

LCFF Budget Overview for Parents

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

CDS Code: 15 63503 0000000

School Year: 2025-26

LEA contact information:

Ramon Hendrix

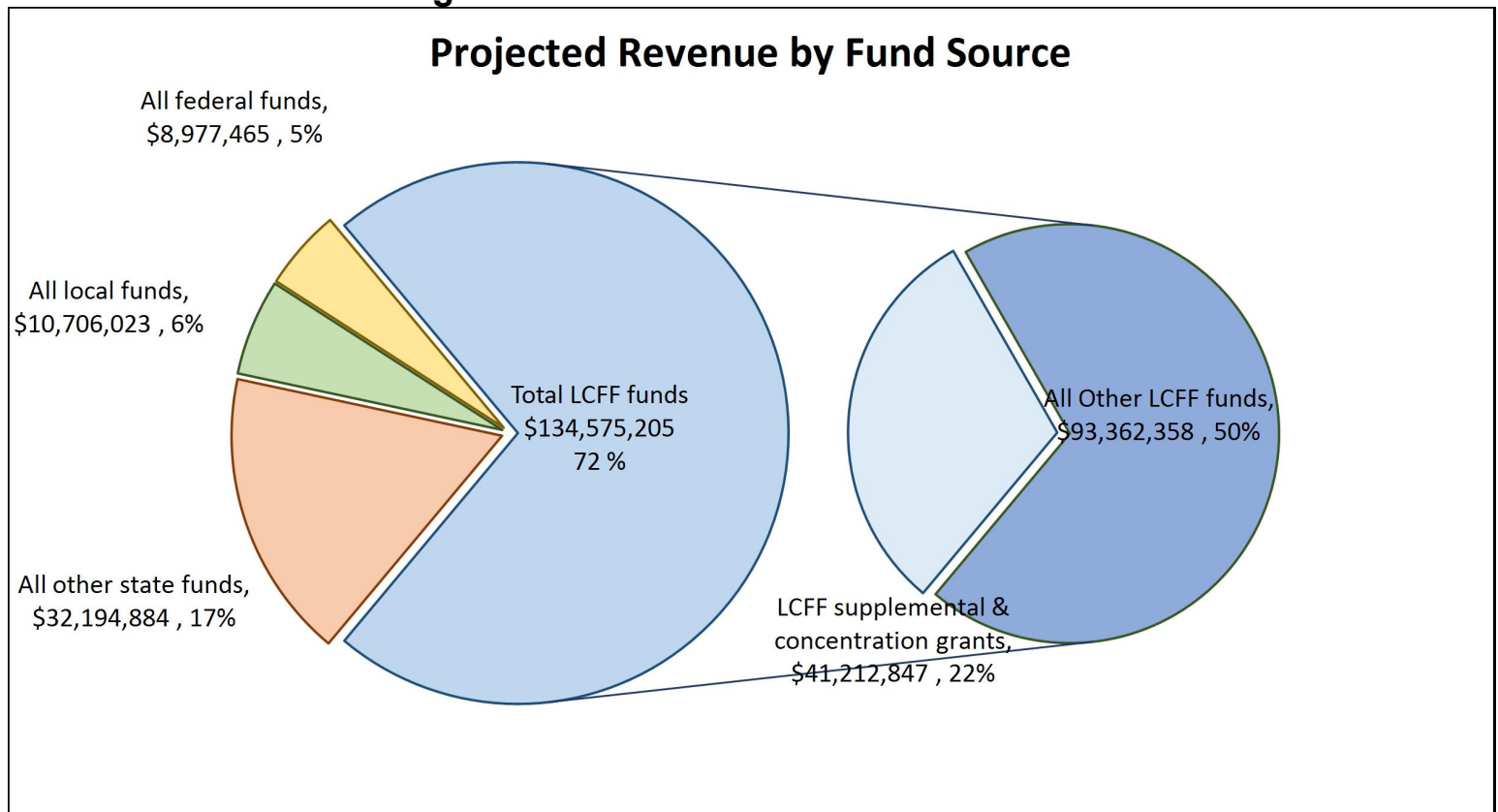
Superintendent

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 2025-26 School Year

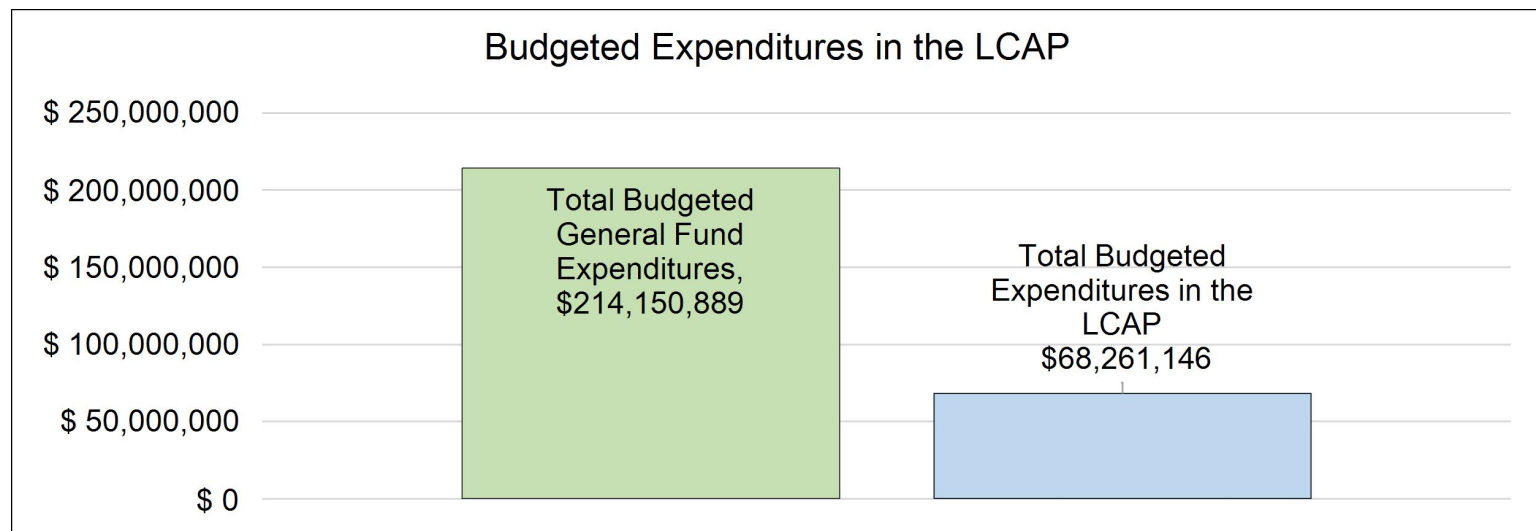


This chart shows the total general purpose revenue Greenfield Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Greenfield Union School District is \$186,453,577, of which \$134,575,205 is Local Control Funding Formula (LCFF), \$32,194,884 is other state funds, \$10,706,023 is local funds, and \$8,977,465 is federal funds. Of the \$134,575,205 in LCFF Funds, \$41,212,847 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Greenfield Union School District plans to spend for 2025-26. 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 \$214,150,889 for the 2025-26 school year. Of that amount, \$68,261,146 is tied to actions/services in the LCAP and \$145,889,743 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

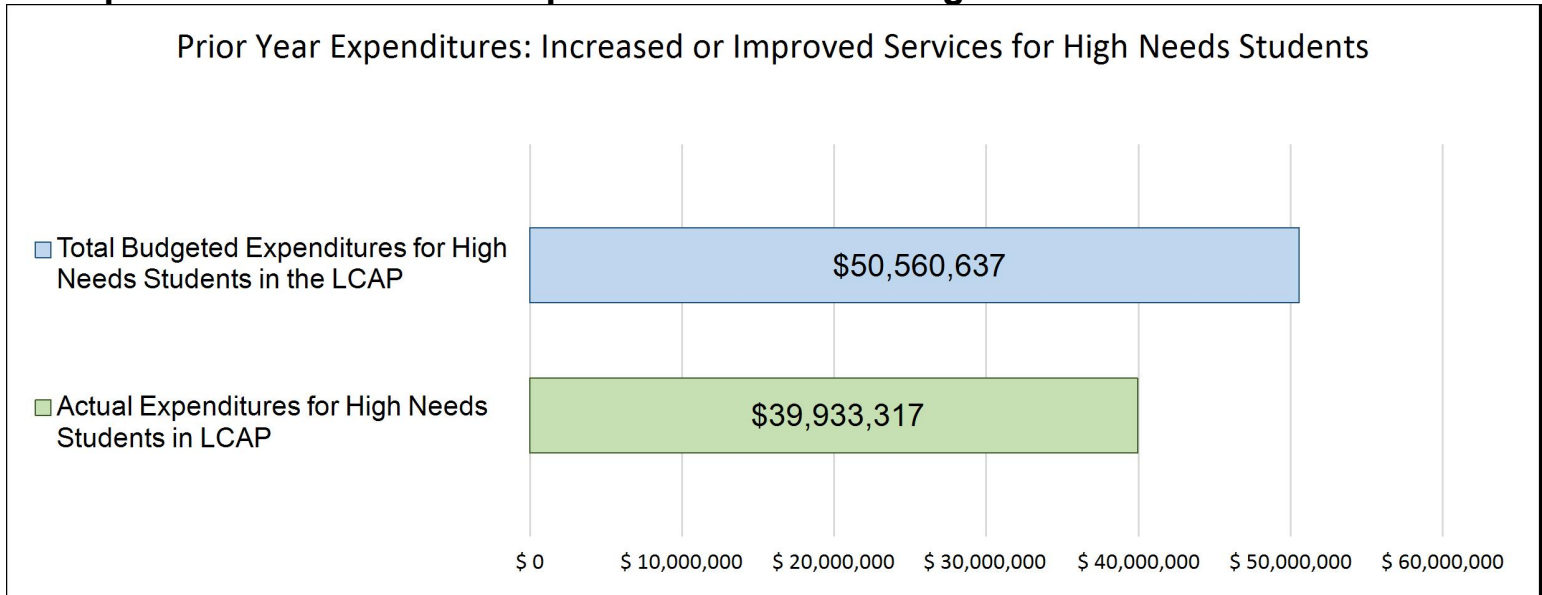
General fund expenditures include salaries and benefits for certificated teachers, classified personnel, and administrative staff members. In addition, other expenditures in this area include textbooks, books and supplies, services and operating expenditures (ex. utilities), and capital outlay.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Greenfield Union School District is projecting it will receive \$41,212,847 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 \$52,332,564 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 2024-25



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 2024-25, Greenfield Union School District's LCAP budgeted \$50,560,637 for planned actions to increase or improve services for high needs students. Greenfield Union School District actually spent \$39,933,317 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$10,627,320 had the following impact on Greenfield Union School District's ability to increase or improve services for high needs students:

The district continued to experience delays from planning and DSA approval for the OMS gym. The district has received approval and plans to break ground July 2025. Additionally, as the district's philosophy is to spend its most restricted dollars first, 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 2024-25. We plan this funding to be used as intended for the 2026-27 school year.

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 [2025-26]

General Information

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

Greenfield Union School District (GFUSD) serves 8,865 students across 13 schools in Bakersfield, California, with a commitment to building a coherent, data-informed, and equity-centered system of teaching and learning that ensures every student thrives. The district’s Mission is clear: ALL students are learning at high levels. This mission is paired with a bold Vision: ALL students will have educational success. These guiding statements shape every action the district takes and reflect a systemic belief in high expectations, collective responsibility, and student-centered learning environments.

The district remains grounded in its belief that all students can learn and that it is the system’s responsibility to create conditions for growth, achievement, and a deep sense of belonging.

The district’s student population is predominantly Latino/Hispanic (86.6%), with significant representation from other groups including White (4.4%), Filipino (1.9%), Black/African American (5.4%), and others. Key unduplicated groups include:

- English Learners: 1,932 students (21.8%)
- Long Term English Learners: 310 students (3.5%)
- Students with Disabilities: 905 students (10.2%)
- Foster Youth: 165 students (1.9%)
- Homeless Youth: 463 students (5.2%)
- Socioeconomically Disadvantaged: 94.3% of total students

One district school, Greenfield Community School (GCS), qualifies for Equity Multiplier funding.

