,424.00	
3	3.11	Strengthening MTSS Capacity through District-Level Coaching and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$30,000.00	$165,000.00	$195,000.00	$0.00	$0.00	$0.00	$195,000.00	
4	4.1	Implement an Academic Coach Specializing in SEL	All	No			Specific Schools: Greenfield Community	2024-2025 School Year	$119,071.00	$15,524.00		$15,524.00		$119,071.00	$134,595.00	

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
							SchoolGreenfield Community School									
4	4.2	Supplemental services to support school safety and a positive school climate	All	No			Specific Schools: Greenfield Community SchoolGreenfield Community School	2024-2025 School Year	$0.00	$55,000.00		$55,000.00			$55,000.00	
4	4.3	Enhancing School Performance through Strategic Social-Emotional Learning Implementation	All	No			Specific Schools: Greenfield Community SchoolGreenfield Community School	2024-2025 School Year	$0.00	$60,000.00		$60,000.00			$60,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$92,806,280.00	40,821,801.00	43.986%	10.476%	54.462%	$50,560,637.00	0.000%	54.480 %	**Total:**	$50,560,637.00
								LEA-wide Total:	$39,430,384.00
								Limited Total:	$526,711.00
								Schoolwide Total:	$10,603,542.00

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	Academically Centered Technology Support Software for Improving Teaching and Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$146,300.00	
1	1.2	Beginning Teacher Integration and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$661,693.00	
1	1.3	Enhancing English Learner Success Required Action: English Learners and Long Term English Learners (LTELs)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$477,759.00	
1	1.4	Data-Driven Instructional Excellence Initiative	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500,000.00	
1	1.5	First Grade Reading Mastery Initiative	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$265,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.6	Literacy Advancement: Elevating District-Wide Skills and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$535,944.00	
1	1.7	Empowering Math Excellence: Targeted Support for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$113,300.00	
1	1.8	Assistant Principals Drive Success for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,079,086.00	
1	1.9	Director of Assessment, LCAP, and District Special Projects	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$268,018.00	
1	1.10	District Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,727,174.00	
1	1.11	Academic Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,029,584.00	
1	1.12	Data Driven Intervention Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,056,872.00	
1	1.13	School Libraries to Improve Engagement in Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$467,618.00	
1	1.14	STEM Pathways Initiative: Unlocking Potential for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$351,795.00	
1	1.15	Dual Language Immersion Initiative	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Crescent Elementary School Kindergarten and First Grade	$181,811.00	
2	2.1	Positive Behavior and Safety Centered Support Software for Creating and Maintaining a Safe and Orderly Learning Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$49,165.00	

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	2.2	Enhancing School Climate with Data Driven PBIS Strategies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$345,509.00	
2	2.3	Targeted Attendance Enhancement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,028,834.00	
2	2.4	Enhanced School Safety and Student Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$263,118.00	
2	2.5	Integrating School Social Workers for Student Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,639,662.00	
2	2.6	Supplemental Behavior Intervention Supports at School Sites	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,657,424.00	
2	2.7	Positive Behavioral Engagement and School Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,433,165.00	
2	2.8	Improved Class Sizes Maintained for Enhanced Student Support and Equity	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,076,678.00	
2	2.9	Enhancing Facilities for Comprehensive Student and Community Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Oliver Middle School, McKee Middle School 6th - 8th	$10,603,542.00	
3	3.1	Comprehensive Educational Technology Software Platforms for Ensuring District-Wide Coherence in Order to Ensure All Students Have Educational Success	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$241,448.00	
3	3.2	Comprehensive Technology Enhancement and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,868,175.00	
3	3.3	Dedicated System of Support for Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$48,952.00	

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 (%)
		and Students Experiencing Homeless						
3	3.4	Bridging Gaps: Expanding Access with Educational Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,019,184.00	
3	3.5	Equalizing Opportunities Through Arts (including music) Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,148,378.00	
3	3.6	Promoting Lifelong Health and Physical Well-being	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$900,292.00	
3	3.7	Supporting "Second Chance Breakfast" through Enhanced Custodial and Nutrition Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$670,887.00	
3	3.8	Health and Wellness Program Enhancement Initiative	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,089,761.00	
3	3.9	Enhancing Family Engagement and Community Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$73,085.00	
3	3.10	Expanding Transportation Access for Enhanced Student Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$346,424.00	
3	3.11	Strengthening MTSS Capacity through District-Level Coaching and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$195,000.00	
4	4.1	Implement an Academic Coach Specializing in SEL				Specific Schools: Greenfield Community School		
4	4.2	Supplemental services to support school safety and a positive school climate				Specific Schools: Greenfield Community School		
4	4.3	Enhancing School Performance through Strategic Social-Emotional Learning Implementation				Specific Schools: Greenfield Community School		