In response to instructional needs, GFUSD continues to invest in systems that align academic, behavioral, and socio-emotional supports. Notably, the district is expanding its Dual Language Immersion Program, adding one new Transitional Kindergarten classroom and three new First Grade classrooms for the 2025–26 school year.

To support ongoing instructional improvement, GFUSD has developed a system of Quarterly Assessment Reports, which serve as a centralized tool for teachers and leaders to reflect, plan, and drive strategic shifts in teaching and learning. These reports, created and distributed by the district, ensure that site-level decisions are informed by relevant student performance data throughout the year. In addition, the district is investing in and leveraging both districtwide and school site-level Professional Learning Communities (PLCs) that are driven by actionable, data-informed insights to build collaborative capacity and improve instructional practice.

This foundation enables the district to pursue a deliberately “upstream” approach to the LCAP. Rather than waiting for problems to emerge, the district is working to identify and address their root causes early whether academic, behavioral, or access-related. Historically, schools in general have often treated data as a diagnosis rather than a symptom, responding to outcomes instead of interrogating the very systems that produce them. The district’s upstream mindset recognizes that lagging data points are signals of deeper, structural challenges and that lasting solutions require understanding and redesigning the inputs that drive student experience. This preventive approach focuses on building systems that address issues before they escalate, assign clear ownership across roles, and support long-term student success. It is especially critical for unduplicated student groups, for whom early intervention can prevent compounding disparities and ensure equitable opportunity from the start.

Reflections: Annual Performance

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

The district’s 2023–24 California School Dashboard results (the most recent state-level data available) show evidence of growth and resilience while also highlighting persistent equity gaps.

Overall, the Dashboard reflects a system demonstrating steady progress, with clear momentum in student achievement and engagement. In English Language Arts and Mathematics, the district maintained an Orange status overall; however, growth model data revealed that students in ELA achieved above typical growth compared to peers statewide scoring an average of 10 points above expected growth a positive signal that system-wide instructional improvements are taking hold.

English Learners advanced into the Yellow performance level in both ELA and Math, with Distance from Standard (DFS) gains of +5.9 and +7.1 points respectively. Filipino students exceeded standards in Math by +21.2 points, while Reclassified English Learners nearly closed the gap in ELA, sitting only 5 points below standard! The district’s shift to Yellow status in Chronic Absenteeism, driven by a 3.8% reduction, especially among Homeless, English Learners, and Students with Disabilities, reflects effective systemic interventions. However,

performance gaps widened for Long-Term English Learners, Students with Disabilities, and Foster Youth, who remained in the Red performance level across key academic and engagement indicators. Suspension rates also increased slightly, keeping the district at Orange status for school climate.

Key Successes:

ELA Growth Model (State Priority 4: Academic): Students exceeded typical growth expectations (as per the state's Growth Model) by an average of +10 points in ELA, signaling that instructional systems are strengthening cohort outcomes over time.

Chronic Absenteeism (State Priority 5: Engagement): Chronic absenteeism declined from 25.2% to 21.4%, with the most notable improvements among Homeless (-12.4%) and Socioeconomically Disadvantaged (-4.2%) students.

English Learner Progress: English Learners earned Yellow ratings in both ELA and Math, showing measurable gains in standards-based achievement. Reclassified English Learners continue to demonstrate strong academic progress, performing just 5 points below standard in ELA and showing notable growth in Math (+10.2 points). Their performance reflects the success of targeted language development support and sustained instructional alignment after reclassification.

Ongoing Challenges:

Students with Disabilities (SWD): Remained in the Red performance level for both ELA and Math; -156.5 points from standard in Math; growth lagging 8 points below typical expectations.

Long-Term English Learners (LTELs): Continued significant academic struggles; -165.2 DFS in Math; growth 9 points below typical.

Foster Youth: Declining trends in both Chronic Absenteeism (+2%) and Math performance (-10.6 points), sustaining Red status.

Suspension Rate (State Priority 6: Climate): Increased from 1.2% to 2%, resulting in a shift from Yellow to Orange in school climate status.

English Learner Progress Indicator: Dropped by 5.2%, with only 47.2% of English Learners demonstrating progress toward English proficiency, highlighting a critical area for renewed focus.

Instructional Implications:

Tier 1 instruction is increasingly effective for general student populations but not yet responsive enough for Students with Disabilities (SWD), Long-Term English Learners (LTELs), and Foster Youth.

Strategic professional learning to strengthen high-impact Tier 1 instructional practices across classrooms.

Deeper integration of language development within content instruction to more effectively support English Learners and Long-Term English Learners, ensuring greater academic access and accelerated progress toward grade-level proficiency.

Ongoing review of PBIS implementation using tools such as the Tiered Fidelity Inventory (TFI), along with analysis of referral and suspension data, to sharpen supports for a positive and inclusive school climate.

While PBIS has been a longstanding and effective foundation for promoting positive student behavior and engagement, the district recognizes the need to revisit and refresh its PBIS practices. Building on prior successes, the district is committed to strengthening systemwide capacity, ensuring that PBIS remains dynamic, responsive, and aligned to the evolving social-emotional and behavioral needs of students. Additionally, recognizing the urgent need to improve outcomes for Students with Disabilities, the district is strategically onboarding a co-serving instructional model to increase inclusive access to high-quality Tier 1 instruction and to promote shared ownership for student success across all settings.

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, 1.16, 2.2, and 2.3.

Aligned with this vision, GFUSD retains a balance of unexpended Learning Recovery Emergency Block Grant (LREBG) funds. The district is intentionally pausing to assess the most strategic long-term use of these one-time resources. Allocation decisions are anticipated during the 2025–26 school year and will be aligned with the goal of maximizing sustainable system-wide impact on teaching and learning.

Reflections: Technical Assistance

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

For the 2024–25 school year, GFUSD qualified for technical assistance under California’s Differentiated Assistance system for district wide performance for the following student groups:

Long-Term English Learners (LTELs):

- Demonstrated Red status in both ELA and Math, with widening gaps in language acquisition as reflected by an Orange rating on the English Learner Progress Indicator (ELPI). Chronic Absenteeism for LTELs also worsened, resulting in a Red rating.

Foster Youth:

- Earned a Red status in Math and Chronic Absenteeism, coupled with an Orange status in Suspension Rate, indicating ongoing challenges with academic achievement, attendance, and engagement.

To support this work, district leaders participated in a data dive session with Kern County Superintendent of Schools (KCSOS) on February 7, 2025. This session utilized a comprehensive Dashboard Discussion Protocol to analyze local and state data trends across multiple indicators, including ELA, Math, EL Progress, Chronic Absenteeism, and Suspension.

The collaborative session focused on:

- Identifying data patterns and trends across student groups
- Pinpointing areas of persistent need, particularly for LTELs and Foster Youth
- Interpreting systemic barriers contributing to low performance
- Strategizing next steps aligned to LCAP priorities and implementation monitoring

The county and district teams jointly explored questions about instructional access, data coherence, and program alignment. Insights from this analysis reinforced the district's need to:

- Strengthen ELD instructional structures and staff support for LTELs
- Improve attendance monitoring and interventions for Foster Youth
- Monitor accessibility tools and accommodations for SWD during assessments

Ongoing technical assistance efforts moving forward include:

- Evaluation of ELD program structure and instructional time for LTELs (See actions 1.3 and 1.16).
- Review of academic and behavioral data and response protocols for Foster Youth (See actions 1.6, 1.7, 2.2, 2.3, and 3.3.)
- Alignment of Multi-Tiered System of Supports (MTSS) with subgroup-specific barriers (See action 3.11.)
- Ongoing support from KCSOS

These efforts will be grounded in the district's ongoing commitment to using data to drive decisions at all levels of the system. The district will continue to drill down into actionable data at the student, classroom, school, and district levels to identify and remove barriers to success for these high-need student groups. While these actions are designed in response to targeted needs, the insights and structures developed will strengthen instructional practices and student supports across the district. In this way, what is designed to support some students will ultimately benefit all students through more responsive, aligned, and high-leverage teaching and learning.

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 continued 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.

GCS continues to receive layered support aligned to its root cause analysis and site-based improvement goals.

The district's approach includes:

- Coaching and capacity building through on-site instructional leadership teams
- Adoption of Paxton Patterson Career Lab curriculum
- Site-wide integration of Panorama Education surveys and SEL tools
- Quarterly Assessment Report reviews with district leadership to inform responsive actions
- Fidelity monitoring tied to re-engagement, attendance, and academic growth metrics

The district team, comprised of the Assistant Superintendent of Education Services, the Assistant Superintendent of Curriculum, 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 GCS collaborate to support the effective development and implementation of the School Plan for Student Achievement. This plan is critical for addressing high-priority concerns such as chronic absenteeism and suspension rates.

Informed by an analysis of the California School Dashboard and local data, particularly in the areas of suspension (State Priority 6: Climate) and absenteeism (State Priority 5: Engagement), the team regularly consults with district and site administrators, parents, and county instructional service providers regarding the impact on Socioeconomically Disadvantaged, English Learner, and Foster Youth/McKinney Vento Students.. These consultations focus on understanding root causes and collaboratively designing strategies to improve academics, behavior, mental health, and attendance.

To further support GCS, a clear vision and defined expectations have been established for educational partners. The district team helps coordinate budgets, partnerships with external agencies, and resource alignment to meet both educational and student needs. External service providers are selected using established LEA guidelines to ensure evidence-based practices and high-quality support.

Monitoring and Evaluating Effectiveness

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

The district monitors CSI effectiveness using:

- Renaissance Star Growth and Proficiency data
- Site-level Quarterly Assessment Reports
- SEL indicators from Panorama Education (student surveys)
- Monthly reviews of Chronic Absenteeism and Suspension data
- Student group performance disaggregation to assess equity impact

In addition, in response to a recently revisited and updated comprehensive needs assessment and root cause analysis, the district reaffirmed critical gaps in staff capacity to meet the complex needs of students. To address this, the district renewed a temporary academic coach on another one-year contract, using local formative data to guide the decision. The coach is focused on strengthening staff capabilities around social-emotional learning, building strong positive relationships, and providing direct case management support for students. The primary goal of this intervention is to reduce suspensions and increase student engagement through consistent, relationship-centered support. As of mid April 2025, the district is seeing promising early results suspension rates and chronic absenteeism have both declined significantly suggesting that this targeted coaching strategy may be having a positive and measurable impact

GCS continues to receive layered support aligned to its root cause analysis and site-based improvement goals.

Key elements of the district's strategy include:

- Coaching and capacity building through on-site instructional leadership teams
- Adoption of Paxton Patterson Career Lab curriculum
- Site-wide integration of Panorama Education surveys and SEL tools
- Quarterly Assessment Report reviews with district leadership to inform responsive actions
- Fidelity monitoring tied to re-engagement, attendance, and academic growth metrics

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 monthly staff meetings, quarterly MTSS Advisory Partner events, district LCAP Advisory Committee meetings (held virtually each quarter), annual staff needs assessment surveys, and quarterly Educational Partner meetings (also virtual) provided structured opportunities for teachers and other school personnel to offer feedback throughout the LCAP development process. In addition to these engagement opportunities, the LCAP was formally presented and reviewed during the Public Hearing Board Meeting in June of 2025, where questions and comments were encouraged from all attendees. At the subsequent LCAP Adoption Board Meeting also in June of 2025, the district reviewed and discussed its Local Indicators, again creating space for questions, comments, and clarification. These public sessions reinforced transparency and ensured that both the development and finalization of the LCAP were shaped by inclusive dialogue and open feedback from across the educational community.
Principals and Administrators:	District Principal Advisory Committee (PAC) meetings are held monthly and serve as a vital platform for collaboration, shared learning, and coherent communication among all site leaders. These meetings consistently address key topics related to the Local Control and Accountability Plan (LCAP), allowing principals to contribute directly to districtwide planning. In addition, principals and administrators are invited to participate in the district’s quarterly LCAP Advisory Committee meetings, held virtually, to further strengthen alignment between site-level priorities and district goals.

Educational Partner(s)	Process for Engagement
SELPA Consultation	In April of 2025, GFUSD consulted with the Kern County Superintendent of Schools Special Education Local Plan Area (SELPA) team to seek input regarding the development of the 2025-26 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 consultation with the Greenfield Education Association (certificated employees' local bargaining unit), held at the District Office on February 6, 2025, provided a meaningful platform for collaborative dialogue and informed decision-making. A range of LCAP-related topics were surfaced and discussed in depth.
Local bargaining Unit: Classified Employees	The district's classified employees feedback (local bargaining unit) consultation (held at the District Office on January 30, 2025) served as a useful platform for collaboration and decision-making. Many LCAP-related topics arose and were discussed.
Parents	The district's LCAP was shaped through ongoing parent consultations held throughout the 2024-25 school year. This included in-person meetings at school sites, feedback collected through the district's annual Needs Assessment Surveys, and quarterly virtual meetings of the LCAP Advisory Committee. Parents were regularly invited to individual school site events where LCAP-related feedback could be discussed and shared. In the quarterly LCAP Advisory Committee meetings, parent participants represented diverse school communities and played an active role in reviewing key priorities, asking clarifying questions, and offering feedback that influenced the direction of the plan. Their ongoing engagement helped ensure that parent voice remained central to the district's continuous improvement efforts.
Students	Superintendent Hendrix visited every GFUSD school site throughout the year, engaging directly with students during campus walkthroughs and focus groups. At the elementary level, he met with students in grades 3–5, while at the middle schools, he spoke with students in grades 6–8. In addition to these site-based engagements, Superintendent Hendrix hosted student representatives from each of the district's three middle schools (approximately 30 students per school) at the District Office Board Room, where students shared their day-to-day school experiences and provided authentic, candid feedback. Student voice was further elevated through the participation of three middle school student representatives (one from each site)

Educational Partner(s)	Process for Engagement
	who served as active members of the district's quarterly LCAP Advisory Committee meetings, offering valuable insights to inform district planning.
Educational Partners at Greenfield Community School (Equity Multiplier)	Consultation with the educational partners at Greenfield Community School included School Site Council Meetings on October 14, 2024 February 6th, and May 15th 2025 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.
Greenfield's District Advisory Council (DAC)	Greenfield's District Advisory Council (DAC) includes representatives from both district and school sites, including staff and parents of unduplicated students. Throughout the 2024–25 school year, the DAC played an active role in reviewing and providing input on the LCAP. Meetings were held on November 7, February 27 (which included a presentation of the LCAP Mid-Year Review), and May 22, all at 9:00 AM in the District Office Boardroom. During the May 22, 2025 meeting, the Council conducted an in-depth review of the 2025–26 Draft LCAP. Input and feedback were encouraged at all meetings. While no written comments or requests were submitted to the Superintendent, verbal comments were documented and addressed in planning decisions.
The District's English Language Advisory Council (DELAC)	The District English Language Advisory Council (DELAC) is composed of parents of English Learner students who represent their school sites at the district level. Throughout the year, DELAC members reviewed and provided input on the district's LCAP during scheduled meetings held on November 7, February 27 (which included a bilingual presentation of the LCAP Mid-Year Review), and May 22. At the May 22, 2025 meeting, members engaged in a thorough review of the Draft 2025–26 LCAP. While feedback and input were encouraged at all meetings, no written comments were submitted for the Superintendent. However, verbal comments were

Educational Partner(s)	Process for Engagement
	documented and addressed in planning decisions, ensuring that feedback was considered and traceable.

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

Throughout the 2024–25 school year, the district maintained a consistent, multi-tiered consultation process to engage teachers and school personnel in the development of the LCAP. While the overall structure mirrored last year’s process, this year’s approach was strengthened by the intentional inclusion of student voice. Three middle school student representatives one from each site served as active members of the district’s quarterly LCAP Advisory Committee, providing valuable insights that informed district planning. Staff feedback was gathered regularly through monthly site staff meetings, quarterly MTSS Advisory Partner events, annual Needs Assessment Surveys, and districtwide Educational Partner meetings held virtually each quarter. Feedback from teachers and other school personnel included both affirmation and constructive suggestions. When asked whether the district was heading in the right direction, responses were overwhelmingly positive, with sentiments such as “Yes! Great direction” and “Definitely heading in the right direction!”

One consistent request across multiple responses was for district-funded field trips for all students from transitional kindergarten through eighth grade. Teachers described this as a matter of equity, stressing that enriching experiences should not rely on fundraising or donations. Feedback also included a strong call for greater investment in curriculum, instructional strategies, and training specifically those grounded in research and with proven effectiveness. Teachers advocated for fewer in-house PDs and more emphasis on instructional transformation that could yield measurable gains in student achievement. Several emphasized the urgency of this need, with one teacher stating that current performance levels demand bold and meaningful change.

Additional concerns emerged around the uneven rollout of STEM programming, with some staff citing repeated delays in materials and insufficient site-level support. There were also requests for full-day paraprofessional support in all classrooms to improve instructional delivery and behavior management. Teachers called attention to perceived inequities in resource allocation, noting that certain schools appeared to receive more support than others. Finally, the importance of strengthening instructional coherence across grade levels and sites was underscored as an area for future district focus. Overall, this feedback reflects the professionalism and dedication of Greenfield’s educators while highlighting the need for greater clarity, coherence, and responsiveness in the district’s strategic improvement efforts.

The district's Principal Advisory Committee (PAC) meetings, held monthly, continued to provide valuable insight that shaped the development and refinement of the Local Control and Accountability Plan (LCAP). Discussions consistently emphasized support for the district’s lowest-performing student groups, including English learners, foster youth, students experiencing homelessness, and socioeconomically disadvantaged students. Principals collaborated on targeted interventions and systems designed to close opportunity gaps and ensure all students receive the support needed to thrive. A significant area of focus across PAC meetings this year was the ongoing effort to create safe, inclusive learning environments. Principals and administrators expressed strong appreciation for the presence of School Resource Officers (SROs), Assistant Principals, and the additional support of School Social Workers. The expansion of SRO coverage to all school days was noted as a critical success, ensuring student safety and campus-wide consistency. Some sites expressed the need for additional SRO staffing to meet growing needs.

Alignment between school site planning and district goals remained a foundational focus. The continued integration of the Single Plan for Student Achievement (SPSA) with the LCAP ensured consistency in the use of data, goal setting, and resource allocation. This alignment has led to more efficient use of funding and improved progress monitoring. Additionally, PAC members supported the integration of assessment software and standards-based booklets provided by Curriculum Specialists under Goal 1, Action 1, as essential tools for instructional planning and student tracking. Efforts to strengthen family engagement were also acknowledged. Challenges around connecting with families persist, but new strategies focused on outreach and inclusive practices are reflected in the LCAP as well as respective site based School Plans. Through consistent collaboration and candid discussion, the PAC continues to play a critical role in ensuring the LCAP reflects real-time site-level priorities while supporting a comprehensive, student-centered approach to districtwide success.

Consultation with the Kern County Superintendent of Schools SELPA team on April 22, 2025 ensured that the needs of students with disabilities were addressed. This feedback led to the continued inclusion of Least Restrictive Environment (LRE) statistics and improved progress monitoring for students with disabilities in the LCAP. In alignment with this effort, Single Plans for Student Achievement (SPSAs) across school sites are now more intentionally aligned with the LCAP, reinforcing a shared focus on outcomes for students with disabilities. Both site and district leaders have prioritized LRE practices and continue to use outcome data to guide planning, interventions, and support systems for students with disabilities across all campuses.

Feedback from teachers and other school personnel was gathered during a consultation with the Greenfield Education Association (GEA) on February 6, 2025 that reinforced strong support for existing programs such as Camp KEEP, Renaissance, and intervention staffing. Input also led to ongoing comparisons between curriculum tools like IXL and Freckle, highlighting a strong interest in expanding access to IXL Math - particularly at the middle school level and exploring potential integration of IXL Science. The district's continued investment in technology infrastructure, Wi-Fi, and a teacher induction program received positive feedback, along with support for sustained implementation of the districtwide SEL curriculum and the dual language program. Teachers emphasized the critical role of Behavioral Intervention Assistants (BIAs) in supporting the work of School Social Workers and Psychologists, urging more actionable steps for addressing behavior concerns at school sites. The inclusion of School Wide Information Systems (SWIS) and Raptor was praised, and actions focused on enhancing BIAs and reducing class sizes were noted as contributing to improved behavior outcomes. Teachers also expressed satisfaction with School Social Worker (SSW) caseloads and the support provided by leadership.

Additional feedback was offered by the goal area. Under Goal 1, teachers affirmed the strength of the district's software systems and the KiDS Teacher Dashboard with suggestions to make it an opt-in process for leadership teams and to offer recorded training. There was consensus that academic coaches should balance support between student instruction and adult capacity building. A consistent and urgent recommendation from teachers is the placement of a full-day Kindergarten Assistant in every Kindergarten classroom district wide. This high-leverage addition to (Action 5) Goal 1 is viewed as transformational not only for early learning outcomes, but for the overall effectiveness of the LCAP and the district's broader teaching and learning system. Teachers believe this investment will lead to long-term gains in both academic achievement and behavior, setting a strong foundation for future success. Moreover, this action directly aligns with the district's mission that ALL students are learning at high levels and the vision that ALL students will have educational success. Under Goal 2, teachers raised equity concerns around art instruction minutes across elementary schools, suggesting that an equitable "base schedule" be adopted to ensure consistent time for projects. A teacher proposal to explore cost-sharing for out-of-town field trips like The Getty was discussed as a potential alternative for 5th grade, with additional interest in offering similar opportunities for younger students, such as in 3rd grade. Under Goal 3, staff expressed a preference for Samsung model Chromebooks in future tech refreshes, noting their durability and performance. Teachers also recommended expanding support for speech services by providing aides who can reinforce articulation work done during

therapy. A shortage of nurses was noted, especially given their role in managing IEPs and health plans; “while the district’s coordination is appreciated, additional staffing is needed”. Teachers advocated for expanded transportation options for students receiving after-school interventions, noting that current limitations affect access and participation. Bus behavior was cited as a direct contributor to both campus disruptions and attendance challenges. Teachers encouraged the district to explore bus attendant staffing, track incident data through “bus tickets,” and collect student feedback by route to improve outcomes. Additionally, concerns were raised about “reverse tardies” and their negative impact on student learning and engagement, prompting interest in reviewing districtwide patterns and implications.

Classified employees provided feedback during a consultation held on January 30, 2025, with a focus on infrastructure, safety, and operational needs. Staff raised renewed concerns about site conditions and emphasized the importance of reconditioning school tracks with more permanent and safe materials such as asphalt. Shade structures, new blacktops for play yards, and updated sports equipment like basketball and soccer nets were suggested to enhance both safety and student experience. These suggestions build upon earlier feedback and were integrated into LCAP actions to support site beautification and campus improvements.

Staff also highlighted the need for improved supervision and traffic control, including assistance with illegal parking and traffic flow near campuses. There was interest in expanding the School Resource Officer’s role to support transitions between elementary and middle school, monitor bus stops, and foster stronger parent partnerships. Feedback also included requests to continue bus purchasing for field trips, while exploring the potential to use buses more broadly for maintenance and student services. Classified employees strongly advocated for funding for bus aides, especially for routes with low attendance or identified safety concerns, recommending that student feedback and route data be used to strategically place additional support.

Additional operational needs were discussed, including the staffing of more custodians and bus drivers considered essential baseline supports. Staff expressed concern about the feasibility of completing custodial duties during overlapping Summer School and STEM programs, particularly when multiple campuses are sharing facilities and classrooms are in constant use. These insights informed the LCAP’s continued investment in essential staffing, operational flexibility, and the safety and well-being of all students and staff.