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$51,699,180.00	$43,715,267.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Technology Refresh Plan	Yes	$5,884,281.00	$6,043,096.00
1	1.2	Beginning Teacher Support	Yes	$655,105.00	$648,354.00
1	1.3	Keep Class Sizes Lower	Yes	$12,463,224.00	$11,577,173.00
1	1.4	Foster Youth Support	Yes	$27,033.00	$27,896.00
1	1.5	Supplemental Literacy Program	Yes	$540,806.00	$542,662.00
1	1.6	Supplemental English Language Acquisition Program	Yes	$15,000.00	$15,000.00
1	1.7	LCAP Development/ Monitoring and Data Analysis	Yes	$223,896.00	$246,808.00
1	1.8	STAR Assessment and Supplemental Software Programs	Yes	$539,000.00	$493,591.00
1	1.9	Math Supplemental Software Intervention Programs			
1	1.10	District Specialists	Yes	$1,478,399.00	$1,534,434.00
1	1.11	Data Analysis Software	Yes	$88,000.00	$82,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Academic Coaches	Yes	$1,908,933.00	$2,001,306.00
1	1.13	STEAM	Yes	$1,486,723.00	$1,417,316.00
1	1.14	Additional Transitional Kindergarten Classes	Yes	$1,299,084.00	$1,250,935.00
1	1.15	Supplemental ESGI Assessments	Yes	$25,200.00	$25,152.00
1	1.16	Supplemental Reading Software Programs			
1	1.17	Additional After School Program Classes			
1	1.18	School Libraries	Yes	$456,157.00	$475,403.00
1	1.19	Bilingual Program Assistants	Yes	$420,888.00	$438,724.00
1	1.20	Educational Field Trips	Yes	$1,031,510.00	$991,147.00
1	1.21	Screencastify	Yes	$12,500.00	$12,500.00
1	1.22	EL Multi-Year Plan	Yes	$20,000.00	$0.00
1	1.23	Intervention Support	Yes	$3,701,055.00	$3,234,312.00
1	1.24	Math Multi-Year Plan	Yes	$127,000.00	$127,045.00
1	1.25	Read 180 Software	Yes	$50,000.00	$50,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.26	ELLevaton - Online ELD Support System	Yes	$27,500.00	$27,500.00
1	1.27	Additional Professional Learning			
1	1.28	Assistant Principals (20% of Salary)	Yes	$423,550.00	$1,463,938.00
1	1.29	SWIFT/Multi-Tiered System of Support (duplicate action noted in multiple goals)	Yes	$350,112.00	$349,222.00
1	1.30	Dual Immersion	Yes	$130,000.00	$98,928.00
1	1.31	Kern Pledge - KiDS	Yes	$50,000.00	$90,205.00
1	1.32	Physical and Health Education	Yes	$836,732.00	$867,597.00
2	2.1	PBIS	Yes	$446,293.00	$476,318.00
2	2.2	Additional Safety Personnel at Middle Schools		$0.00	
2	2.3	Student Attendance Support	Yes	$313,726.00	$325,565.00
2	2.4	After School Enrichment		$0.00	
2	2.5	School Social Workers	Yes	$1,550,185.00	$1,611,795.00
2	2.6	Additional Custodians	Yes	$660,037.00	$676,923.00
2	2.7	Student Supports	Yes	$61,167.00	$63,302.00
2	2.8	Behavior Intervention	Yes	$1,470,884.00	$1,616,899.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.9	Student Support & Behavioral Specialist	No	$152,081.00	$152,081.00
2	2.10	Student Intervention Facilitators	Yes	$736,020.00	$736,460.00
2	2.11	Additional Supervision and Safety	Yes	$1,436,490.00	$1,562,471.00
2	2.12	SWIFT/Multi-Tiered System of Support (duplicate action noted in multiple goals)	Yes	$0.00	
2	2.13	Invest in School Facilities to Expand Opportunities	Yes	$9,555,488.00	$1,250,000.00
3	3.1	Student Health and Family Wellness	Yes	$916,757.00	$1,012,408.00
3	3.2	Tobacco Use Prevention Education (TUPE) program	Yes	$20,000.00	$20,000.00
3	3.3	Parent Outreach	Yes	$67,964.00	$38,401.00