Parents and families provided valuable feedback throughout the school year via regular consultations, including school site-based events as well as the district’s LCAP Mid Year Review, the district-wide parent needs assessment survey for parents and families, and the Equity and Achievement Task Force. Their input consistently emphasized the value of programs such as Camp KEEP, arts, and physical education, which they saw as vital to student engagement. This strong support led to the continued maintenance and expansion of these programs within the LCAP. Families also underscored the importance of outreach and accessibility, encouraging the district to utilize diverse engagement formats, including virtual meetings, to ensure all voices are heard.

In addition to enrichment programs, families strongly advocated for the continued presence of School Resource Officers (SROs) in schools. They cited the SROs’ role in ensuring safety, improving attendance, and supporting positive transitions between elementary and middle school. Their visibility on campus and potential support at bus stops were identified as valuable assets. This strong endorsement resulted in sustained LCAP investment in the SRO program and reinforced its role in maintaining a safe, secure, and inclusive school environment.

The collective voice of families painted a picture of trust, respect, and high expectations for continuous improvement. Many described their campuses as welcoming, responsive, and student-centered, offering appreciation for the efforts of teachers and school staff. At the same time, families shared thoughtful concerns and actionable suggestions. Repeated themes included bullying prevention, emotional well-being, clearer and more inclusive communication, academic support, and deeper family involvement.

Concerns about safety during unstructured times, such as lunch and recess, led to calls for more proactive supervision and expanded partnerships with community-based organizations to support mental health and restorative mentoring. Families and the Equity and Achievement Task Force expressed a strong and urgent need for the district to focus on cultural relevance across systems. They emphasized the importance of culturally responsive training for teachers and front office staff to ensure every family particularly those from historically underserved backgrounds feel welcome, respected, and valued. Creating inclusive and affirming school environments begins with ensuring communication is accessible and interactions are grounded in empathy, respect, and equity.

Academically, families urged the district to provide more tutoring, intervention, and challenge opportunities. Some highlighted that students who are ahead academically are sometimes given work that lacks rigor, leading to disengagement. Others raised concerns about students falling behind without adequate follow-up support. These reflections point to a need for a stronger and more responsive system of tiered academic support.

Across all school sites, the desire for more family engagement was consistent. Parents requested after-hours events, increased classroom access, mentoring opportunities, and a stronger sense of community. Ideas included programs like "Safe Routes to School," daily affirmations, adult English classes, and climate-building activities that reflect the district's values of equity and inclusivity. These insights offer a roadmap for continuous refinement of district systems. Prioritizing safety, expanding academic access, embracing inclusive communication, and deepening partnerships to support a more responsive and equitable learning environment for all students.

Families and educational partners alike view Greenfield as a district that listens and one that is steadily improving. Their voices provide not just feedback, but a compass for compassionate, equity-centered growth. The message is clear: Keep going. Keep listening. Keep improving systems that reflect the real, daily experiences of students and families. We are proud of the progress we've made and inspired by the possibilities ahead.

During the mid-year review of the LCAP on January 8, 2025, members of the Greenfield Union School District Board of Trustees provided valuable insights and suggestions to guide continued improvement. The discussion highlighted a range of priorities aligned to each LCAP goal and included both affirmations and emerging areas of need. Trustees raised the question of whether additional nurses or health aides may be necessary to meet the growing health-related needs of students, especially as staffing continues to increase across school sites. Under Goal 1, the Board encouraged efforts to promote a culture of reading such as establishing school-wide book clubs and emphasized the importance of encouraging more students, particularly girls, to engage with math through intentional recognition and outreach.

Goal 2 feedback centered on deepening the impact of student support services. Board members expressed concerns that, in some cases, interventions provided by School Social Workers (SSWs) were not producing sustained improvements, urging the district to examine both caseloads and follow-through supports. Related to Goal 3, trustees called for expanded programming and activities for students with autism, including access to sensory-friendly environments. They also stressed the importance of ensuring safe, orderly learning spaces that instill respect particularly for TK and Kindergarten students who benefit from structure and individualized attention.

Board members expressed appreciation for enriching experiences such as the Ronald Reagan Library field trip and praised the district's growing efforts in STEM, while suggesting further expansion of programs that excite students and connect them to future pathways. Trustees voiced a desire to explore the return of services for the deaf and hard-of-hearing community, emphasizing the importance of inclusion. They also encouraged increased community-building events such as Career Day, more comprehensive anti-bullying initiatives, and enhancements to school safety systems like Raptor, noting that additional modules such as the reunification component may provide added security.

The need for more art and music instruction, creative writing opportunities such as publishing student-authored books, and continued support for after-school programs like ASSP were also highlighted. Trustees expressed optimism about the district's direction, noting high levels of parent satisfaction and community pride in the district's instructional approach. The Board supported the idea of expanding the dual language program to additional campuses particularly on the west side and emphasized the importance of maintaining positive student-adult relationships, including the potential addition of another School Resource Officer (SRO) to increase presence and positive engagement. Lastly, trustees advocated for initiatives that promote student wellness and environmental awareness, including grant-funded projects for plant growth and greater attention to supporting students with dyslexia.

Students across the district provided thoughtful, authentic feedback about their school experiences through focus groups, surveys, and site-based engagement activities. Their voices played a critical role in starting the development of the LCAP and brought forward powerful perspectives on what matters most to them in their learning environments.

Students expressed immense appreciation for the district's investments in field trips, educational technology, arts, music, and physical education. A consistent theme was that without GFUSD's provision of Chromebooks, most students would not have access to a laptop or computer for learning. Over 95% of students confirmed that they rely exclusively on their district-provided devices for schoolwork, including essential tools like Google Classroom, Clever, Aeries, Renaissance, and MyOn. Students also voiced strong support for the ongoing Chromebook refresh plan, confirming its critical role in enabling access to high-quality instruction.

Student feedback also highlighted the transformative impact of access to the arts and music. Many students, particularly in middle school, shared that they had never received formal art instruction prior to the district's recent investments. Now, with rotating art classes and increased art teacher staffing, students are developing new skills and expressing themselves creatively. In music, 100% of band students noted that they do not own their own instruments and depend entirely on those provided by the district. Without GFUSD's commitment to arts education, students stated they would have no access to either visual or performing arts.

Physical education emerged as another area of strength. Students reported that having credentialed PE teachers at every school site has led to higher-quality instruction and a more engaging experience overall. While individual interest in PE varied, students appreciated the opportunity to be active, build fitness, and learn through movement.

Field trips were repeatedly mentioned as some of the most exciting and meaningful learning experiences students had this year. From mission visits in elementary school to college and science center trips in middle school, students shared how these opportunities helped them connect classroom learning to the real world. For many, it was their first time visiting a college campus or exploring careers. Students described these trips as inspiring, confidence-building, and memorable and emphasized that such experiences would not be possible without district funding.

Students also offered constructive input regarding facilities and campus facility upgrades. They highlighted the need for gymnasiums, shade structures, new tracks, and general ongoing beautification. These improvements were seen as directly contributing to a more positive and safe school environment. Gymnasiums were especially valued for indoor PE during hot months and for school-wide assemblies. Shade structures were described as essential for recess, outdoor learning, and safety during peak temperatures.

Finally, students shared powerful reflections about the adults who support their well-being on campus. They expressed gratitude for school social workers, nurses, behavior intervention staff, and the district's School Resource Officer (SRO). Students described how these trusted adults helped them navigate academic and emotional challenges, stay safe, and feel supported at school.

Overall, student voices affirmed the district's strategic investments in technology, enrichment programs, facilities, and student support services that have made a measurable difference in their day-to-day experiences. Students were clear: without the district's support, they would not have access to the tools, opportunities, and programs that help them thrive. Their insights have been carefully integrated into the LCAP to ensure that decisions reflect what students need and value most.

Consultation with educational partners at Greenfield Community School (GCS) occurred through School Site Council meetings, ongoing dialogue with students and families at the school site, and regular collaboration with the district's support team. Educational partners included parents, students, teachers, classified staff, site leadership, and district-level personnel who worked collectively to shape and refine the Equity Multiplier goal required for GCS and central to its improvement strategy. These partners acknowledged that while systemic challenges still exist, they are beginning to see encouraging signs of progress particularly in school climate, staff collaboration, and student engagement. Their feedback strongly affirmed the need to maintain momentum and continue building on the foundation laid during the first year of Equity Multiplier implementation.

During consultations, partners identified a number of specific needs at GCS, including a lack of aligned systems across departments and sites, inconsistent adult-student relationships, and instructional strategies that did not sufficiently engage students academically or socially. In response, partners urged the district to focus on stabilizing staffing, expanding social-emotional supports, and building instructional coherence especially in a way that reflects the lived experiences of the GCS student population. Their input directly informed the development and continued refinement of the school's Equity Multiplier goal, ensuring it was grounded in real needs and guided by those users of the system closest to the real work.

As a result of this feedback, several actions in Goal 3 were specifically designed to support GCS, including investments in school-based mentoring programs, social-emotional learning (SEL) integration, and hands-on, student-centered instructional approaches. Partners expressed strong support for expanding staff capacity in restorative practices, trauma-informed instruction, conflict resolution, and SEL areas they saw as foundational to fostering a safe, supportive, and responsive school culture. These recommendations influenced concrete actions such as the development of GCS-specific mentorship and relationship building models, inclusion of SEL skill-building in daily instruction, and intentional time for students and staff to build trust and connection.

Additionally, educational partners advocated for more interactive, authentic learning experiences that integrate academic rigor with relationship-building and confidence development. This directly influenced the emphasis in Goal 3 on student voice, engagement, and ownership, thus ensuring that instructional shifts at GCS do more than address academic standards: they support holistic growth and a sense of belonging. Their collective input reflects a deep commitment to ensuring that GCS becomes a thriving, equity-driven community school and their ongoing involvement remains central to monitoring and sustaining the implementation of this work.

Throughout the development of the LCAP, the district's educational partners played a pivotal role in shaping the district's priorities, strategies, and actions for the upcoming year. Their voices were not only heard but thoughtfully translated into concrete steps that will directly impact student learning and well-being across the district. This year's plan reflects a commitment to equity, safety, enrichment, and responsive support, rooted in the authentic input we received from a broad range of educational partners—including students, families, parents, classified and certificated staff, site leaders, and various advisory groups.

Specifically, educational partners influenced the plan by:

- **Refining and Deepening Academic Supports:** In response to educational partner feedback, the district is focusing on refining and deepening academic supports for all students. We are clarifying expectations for early literacy by defining what it means to be a proficient first-grade reader and aligning instructional materials and practices across sites (Goal 1, Action 1.5). Professional learning will emphasize writing development and consistent, high-quality instruction, while coaching will provide targeted support in both literacy and math (Actions 1.6, 1.7, 1.10, 1.11). The district is also expanding data-driven decision-making by providing teachers with tools and training to use data effectively in planning and instruction (Actions 1.4, 1.9). To ensure equity and access, we are expanding transitional kindergarten and first-grade classrooms and continuing to build out STEM opportunities (Actions 1.14, 1.15). Across these efforts, the focus is on reducing initiative overload and concentrating on a few key strategies that will make the most difference for students.
- **Expanding Enrichment Opportunities:** Based on input from students and families, we continued and expanded access to field trip flexibility, arts, music, and physical education (Goal 3, Actions 3.4 and 3.5), ensuring equitable access to engaging learning experiences for all students.
- **Enhancing Safety and Well-being:** Partners expressed the need for expanded School Resource Officer (SRO) coverage and campus improvements. As a result, we will continue to attempt to provide additional SRO coverage to include all school days (Goal 2, Action 2.7). We will also enhance site supervision through expanded Behavioral Intervention Aide (BIA) support (Goal 2, Action 2.3). BIAs will continue to receive high-level supports through an observe, teach, coach model, with specific outcomes measured to assess effectiveness. Finally, we will allocate resources for campus improvements, such as shade structures (Goal 2, Action 2.9).
- **Increasing Staffing and Support:** Prioritizing additional custodians, bus drivers, and support staff to meet growing student and operational needs.
- **Elevating Inclusion and Equity:** Implementing culturally responsive engagement strategies, providing staff training in trauma-informed practices and restorative approaches, and aligning actions with Equity Multiplier and Least Restrictive Environment (LRE) goals to meet the needs of unduplicated and underserved students.
- **Expanding Access to Technology and Resources:** Sustaining the district's Chromebook refresh program (Action 3.2) and improving software systems (Actions 1.1, 2.1, and 3.1) to support student learning and efficient progress monitoring.
- **Deepening Family and Community Engagement:** In response to feedback, we expanded communication formats (Goal 3, Action 3.9) including virtual meetings and targeted outreach, ensuring every voice is heard and valued.

The adopted LCAP reflects the collective priorities of our community, with targeted investments in student learning, well-being, engagement, and safety. This plan serves as a clear and actionable guide for supporting every student's success.

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 teaching as per (local data) KiDS.	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.	2024-2025 Data (A) 99% 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.	increased by 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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.	2024-2025 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.	No Difference
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.	2024-2025 Data (C) "Good Repair" Status for all school sites.		(C) "Exemplary" Status for all school sites.	No Difference
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 for all students.as measured by the Local Indicator Priority 2 Self Reflection Tool.	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.	2024-2025 Data (A) Staff rated district at level 4 - "Full Implementation" for ELA Math, 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 NGSS, History, and ELD.	maintained baseline for ELA and Math increased one level for NGSS, History, and ELD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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.	2024-2025 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.	No Difference
1.6	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	2023-2024 Baseline Data: (from 2022-2023 school year) 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)	2024-2025 Data (from 2023-2024 School year): ELA: DFS All Students: -24.8 (orange) English Learner: -56.5 (yellow) Long Term EL: -101.6 (Red) Foster Youth: -63.9 (orange) Homeless / McKinney Vento: -55.1 (yellow)		ELA: DFS All Students: -3.8 (yellow/green) English learner: -42.4 (yellow) Long Term EL -60 (yellow) Foster Youth: -44 (yellow) Homeless / McKinney Vento: -45 (yellow) Socioeconomically Disadvantaged: -5.9 (yellow/green)	2024-2025 Data (from 2023-2024 School year): ELA: DFS All Students: declined 1 (orange) English Learner: increased 5.9 (yellow) Long Term EL: Established Baseline Foster Youth: increased .7 (orange)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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.	Socioeconomically Disadvantaged: - 25.7 (orange) Students with Disabilities: -124.1 (red) African American: - 60.4 (orange) See the attached LCAP Addendum for lowest performing student group information. Math: DFS All Students: -63.8 (orange) English Learner: - 84.2 (yellow) Long Term EL: - 165.2 (Red) Foster Youth: - 99.0 (red) Homeless / McKinney Vento: - 97.5 (orange) Socioeconomically Disadvantaged: - 64.7 (yellow) Students with Disabilities: -156.5 (red)		Students with Disabilities: -65.7 (yellow) African American: - 19.9 (yellow/green) Math: DFS All Students - 36.3 (yellow) English learner - 71.3 (yellow) Long Term EL: -60 (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)	Homeless / McKinney Vento: increased 9.9 (yellow) Socioeconomically Disadvantaged: increased .2 (orange) Students with Disabilities: declined 13.4 (red) African American: decreased 10.5 (orange) See the attached LCAP Addendum for lowest performing student group information. Math: DFS All Students: increased 2.5 (orange) English Learner: increased 7.1 (yellow) Long Term EL: Established Baseline Foster Youth: decreased 10.7 (red) Homeless / McKinney Vento: increased 3.2 (orange)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American: -102.2 (red) 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%	Science: (Met/Exceeded %) All Students: 30.2% English Learner: 2.3% Long Term EL: 0% Foster Youth: 8.8% Homeless / McKinney Vento: 13.0% Socioeconomically Disadvantaged: 19.3% Students with Disabilities: 8.7% African American: 14.2%		Science: (Met/Exceeded %) All Students: 40% English learner: 15% Long Term EL: 15% Foster Youth: 20% Homeless / McKinney Vento: 25% Socioeconomically Disadvantaged: 30% Students with Disabilities: 25% African American: 30%	Socioeconomically Disadvantaged: increased 3.9 (yellow) Students with Disabilities: decreased 11.2 (red) African American: decreased 2.3 (red) See the attached LCAP Addendum for lowest performing student group information. Science: (Met/Exceeded %) All Students: increased .02% English Learner: No Difference Long Term EL: Established Baseline Foster Youth: increased .03% Homeless / McKinney Vento: decreased .04% Socioeconomically Disadvantaged: decreased .02% Students with Disabilities: No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						African American: increased .04%
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		NA	NA
1.8	(4C) Percentage of students who 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		NA	NA
1.9	(4D) Percentage of students who have successfully completed both types of courses described above in (B and (C).	NA	NA		NA	NA
1.10	Based on % of English learners making at least one level of growth via ELPAC.	2023-2024 Baseline Data: (E) 52.6% (yellow) of students made progress	2024-2025 Data: (from 2023-2024 School year): (E) 47.2% (orange) of students made		(E) 57% (yellow/green) of students will have made progress	(E) decreased 5.4% (orange) (F)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(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. (4F) Percentage of English learner students who make progress toward English proficiency for Long Term English Learners as measured by the English Language Proficiency Assessment for California via the CA School Dashboard.	toward English proficiency See the attached LCAP Addendum for lowest performing student group information.	progress toward English proficiency See the attached LCAP Addendum for lowest performing student group information. (F) Establishing Baseline. LTEL 53.5 (orange)		toward English proficiency. (F) LTEL: 75% (yellow/green) of students will have made progress toward English proficiency.	Established Baseline
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.	2023-2024 Data: 16.15% of students were reclassified.		18% of students will be reclassified.	Increased 1.85%
1.12	(4G) the percentage of students who have passed an advanced placement examination with a score of 3 or higher.	NA	NA		NA	NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	(4H) the percentage of students who demonstrate college preparedness pursuant to the Early Assessment Program or and subsequent assessment of college preparedness.	NA	NA		NA	NA
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	2024-2025 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/technology, and foreign language	(A) No Difference
1.15	Based on % of students who have access to a broad course of study.	2023-2024 Baseline Data: (B)	2024-2025 Data: (B) 100% of English learners are		(B) Maintain 100% of English learners are provided with	(B) No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(7B) programs and services developed and provided to low income, English learner, and foster youth as measured by (local data) master schedules.	100% of English learners are provided with designated and integrated English learner instruction. All low-income, English learner and foster youth pupils have access to a Multi-Tiered System of Support, and are given for extended day programs. The YES program is offered to all foster youth at all three middle schools sites.	provided with designated and integrated English learner instruction. All low-income, English learner and foster youth pupils have access to a Multi-Tiered System of Support, and are given for extended day programs. The YES program is offered to all foster youth at all three middle schools sites.		designated and integrated English learner instruction. All low-income, English learner and foster youth pupils have access to a Multi-Tiered System of Support, and are given for extended day programs. The YES program is offered to all foster youth at all three middle schools sites.	
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).	2024-2025 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).	(C) No Difference
1.17	Based on % student attendance.	2023-2024 Baseline Data: (A) All Students: 93.6%	2024-2025 Baseline Data: (A)		(A) All Students: 96.6%	(A) All Students: increased .18%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 5: Student Engagement: (5A) School Attendance rates as measured by (local data) KiDS	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%	All Students: 93.78% English learner: 94.15% Long Term EL 93.15% (Baseline) Foster Youth: 94.14% Homeless / McKinney Vento: 91.13% Socioeconomically Disadvantaged: 93.74% Students with Disabilities: 92.15% African American: 92.14%		English learner: 96.9% LTEL: 96.15% Foster Youth: 95.6% Homeless / McKinney Vento: 93.5% Socioeconomically Disadvantaged: 96.6% Students with Disabilities: 95.1% African American: 95.3%	English learner: increased .25% LTEL: Established Baseline Foster Youth: Increased 1.54% Homeless / McKinney Vento: increased .63% Socioeconomically Disadvantaged: increased .14% Students with Disabilities: increased .05% African American: decreased .16%
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)	2024-2025 Data: (from 2023-2024 School year): (B) All Students: 21.4% (yellow) English Learner: 18.7% (yellow) Long Term EL: 26% (Red) Foster Youth: 24.8% (red) Homeless / McKinney Vento: 35.6% (yellow)		(B) All Students: 10% (green) English learner: 10% (green) Long Term EL: 15% (yellow) Foster Youth: 10% (green) Homeless / McKinney Vento: 20% (yellow) Socioeconomically Disadvantaged: 10% (green)	(B) All Students: increased 3.8% (yellow) English learner: decreased 4% (yellow) Long Term EL: Established Baseline Foster Youth: increased 2% (red) Homeless / McKinney Vento: decreased 12.4% (yellow)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American: 33.6% (yellow)	Socioeconomically Disadvantaged: 21.5% (yellow) Students with Disabilities: 31.7% (yellow) African American: 31.5% (orange)		Students with Disabilities: 15% (yellow) African American: 15% (yellow)	Socioeconomically Disadvantaged: decreased 4.2% (yellow) Students with Disabilities: decreased 1.9% (yellow) African American: decreased 2.1% (orange)
1.19	Based on % student suspension days. Priority 6: School Climate (6A) Student Suspension rates as measured by CA School Dashboard	2023-2024 Baseline Data: (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) Students with Disabilities: 2.5% (yellow) African American: 4.0% (orange)	2024-2025 Data: (from 2023-2024 School year): (A) All Students: 2.0% (orange) English Learner: 1.0% (green) Long Term EL: 5.7% (orange) Foster Youth: 5.8% (orange) Homeless / McKinney Vento: 3.0% (orange) Socioeconomically Disadvantaged: 2.0% (orange) Students with Disabilities: 3.3% (orange) African American: 5.9% (orange)		(A) All Students: .75% (yellow/green) English learner: .75% (yellow/green) Long Term EL: 1% (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)	(A) All Students: increased .8% (orange) English learner: increased .2% (green) Long Term EL: Established Baseline Foster Youth: increased 2.7% (orange) Homeless / McKinney Vento: increased 1.3% (orange) Socioeconomically Disadvantaged: increased .7% (orange) Students with Disabilities: increased .8% (orange)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						African American: increased 1.9% (orange)
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	2024-2025 Data: NexGen Math: Unique students that have used the platform: 2,900 Unique teachers that have used the platform: 51 Total student logins to the platform: 207,513 Total teacher logins to the platform: 6,534		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 (This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)	NexGen Math: Unique students that have used the platform: decreased 181 Unique teachers that have used the platform: decreased 7 Total student logins to the platform: increased 27,815 Total teacher logins to the platform: increased 248 (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.	2023-2024 Baseline Data: Lexia Power Up	2043-2025 Data: Lexia Power Up Unique students that have used the platform: 3,195		Maintain: Lexia Power Up Unique students that have used the platform: 3,115	Lexia Power Up Unique students that have used the platform:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 8: (Local data 1.1) Implementation Metric: Monitoring usage statistics to inform system decisions.	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	Unique teachers that have used the platform: 52 Total student logins to the platform: 10,662 Total teacher logins to the platform: 55		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.)	platform: increased 80 Unique teachers that have used the platform: decreased 3 Total student logins to the platform: decreased 2,469 Total teacher logins to the platform: decreased 64 (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. 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	2023-2024 Baseline Data: (A) Mentors: 100% state that the G-TIP Program is responsive to the needs of the teacher candidates. (B) Teacher Candidates: 93% state that the	2024-2025 Data: (A) Mentors: 100% state that the G-TIP Program is responsive to the needs of the teacher candidates. (B) Teacher Candidates: 93%		(A) Mentors: Maintain 100% state that the G-TIP Program is responsive to the needs of the teacher candidates. (B) Teacher Candidates: 100%	(A) No Difference (B) No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	the needs of the teacher candidates." (A) Mentor perceptions (B) Teacher Candidate perceptions	GFUSD Induction Program supports their development as a new teacher.	state that the GFUSD Induction Program supports their development as a new teacher.		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 and 1.9) Outcome Metric: Monitoring screening State Benchmark (achievement) to inform teaching and learning practices. (A) Reading (B) Math	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% Homeless / McKinney Vento: 12.23% Socioeconomically Disadvantaged: 23.4%	2024-2025 Data: (A) STAR Reading: All Students: 32.75% English learner: 10.58% Long Term EL: 3% Foster Youth: 12.9% Homeless / McKinney Vento: 23.4% Socioeconomically Disadvantaged: 29.58% Students with Disabilities: 5.33% African American: 23.17% (B) STAR Math: All Students: 23.85% English learner: 11.92%		(A) STAR Reading: All Students: 50% English learner: 20% LTEL 20% Foster Youth: 30% Homeless / McKinney Vento: 35% Socioeconomically Disadvantaged: 50% Students with Disabilities: 20% African American: 50% (B) STAR Math: All Students: 45% English learner: 25% LTEL: 25% Foster Youth: 20%	(A) STAR Reading: All Students: increased 2.69% English learner: increased 1.58% LTEL: Established Baseline Foster Youth: increased .7% Homeless / McKinney Vento: increased .7% Socioeconomically Disadvantaged: decreased .22% Students with Disabilities: increased .3% African American: decreased 1.07 (B) STAR Math: All Students: increased .15% English learner: increase .79% LTEL: Established Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 6.02% African American: 15.78%	Long Term EL: 0% Foster Youth: 8.1% Homeless / McKinney Vento: 12.93% Socioeconomically Disadvantaged: 23.46% Students with Disabilities: 6.15% African American: 16.08%		Homeless / McKinney Vento: 35% Socioeconomically Disadvantaged: 45% Students with Disabilities: 15% African American: 35%	Foster Youth: increased .4% Homeless / McKinney Vento: increased .6% Socioeconomically Disadvantaged: increased .6% Students with Disabilities: increased .13% African American: increased .3%
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)	2024-2025 Data: (A) 100% (4 classrooms)		(A) Maintain 100%	No Difference
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	2024-2025 Data: (A) Discontinued this Metric Winter Screening		(A) Winter Screening Students "at/above Benchmark": NA	Discontinued Metric