3	3.4	Zoom for Parent Meetings	Yes	$40,400.00	$40,400.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$41,385,932.00	$51,547,099.00	$43,593,186.00	$7,953,913.00	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	Technology Refresh Plan	Yes	$5,884,281.00	$6,043,096.00		
1	1.2	Beginning Teacher Support	Yes	$655,105.00	$648,354.00		
1	1.3	Keep Class Sizes Lower	Yes	$12,463,224.00	$11,577,173.00		
1	1.4	Foster Youth Support	Yes	$27,033.00	$27,896.00		
1	1.5	Supplemental Literacy Program	Yes	$540,806.00	$542,662.00		
1	1.6	Supplemental English Language Acquisition Program	Yes	$15,000.00	$15,000.00		
1	1.7	LCAP Development/ Monitoring and Data Analysis	Yes	$223,896.00	$246,808.00		
1	1.8	STAR Assessment and Supplemental Software Programs	Yes	$539,000.00	$493,591.00		
1	1.10	District Specialists	Yes	$1,478,399.00	$1,534,434.00		
1	1.11	Data Analysis Software	Yes	$88,000.00	$82,000.00		
1	1.12	Academic Coaches	Yes	$1,908,933.00	$2,001,306.00		
1	1.13	STEAM	Yes	$1,486,723.00	$1,417,316.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.14	Additional Transitional Kindergarten Classes	Yes	$1,299,084.00	$1,250,935.00		
1	1.15	Supplemental ESGI Assessments	Yes	$25,200.00	$25,152.00		
1	1.18	School Libraries	Yes	$456,157.00	$475,403.00		
1	1.19	Bilingual Program Assistants	Yes	$420,888.00	$438,724.00		
1	1.20	Educational Field Trips	Yes	$1,031,510.00	$991,147.00		
1	1.21	Screencastify	Yes	$12,500.00	$12,500.00		
1	1.22	EL Multi-Year Plan	Yes	$20,000.00	$0.00		
1	1.23	Intervention Support	Yes	$3,701,055.00	$3,234,312.00		
1	1.24	Math Multi-Year Plan	Yes	$127,000.00	$127,045.00		
1	1.25	Read 180 Software	Yes	$50,000.00	$50,000.00		
1	1.26	ELLevaton - Online ELD Support System	Yes	$27,500.00	$27,500.00		
1	1.28	Assistant Principals (20% of Salary)	Yes	$423,550.00	$1,463,938.00		
1	1.29	SWIFT/Multi-Tiered System of Support (duplicate action noted in multiple goals)	Yes	$350,112.00	$349,222.00		
1	1.30	Dual Immersion	Yes	$130,000.00	$98,928.00		
1	1.31	Kern Pledge - KiDS	Yes	$50,000.00	$90,205.00		
1	1.32	Physical and Health Education	Yes	$836,732.00	$867,597.00		
2	2.1	PBIS	Yes	$446,293.00	$476,318.00		
2	2.3	Student Attendance Support	Yes	$313,726.00	$325,565.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.5	School Social Workers	Yes	$1,550,185.00	$1,611,795.00		
2	2.6	Additional Custodians	Yes	$660,037.00	$676,923.00		
2	2.7	Student Supports	Yes	$61,167.00	$63,302.00		
2	2.8	Behavior Intervention	Yes	$1,470,884.00	$1,616,899.00		
2	2.10	Student Intervention Facilitators	Yes	$736,020.00	$766,460.00		
2	2.11	Additional Supervision and Safety	Yes	$1,436,490.00	$1,562,471.00		
2	2.12	SWIFT/Multi-Tiered System of Support (duplicate action noted in multiple goals)	Yes	$0.00	$0.00		
2	2.13	Invest in School Facilities to Expand Opportunities	Yes	$9,555,488.00	$1,250,000.00		
3	3.1	Student Health and Family Wellness	Yes	$916,757.00	$1,012,408.00		
3	3.2	Tobacco Use Prevention Education (TUPE) program	Yes	$20,000.00	$20,000.00		
3	3.3	Parent Outreach	Yes	$67,964.00	$38,401.00		
3	3.4	Zoom for Parent Meetings	Yes	$40,400.00	$40,400.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$94,166,713.00	$41,385,932.00	12.82%	56.770%	$43,593,186.00	0.000%	46.294%	$9,864,918.61	10.476%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