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 "at/above Benchmark": NA Students "on watch": NA Students "in need of Intervention": NA (B) Spring Screening: Students "at/above Benchmark": NA Students "on watch": NA Students "in need of Intervention": NA (C) Net Growth: Students "at/above Benchmark": NA Students "on watch": NA Students "in need of Intervention": NA		Students "on watch": NA Students "in need of Intervention": NA (B) Spring Screening: Students "at/above Benchmark": NA Students "on watch": NA Students "in need of Intervention": NA (C) Net Growth: Students "at/above Benchmark": NA Students "on watch": NA Students "in need of Intervention": NA	
1.26	Based on % 3rd through 8th grade students' ELPAC Performance Level "Well Developed": Writing. (At Risk: any 3rd - 8th grader that are English Learners.) (LTELs: 6th-8th Graders)	NA	2024-2025 (BASELINE) Data (from 2023-2024 School year): (A) 3rd Grade Well Developed: 8%		(A) 3rd Grade Well Developed:	(A) 3rd Grade Well Developed: Baseline Established

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 4: Student Achievement (4) Student performance on statewide standardized assessments (Local Data 1.16) (A) "At Risk" Student performance levels by grade level. (B) "LTEL" Student performance levels by grade level..		4th Grade - Well Developed: 27% 5th Grade - Well Developed: 28% 6th Grade - Well Developed: 19% 7th Grade - Well Developed: 9% 8th Grade - Well Developed: 11% (B) 6th Grade		d: at least 20% 4th Grade - Well Developed: at least 40% 5th Grade - Well Developed: at least 50% 6th Grade - Well Developed: at least 40% 7th Grade - Well Developed: at least 20% 8th Grade - Well Developed: at least 30%	4th Grade - Well Developed: Baseline Established 5th Grade - Well Developed: Baseline Established 6th Grade - Well Developed: Baseline Established 7th Grade - Well Developed: Baseline Established 8th Grade - Well Developed: Baseline Established

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			- Well Developed: 17% 7th Grade - Well Developed: 15% 8th Grade - Well Developed: 15%		(B) 6th Grade - Well Developed: at least 35% 7th Grade - Well Developed: at least 35% 8th Grade - Well Developed: at least 35%	(B) 6th Grade - Well Developed: Baseline Established 7th Grade - Well Developed: Baseline Established 8th Grade - Well Developed: Baseline Established
1.27	Based on % first grade students at or above benchmark as per 40th Percentile Renaissance Star State Benchmark Q3. (Replaces Metric 1.25) Priority 8: (Local data 1.5) Outcome Metric: Monitoring student	NA	2024-2025 (BASELINE) All Students: 36% Low Income: 36% English Learner: 18% Foster/Homeless: 0% Students with Disabilities: 8% African American: 28%		All Students: at least 50% Low Income: at least 50% English Learner: at least 40% Foster/Homeless: at least 40%	All Students: Baseline Established Low Income: Baseline Established English Learner: Baseline Established Foster/Homeless:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	projected proficiency in Reading % proficient.				Students with Disabilities: at least 40% African American: at least 50%	Baseline Established Students with Disabilities: Baseline Established African American: Baseline Established

Goal Analysis [2024-25]

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.

In 2024-25, the implementation of Goal 1 was strongly informed by consistent educational partner feedback emphasizing the need for a coherent, data-driven academic system rooted in instructional quality and alignment. Across advisory committees, staff meetings, and school site engagements, teachers and leaders affirmed the value of integrated academic systems and supported highlighting the importance of acting early to ensure all students stay on a path toward mastery. Systems such as Renaissance, KiDS Dashboards, and Ellevation were frequently cited as instrumental in helping educators monitor progress and plan instruction responsively. Educational partners also emphasized the impact of intervention staffing, foundational diagnostics, and the integration of platforms like Lexia and ESGI in identifying student needs before they escalated. These tools enabled more timely, informed decision-making, particularly for unduplicated student groups.

Principals expressed strong support for the Quarterly Assessment Reports and assessment software provided through Goal 1, emphasizing their alignment with school plans and their value in streamlining site-level instructional planning. Classified staff and families echoed the importance of continued investment in instructional tools and resources, citing noticeable improvements in student access and engagement. Teachers urged the district to go deeper on early literacy calling for expanded foundational supports such as full-day Kindergarten Assistants, which were widely viewed as a transformational lever for longer-term student success. Feedback also included calls to improve fidelity and consistency in STEM and writing implementation, particularly around pacing, professional learning, and tracking outcomes over time. Student voice further confirmed the impact of academic support. Students highlighted the value of Chromebooks and learning platforms in their daily instruction, especially in terms of equitable access and engagement.

Collectively, this feedback underscores a system that is shifting from reacting to outcomes toward anticipating them - redesigning instructional inputs, aligning support earlier, and using data not just to track what has happened, but to shape what comes next. This upstream orientation reflects the district's commitment to evolve from high-growth with uneven achievement to a system that ensures both. At the core is a shared instructional vision that centers unduplicated student groups and empowers educators to act early, align deeply, and improve continuously.

Based on comprehensive feedback from all educational partners, the following actions were deemed:

Fully implemented:

- 1.1 Academically Centered Technology Support Software for Improving Teaching and Learning
- 1.2 Beginning Teacher Integration and Support
- 1.3 Enhancing English Learner Success
- 1.4 Data-Driven Instructional Excellence Initiative
- 1.8 Assistant Principals Drive Success for Students
- 1.9 Director of Assessment, LCAP, and District Special Projects
- 1.10 District Specialists
- 1.11 Academic Coaches
- 1.12 Data Driven Intervention Support
- 1.13 School Libraries to Improve Engagement in Learning

Partially Implemented:

- 1.5 First Grade Reading Mastery Initiative
- 1.6 Literacy Advancement: Elevating District-Wide Skills and Support
- 1.7 Empowering Math Excellence: Targeted Support for Students
- 1.14 STEM Pathways Initiative: Unlocking Potential for Students
- 1.15 Dual Language Immersion Initiative

Fully implemented:

(Action 1.1) The district successfully integrated academic technology software including Starfall, ESGI, Lexia, and PowerUp into instructional and support systems across all school sites. These adaptive tools were used consistently to identify skill gaps, provide differentiated instruction, and offer targeted interventions for unduplicated students. Teachers initially experienced low usage rates of ESGI due to lack of familiarity and follow-up PD was required. Implementation consistency was supported through teacher training and alignment with site-based instructional goals. The technology platforms offered real-time data and personalized pathways that addressed both immediate academic needs and long-term growth targets. This action strengthened the district's commitment to innovation and equity, ensuring that socioeconomically disadvantaged students, English learners, and foster/mobility-impacted students received responsive, high-impact instructional support.

(Action 1.2) A total of 79 beginning teachers were successfully supported through a robust induction and mentorship program coordinated by a dedicated district administrator and 65 trained mentors. The program featured regular release time for classroom observations, coaching,

and reflection, making sure that new teachers received timely, personalized support. With a strong emphasis on improving instructional practices for unduplicated students, the program embedded a continuous feedback loop to refine strategies that foster student engagement and academic growth. One ongoing challenge is that building beginning teachers' capacity requires significant training and coaching which takes them out of the classroom. The district remains mindful of this tension and continues to look for the right balance between classroom presence and long term instructional development and capacity building. Induction implementation was consistent across school sites, with mentors working closely with new teachers to integrate instructional methods that prioritize the academic and social-emotional needs of foster youth, English learners, and socioeconomically disadvantaged students. Delivered LEA-wide, this action advanced equity and instructional excellence in every classroom, benefiting all students while directly supporting those with the greatest need.

(Action 1.3) All 13 school sites received dedicated Bilingual Program Assistants, supported by continuous professional development in inclusive instructional strategies and targeted ELD practices, as part of the district's effort to strengthen supplemental systems for English learners. These assistants provided individualized and small group instructional support, extending beyond the classroom to school events and extracurricular settings to help bridge language barriers for both students and families. While staffing remained consistent across the year, a key challenge was addressing the varied experience levels of Bilingual Program Assistants, which required ongoing, differentiated coaching to maintain consistent support quality. The district also successfully expanded its use of the Ellevation platform to support data-informed monitoring of English learner progress, with a particular emphasis on identifying and intervening early for students "at risk of becoming LTEL." Staff received specific professional development based on their roles in supporting our students, leveraging data trends to refine instruction and reclassification practices, resulting in more precise targeting of academic language needs. Another challenge emerged around inconsistencies in the delivery of designated and integrated ELD across school sites, prompting focused district efforts to strengthen scheduling practices and monitoring systems to ensure implementation consistency. Additional training for teachers on integrated ELD further supported the goal of accelerating language acquisition within grade-level content instruction. The district does not see implementation as a one-time event, but a sustained and adaptive process. Although this action was fully implemented, we acknowledge that effectiveness measured by student impact takes longer to materialize. We are committed to learning from early challenges and making small, strategic adjustments to strengthen outcomes over time. We believe this disciplined approach will yield visible impact as implementation matures.

(Action 1.4) The district fully implemented its use of STAR Reading and Math data for students in grades 1–8 to refine instructional strategies. A strategic partnership with Renaissance was launched and included enhancing staff capacity in applying academic screener data to grade-level and school site instructional practices. Additionally, this partnership supported more informed implementation of Grade Level Resource Guides and Tiered Instructional Matrices into site and district-level instructional planning. Quarterly Assessment Reports summarizing key Renaissance Star metrics were distributed electronically to staff for use in PLCs and site-based decision-making. While these systems were implemented with fidelity, a key challenge remains in making sure that end users (particularly teachers) can fluently navigate the new Renaissance Next platform. Because the platform could serve as a cornerstone for site and grade-level PLC discussions, inconsistent user fluency around various reports and resources limits the depth and consistency of data-informed collaboration. Interviews with teachers and staff reinforced this, revealing a recurring need for additional professional learning focused not just on interpreting data but on accessing and using it independently within the platform to drive instructional decisions.

(Action 1.8) All 12 assistant principals served as key instructional and operational leaders at their school sites, with a strategic focus on improving outcomes for unduplicated students. Assistant principals successfully coordinated academic, behavioral, and social-emotional supports, using data to guide interventions and ensure equitable access to high-quality resources. Professional development was provided

throughout the year to strengthen leadership practices, deepen understanding of student needs, and enhance schoolwide systems for teaching and learning. Their consistent presence and visibility were instrumental in fostering inclusive school climates, monitoring Tiered Instructional Matrices, and supporting both staff and students. According to various educational partners, APs were seen as critical to aligning site efforts with district goals and played a pivotal role in making sure that all students, especially our foster youth, English learners, and socioeconomically disadvantaged students received the support necessary to be successful. A notable challenge for the district is the ongoing nature of staff turnover. It's the nature of the position that builds capacity and provides robust leadership experience and our APs turn into principals or they move on to additional positions.

(Action 1.9) The Director of Assessment, LCAP, and District Projects successfully drove district systems level coherence and led the district's data-informed approach to instructional improvement. Through targeted data analysis, the Director supported school administrators, coaches, specialists, and teachers in identifying academic trends, instructional gaps, and student group disparities particularly among foster youth, English learners, and socioeconomically disadvantaged students. Quarterly presentations were delivered to build staff capacity in interpreting Renaissance, CAASPP, and formative data, while also promoting and modeling systems thinking to inform interventions, "bright spots" and effective instructional practices. This action has been successful in promoting consistent, equity-driven practices across all sites and in ensuring that student needs are visible and actionable at every level of the district. A challenge was found in that vendor data systems do not facilitate district and grade level data distributions by default. We have been forced to dig deeper and find other ways to display the data that is needed to facilitate meaningful analysis.

(Action 1.10) The district's nine Curriculum Specialists successfully provided ongoing, high-impact support across a wide range of instructional and operational areas, with a clear focus on advancing outcomes for unduplicated students. Specialists worked directly with administrators, academic coaches, and teachers to deliver targeted professional development, facilitate data-informed planning, and implement differentiated instructional strategies. Their work extended across all student programming including supporting unduplicated students within special education, English learners, dual language, induction, and summer school promoting consistency and coherence throughout the system. In addition to instructional leadership, Curriculum Specialists played a vital operational role by supporting the integration and troubleshooting of academic technology tools, confirming continuous functionality for both students and staff. They also successfully refined intervention systems by using data to identify gaps and collaboratively shaping responsive support strategies with school sites. By building the capacity of site-based academic coaches and aligning instructional practices with student needs, this action contributed to a more inclusive, effective, and equitable learning environment across the district. As this work has deepened, a key challenge has emerged: balancing the delivery of ongoing professional learning with the need to preserve instructional time. Providing effective training, coaching, and systems support often requires pulling educators from the classroom a trade-off that must be managed carefully. The district continues to monitor this balance closely to ensure that capacity building efforts remain impactful without compromising daily instruction.

(Action 1.11) As planned, Academic Coaches were successfully deployed at all school sites to support teachers, administrators, and staff in strengthening instructional quality and student outcomes. Coaches received ongoing training from Curriculum Specialists and served as site-based leaders in analyzing student data, supporting curriculum alignment, modeling effective instructional practices, and mentoring teachers on differentiation, classroom management, and culturally responsive pedagogy. Coaches played a central role in addressing the academic and social-emotional needs of unduplicated students by guiding teachers in tailoring instruction and identifying performance gaps that required timely intervention. Beyond instructional support, they also contributed to operational consistency by helping manage educational technology platforms and troubleshooting access issues to ensure systems remained functional and responsive to unduplicated student needs. Academic Coaches supported all student programs including special education, English learner services, dual language, induction,

and summer school making them a critical link in aligning district priorities with site-level execution. Their presence created a high-impact mentorship model that advanced teaching effectiveness and promoted an inclusive, data-driven learning environment for all students. However, as the role of Academic Coaches continues to expand in both instructional and operational domains, the district faces an ongoing challenge in balancing the need for continuous training and coaching support with the day-to-day demands of classroom instruction. Ensuring that coaches remain highly effective while minimizing disruptions to core instructional time is a key area of focus as the district works to sustain momentum and deepen impact.

(Action 1.12) Thirteen certificated intervention teachers, three middle school restorative teachers, and 26 program assistants were strategically placed across school sites to deliver targeted academic and behavioral support for unduplicated students identified as performing below grade level. These intervention efforts were successfully coordinated in collaboration with assistant principals, Curriculum Specialists, and Academic Coaches to ensure alignment with student performance data, enabling timely identification of learning gaps especially for unduplicated students and responsive instructional adjustments. A significant advancement this year was a small pilot implementation of the KiDS Intervention Module, which provided a systematic structure for progress monitoring and real-time data collection for a behavioral intervention (Dino School). Staff received professional development and coaching to support effective use of the platform, improving their ability to track the intervention. As part of this implementation, the district also faced a common systems-level challenge: balancing the need for ongoing staff training and coaching with the reality that such support often requires time away from classroom or direct intervention work. While professional learning is essential for high-quality service delivery, it must be carefully scheduled and managed to protect instructional continuity. This remains an area the district continues to monitor closely as it scales intervention systems and builds long-term capacity.

(Action 1.13) School librarians at all 12 school sites played a central role in successfully transforming campus libraries into engaging, inclusive literacy hubs that fostered a love of reading for all students, with particular attention to the needs of foster youth, English learners, and socioeconomically disadvantaged students. Librarians successfully provided personalized support through book recommendations, literacy events, and targeted programs such as story time and book clubs designed to connect students with texts that reflect their identities and lived experiences. Library collections continued to be updated with diverse, culturally relevant books, helping students see themselves in what they read and deepening their engagement with literature at all sites. These enhancements created welcoming and resource-rich environments that supported both independent reading and academic literacy development.

Partially Implemented:

(Action 1.5) While foundational elements of the early literacy system including the use of Heggerty and Core Phonics diagnostics alongside STAR Reading were in place and used across school sites, the district has not fully established a clear, shared definition of what it means to be a proficient first-grade reader by the end of first grade. As a result, instructional alignment and intervention targeting lacked the precision needed to consistently close foundational skill gaps for unduplicated students. Initial implementation has revealed gaps in student progress that highlighted the need for greater clarity in expectations, more explicit criteria for literacy proficiency, and stronger alignment between diagnostics, instruction, and interventions. These challenges limited the impact of the action as originally intended. While repeated phonics instruction and assessments were provided, the district has identified the need to make strategic shifts to ensure greater consistency and coherence in Tier 1 instruction and intervention delivery to our youngest students. An additional challenge is the ongoing need for sustained training, reflection, and coaching to fully realize instructional shifts in early literacy. Limited time within the contractual day makes it difficult to build the depth of understanding required for successful implementation. Staff can only take on a limited number of new strategies each year,

and meaningful change requires repetition and time. The district is moving toward a deeper focus on the training and learning already introduced during 2024–2025, with an emphasis on clarifying expectations and building fluency around instructional tools and benchmarks.

(Action 1.6) This action was partially implemented. While the integration of Thinking Maps and the Write from the Beginning and Beyond (WTFBB) program continued across school sites, the district encountered several implementation challenges that limited full and consistent adoption. Although professional development was provided and classroom use of the frameworks was observed, variation in how the strategies were introduced, reinforced, and sustained across schools signaled a need for stronger implementation integrity and system-level consistency. One key challenge was the lack of established, shared benchmarks and progress monitoring tools aligned to the writing framework. Without clearly defined indicators to track implementation progress and writing development, it was difficult for educators and site leaders to assess how well the instructional shifts were taking hold. The three-year training cycle began as planned, but more structured follow-up and ongoing coaching are needed to ensure that teachers are moving beyond surface-level familiarity and building deep instructional fluency with the framework. Additionally, a recurring challenge was the limited time available for staff to fully internalize and apply new strategies. With multiple instructional initiatives occurring simultaneously, teachers were stretched thin, thus reducing opportunities for reflection, guided practice, and sustained implementation. In response, the district is pivoting to revisit and deepen professional learning introduced in 2024–2025, confirming that core practices are more firmly embedded. This approach acknowledges that meaningful instructional change requires both time and strategic pacing to support long-term growth and coherence across classrooms and grade levels.

(Action 1.7) The district successfully launched key components of the math support program, including professional development for teachers, the use of digital platforms such as IXL, Freckle, and Next Gen Math, and the rollout of instructional strategies like Number Talks. While these foundational elements were introduced across school sites, the depth and consistency of implementation varied, particularly in how new strategies were embedded into Tier 1 instruction and intervention practices. A key implementation challenge has been ensuring that new math routines and tools are fully integrated into daily instructional systems. While structures for intervention and differentiated instruction were established, the district found that implementation fidelity differed across classrooms and grade levels. Teachers need repeated exposure, modeling, and opportunities for guided practice to confidently apply high-leverage strategies especially when multiple instructional shifts are underway simultaneously. To support stronger implementation, the district is refining its professional development approach by focusing on reinforcing the training provided during the 2024 - 2025 school year. This includes a renewed emphasis on helping educators match the right interventions to the right student needs through effective data use, as well as developing metrics to track not just student growth, but the quality and consistency of instructional practice. Additionally, a persistent challenge remains the limited time within the instructional day to build capacity without disrupting classroom learning. Balancing adult learning with student needs continues to be a key consideration as the district works to scale implementation and ensure long-term success for all students, especially socioeconomically disadvantaged students, English learners, and foster and McKinney-Vento youth.

(Action 1.14) The district continued implementation of STEM programming across school sites through high-interest offerings such as Project Lead The Way (PLTW), robotics, and coding activities. These programs were designed to spark student engagement and introduce hands-on opportunities aligned to future-ready skills. While several sites successfully launched integrated experiences, overall implementation depth varied, as schools remain at different stages of instructional readiness and capacity. A major implementation challenge has been ensuring that STEM instruction is not just added onto the curriculum, but meaningfully embedded into daily instructional practice. While professional development and access to STEM resources were provided, the degree to which schools could apply new learning with consistency depended heavily on site-level instructional leadership and staff familiarity with integrated, interdisciplinary planning. The district also faced challenges in balancing the pace of new STEM initiatives with the capacity of teachers to integrate them

effectively alongside existing instructional priorities. Teachers need time, repetition, and collaborative structures to fully absorb and implement new approaches, and many are already navigating competing demands on their planning and instructional time. As such, the district is intentionally slowing the rollout of new initiatives and shifting focus toward reinforcing the training introduced in 2024–2025. This phased implementation approach allows for repeated exposure, deeper learning, and targeted coaching, all of which are necessary for long-term sustainability and high-quality STEM instruction.

(Action 1.15)

This action was partially implemented, as the district launched the initial phase of its Dual Language Immersion (DLI) Program at Crescent Elementary School with one transitional kindergarten (TK) classroom and three kindergarten classrooms. The full implementation of this program will occur over several years as new cohorts are added annually until the program spans all grade levels. Planning, infrastructure, and training efforts were successfully carried out this year, and the district is prepared to expand the program in 2024–25 by adding an additional TK classroom and three first-grade classrooms. This year's implementation focused on foundational elements such as recruiting and supporting bilingual educators, providing culturally relevant materials, offering parent outreach, and equipping classrooms with necessary dual-language resources. Capacity building remains ongoing, particularly in professional development, instructional planning, and community engagement as the district works to ensure long-term sustainability and instructional quality. Given the multi-year scope and staged rollout, this action is designated as partially implemented. Continued expansion and refinement of the program will ensure that all students, especially English learners and socioeconomically disadvantaged students, benefit from a high-quality, inclusive bilingual education that fosters biliteracy, cultural competence, and academic achievement.