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:

  o 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]).

  o 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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

Reflections: Technical Assistance

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

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

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

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

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

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

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

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

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

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

- o **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o 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,

  o 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:

    o   The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal
Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  o 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:

  o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

- Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

- Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

- Indicate the school year to which the baseline data applies.

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

  - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

  - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **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.

    o   In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o   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.

    o   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.

    o   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.

  o 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.

  o 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.

  o 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.

  o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  o **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades 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).

- o **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.

  - o **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.

  - o 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)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o 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)**

  o 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**

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

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

  o 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**

  o 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)**

  o 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 (%)**

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

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

  o 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)**

  o 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 %)**

  o 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)**

  o 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)**

  o 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)**

  o 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).

California Department of Education
November 2023

2024-2025 LCAP Required Components

This resource provides a summary of student groups, actions, goals and CSI, DA, as they apply to your LEA.

REQUIRED GOALS: LEAs must include a **focus goal** for Equity Multiplier Schools (EM Schools)

LEA's Equity Multiplier Schools
Greenfield Community School

REQUIRED LCAP RESPONSES : LEAs with schools eligible for CSI, must include a summary of support being provided in the Plan Summary section of the LCAP. (CSI 2023 Eligibility)

LEA's CSI Schools
Greenfield Community School

LEAs eligible for Differentiated Assistance must describe improvement efforts underway in the Plan Summary Section of the LCAP.

LEA's Differentiated Assistance Status (Kern DA)
N/A

REQUIRED ACTIONS: English Learners (DataQuest)

LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP
REQUIRED ACTIONS: LEAs must include one or more specific actions within the LCAP if the LEA has Red indicators on the

English learners	2,307
Long term English learners	134

2023 Dashboard 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.

1. LEA-wide Student Groups with a Red indicator (LEA-wide Lowest Performance)

Indicator	Student Group	School Name	Goal #	Action #	Baseline % or DFS	Desired Outcome
Chronic Absenteeism	Asian	District	2	2.3	22.3%	10% or lower
ELA	Students with Disabilities	District	1	1.4, 1.6	-110.7 DFS	-70 or lower
Math	Students with Disabilities	District	1	1.4, 1.7	-145.3 DFS	-90 or lower

2. Schoolwide Red Indicator (School-wide Lowest Performance)

Indicator	Student Group	School Name	Goal #	Action #	Baseline% or DFS	Desired Outcome
Math	All Students	Greenfield Middle	1	1.4, 1.7	-102.7 DFS	-75 or lower
ELPI	English Learner	Horizon Elementary	1	1.3	34.3%	50% or more
Suspension	All Students	Greenfield Community	2	2.2	24.2%	6% or lower
Suspension	All Students	Planz Elementary	2	2.2	3.1%	2% or lower

3. School Student Groups with a Red indicator (School Student Group Lowest Performance)

Indicator	Student Group	School Name	Goal #	Action #	Baseline % or DFS	Desired Outcome
Chronic Absenteeism	English Learner	Horizon Elementary	2	2.3	25%	10% or lower
Chronic Absenteeism	Homeless	Planz Elementary	2	2.3	61.9%	10% or lower
Chronic Absenteeism	Students with Disabilities	Valle Verde Elementary	2	2.3	37.3%	10% or lower
ELA	English Learner	Fairview Elementary	1	1.4, 1.6	-81.7 DFS	-65 or lower
ELA	English Learner	Greenfield Middle	1	1.4, 1.6	-97 DFS	-70 or lower

ELA	English Learner	McKee Middle	1	1.4, 1.6	-88.3 DFS	-60 or lower
ELA	Students with Disabilities	Fairview Elementary	1	1.4, 1.6	-107.7 DFS	-70 or lower
ELA	Students with Disabilities	Granite Pointe Elementary	1	1.4, 1.6	-83.4 DFS	-55 or lower
ELA	Students with Disabilities	Greenfield Middle	1	1.4, 1.6	-132.2 DFS	-70 or lower
ELA	Students with Disabilities	Horizon Elementary	1	1.4, 1.6	-108.9 DFS	-70 or lower
ELA	Students with Disabilities	McKee Middle	1	1.4, 1.6	-128 DFS	-70 or lower
ELA	Students with Disabilities	Raffaello Palla Elementary	1	1.4, 1.6	-85.8 DFS	-65 or lower
Math	English Learner	Greenfield Middle	1	1.4, 1.7	-157.4 DFS	-90 or lower

Math	English Learner	Leon H. Ollivier Middle	1	1.4, 1.7	-119.8 DFS	-90 or lower
Math	English Learner	McKee Middle	1	1.4, 1.7	-131.6 DFS	-90 or lower
Math	Hispanic	Greenfield Middle	1	1.4, 1.7	-100.1 DFS	-80 or lower
Math	Socioeconomically Disadvantaged	Greenfield Middle	1	1.4, 1.7	-103.9 DFS	-80 or lower
Math	Students with Disabilities	Fairview Elementary	1	1.4, 1.7	-115.6 DFS	-90 or lower
Math	Students with Disabilities	Greenfield Middle	1	1.4, 1.7	-203.8 DFS	-90 or lower
Math	Students with Disabilities	McKee Middle	1	1.4, 1.7	-179 DFS	-90 or lower
Suspension	African American	Planz Elementary	2	2.2	6.3%	3%
Suspension	Socioeconomically Disadvantaged	Greenfield Community	2	2.2	24.2%	6%
Suspension	Socioeconomically Disadvantaged	Planz Elementary	2	2.2	3.2%	2.5%