Overall, Goal 1 implementation reflects the district's strategic investment in instructional coherence, academic equity, and systems-aligned support for unduplicated student groups. Of the 16 actions, 11 were fully implemented and five were partially implemented primarily due to phased rollouts, instructional pacing adjustments, and the continued need for site-level capacity building. Steady progress was made in expanding data-informed practices and differentiating instructional strategies across all schools. A recurring challenge involved balancing professional learning time with classroom instruction, and ensuring that new initiatives moved beyond surface-level implementation to become embedded, high-leverage practices.

Despite the complexity of system rollout, early progress in key areas such as English Language Arts and English Learner performance suggests that the district's upstream orientation is beginning to take hold. Efforts to embed multi-tiered systems of support, strengthen instructional continuity for English learners, and use real-time data as a guide (not lagging reports) are helping schools respond earlier and more effectively to student needs.

Looking ahead, continued refinement of these systems will be essential. The focus is now shifting from building structures to optimizing them ensuring that implementation leads not only to growth, but to sustained, equitable achievement across all student groups.

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.

The district conducted an analysis of the material difference between budgeted expenditures and actual expenditures. The total budget for the 2024-2025 LCAP Goal 1 was \$13,861,954. The estimated actual expenditures for 2024-2025 LCAP Goal 1 was \$12,999,027. This is a difference of about \$862,927 or 16% of the goal or about 2% of the total LCAP.

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

The effectiveness of Goal 1 was reflected in measurable student growth across multiple grade levels and content areas, as indicated by Student Growth Percentiles (SGPs), Scaled Scores, and Instructional Reading Levels from Renaissance Star, alongside consistent trends in district diagnostic tools. These improvements point to stronger instructional systems that are beginning to address student needs earlier in the learning cycle. Educational partners including teachers, administrators, and families affirmed the value of increased support structures, data-driven coaching, and timely intervention, particularly for unduplicated student groups.

These gains represent more than progress, they reflect the district's shift toward understanding growth data as an early signal or symptom, not just a result. Rather than treating outcomes as endpoints, the district is using them to uncover deeper system gaps, such as misalignment across grade levels and uneven Tier 1 instruction. While foundational systems for instructional improvement are in place, more upstream work is needed: tighter alignment to grade-level expectations, clearer pathways between growth and mastery, and more precise monitoring of instructional inputs. These next steps are designed to prevent learning gaps before they widen and to ensure that every student moves not just forward, but upward toward long-term success.

The following actions were deemed to be effective based on the following evidence:
Based on comprehensive feedback from all educational partners, the following actions were deemed:

Effective Actions:

- 1.1 Academically Centered Technology Support Software for Improving Teaching and Learning
- 1.2 Beginning Teacher Integration and Support
- 1.4 Data-Driven Instructional Excellence Initiative
- 1.8 Assistant Principals Drive Success for Students
- 1.9 Director of Assessment, LCAP, and District Special Projects
- 1.10 District Specialists
- 1.11 Academic Coaches
- 1.12 Data Driven Intervention Support
- 1.13 School Libraries to Improve Engagement in Learning

Ineffective Actions:

- 1.3 Enhancing English Learner Success
- 1.5 First Grade Reading Mastery Initiative
- 1.6 Literacy Advancement: Elevating District-Wide Skills and Support
- 1.7 Empowering Math Excellence: Targeted Support for Students

1.14 STEM Pathways Initiative: Unlocking Potential for Students
1.15 Dual Language Immersion Initiative

The following actions were deemed to be effective based on the following evidence:

Effective Actions:

Action 1.1 (Academic Technology Integration) was effective in supporting personalized instruction and accelerating skill development for unduplicated students. Adaptive platforms such as Lexia, ESGI, Starfall, and PowerUp were implemented consistently (Metric 1.21) across all sites, helping teachers identify and respond to student learning needs in real time. These tools were fully embedded into instructional planning and formative assessment cycles. California School Dashboard (Metric 1.6) results reinforce this impact. English learners improved by +5.9 points in ELA and +7.1 points in Math, moving from Orange to Yellow status in both areas. Homeless students also demonstrated notable gains up +9.8 points in ELA and +3.2 points in Math. These trends indicate that the integration of academic technology played a role in expanding access and accelerating learning for students most in need. While overall proficiency remains a growth area, the district's effective use of adaptive tools has contributed to measurable progress, especially for targeted student groups. Continued emphasis on training and platform alignment will help deepen impact moving forward.

Action 1.2 (Beginning Teacher Support) was effective in strengthening teacher quality, building instructional consistency, and supporting long-term educator retention (Metric 1.1) as 99% of the district's teachers are appropriately assigned and fully credentialed in respective subject areas. The district's induction program successfully served 79 beginning teachers across all school sites, with mentorship structures in place to provide individualized support, classroom modeling, and reflective coaching. This system helped ensure continuity of instructional practices and strengthened the academic and emotional support provided to unduplicated student groups. Survey results further validate the program's effectiveness. In both 2023–2024 and 2024–2025, 100% of mentors reported that (Metric 1.22) the G-TIP Program is responsive to the needs of teacher candidates, while teacher candidates' approval increased from 93% last year to 100% this year, affirming that the program is not only consistent, but continuously improving in its support for early-career educators. These high levels of satisfaction reflect a well-structured, responsive induction model that is aligned to district priorities and tailored to the evolving needs of teachers to meet unduplicated student needs in the district.

Action 1.4 (Data-Driven Instructional Excellence Initiative) was effective in establishing districtwide systems for data-informed decision-making and significantly elevating the district's capacity to diagnose student needs and respond with precision. The strategic use of Renaissance Star metrics (Metric 1.23) including Student Growth Percentiles (SGP), Scaled Scores (SS), and Instructional Reading Levels (IRL) allowed staff to drill down by student group and grade level, providing a more nuanced understanding of student progress and system effectiveness. These insights were embedded in quarterly reports and PLC discussions, enabling schools to move beyond surface-level data and engage in targeted instructional adjustments. For example, Q3 data revealed strong SGP gains across Grades 2–5 (e.g., +5.7 in Grade 5 Reading, +9.6 in Grade 5 Math) while simultaneously showing dips in proficiency percentages across the same grades. This contrast made it possible to identify critical coherence gaps especially in vertical alignment between grades 2–4 and adapt instructional planning accordingly. In foundational literacy, IRL patterns and Scaled Score trajectories helped coaches and specialists identify where decoding skills were developing but not yet translating into grade-level comprehension. These deeper insights also strengthened the district's ability to report progress more accurately, communicate transparently with educational partners, and refine Tiered Instructional Matrices to better serve unduplicated student groups. While the growth–proficiency gap persists, the improved analytics infrastructure has positioned the

district to respond proactively. Moving forward, this action will continue to serve as a cornerstone for strategic instructional planning, real-time intervention, and long-term coherence across content areas.

Action 1.8 (Assistant Principals as Instructional Leaders) was effective and with high-impact, serving as a critical lever for schoolwide improvement across all sites. Assistant principals played a central role in monitoring academic data, coordinating interventions, and ensuring alignment between site-level actions and districtwide goals particularly for unduplicated student groups. Their leadership directly contributed to the district's overall positive academic growth trends, as seen in rising Student Growth Percentiles (Metric 1.23) across subjects and grade levels (e.g., +9.6 in Grade 5 Math, +5.7 in Grade 5 Reading). APs worked closely with Curriculum Specialists, Academic Coaches, and site teams to implement Tiered Instructional Matrices, conduct data chats, and respond swiftly to gaps in learning. Their ability to monitor real-time data and oversee intervention rosters ensured students were placed in appropriate supports and that those supports were adjusted as needed. Their visibility and consistency across school settings created stronger accountability systems and fostered inclusive, equity-driven operations that kept unduplicated students at the center of decision-making. Moving forward, APs remain essential to the district's ability to sustain growth, deepen impact, and ensure site-level coherence with district instructional and behavioral priorities.

Action 1.9 (Director of Assessment, LCAP, and Projects) was effective at a systems level, providing strategic leadership in aligning assessment, accountability, and instructional decision-making across the district. The Director led efforts to deepen the district's use of Renaissance Star and CAASPP data through focused professional learning, tailored data sessions, and the creation of Quarterly Assessment Reports that translated complex metrics into clear, actionable insights for site administrators, coaches, and teachers. While California School Dashboard data (Metric 1.6) for 2023–24 reflected mostly flat or declining proficiency (e.g., ELA DFS change: –1 point; Math DFS change: +2.5 points) and regression for key student groups such as LTELs and SWD, local assessment trends told a more optimistic story. Renaissance SGP data (Metric 1.23) showed consistent academic growth across most grades and subjects particularly in Grade 5 Reading (+5.7) and Math (+9.6) and foundational skills diagnostics (Heggerty, CORE Phonics) revealed sustained gains in early literacy proficiency. This contrast underscored the effectiveness of the district's awareness of its internal assessment systems, which provided more timely and instructional-level feedback than state metrics alone. In response to vendor limitations in disaggregated reporting tools, the Director spearheaded the development of customized data visualizations and dashboards, enabling grade-level and student group-specific analysis. These tools are becoming useful for PLCs, intervention placement, and the ongoing refinement of the Tiered Instructional Matrices (TIMs). Through this work, the Director also contributed to building a more coherent and vertically aligned instructional system, where assessment, data interpretation, and instructional planning are no longer siloed, but deeply integrated. As a result, staff across the district now engage in more focused, responsive, and equity-centered conversations about teaching and learning turning data into a tool for action, not just reflection.

Action 1.10 (Curriculum Specialists) were effective in driving instructional capacity building and providing multi-tiered support across the district. According to district level surveys (local data source) specialists played a pivotal role in coaching, modeling, and refining instructional practices in key areas such as special education, English Learner supports, dual language development, and early literacy, ensuring that instructional initiatives remained focused and coherent across grade levels and sites. Their impact was particularly visible in early literacy outcomes. Districtwide CORE Phonics benchmark scores (Metric 1.23) in Grade 2 rose from 4% in Q1 to 11% in Q3, representing a nearly threefold increase in decoding mastery a strong indicator that phonics instruction is becoming more precise and targeted. This growth followed sustained professional development and site-based coaching focused on the integration of Heggerty, CORE Phonics, and STAR Reading into daily practice. At the same time, Heggerty phonemic awareness proficiency reached 89% across both 1st and 2nd grade, a clear sign that Tier 1 instruction is responding to the district's literacy priorities. Beyond foundational skills, Curriculum Specialists supported

vertical alignment efforts by guiding grade-level teams through quarterly assessment data reviews and instructional planning cycles. Their efforts helped translate complex data into meaningful strategies, particularly where gaps between SGP growth and proficiency remained. As a result, specialists helped schools strengthen their Tiered Instructional Matrices (TIMs) and fine-tune support for unduplicated student groups.

Action 1.11 (Academic Coaches) were effective as site-based instructional leaders who played an essential role in aligning instruction, building teacher capacity, and supporting data-informed planning. Coaches consistently helped bridge the gap between district frameworks and daily classroom practice, facilitating grade-level collaboration, modeling instructional strategies, and guiding teachers through formative assessment use. Their leadership in foundational literacy contributed directly to rising early reading performance, with (Metric 1.23) Heggerty phonemic awareness proficiency averages reaching 89% across K–2 a key indicator of Tier 1 instructional strength. Beyond early literacy, the district's Academic Coach Request system logged 706 support entries across the school year, reflecting widespread and intentional use of coaching. Requests (local data source) spanned a diverse range of areas, including technology integration (94 requests), CAASPP support, instructional planning, data consultation, and modeling, indicating that coaches are not only reactive supports, but proactive partners in instruction. Notably, 43% of requests were submitted by administrators, confirming that coaching is strategically embedded in site leadership efforts not siloed or peripheral. Additionally, the frequent use of time-sensitive language in requests (e.g., “ASAP” and references to testing deadlines) underscores how coaches are being deployed responsively to meet urgent instructional and assessment needs, particularly during CAASPP windows and other high-leverage instructional moments. This level of integration demonstrates that the coaching model is both demand-driven and aligned with district priorities, making it an effective mechanism for elevating teaching and learning system-wide.

Action 1.12 (Intervention Support Staff) was effective in boosting student growth, particularly for unduplicated students receiving Tier 2 and Tier 3 academic and behavioral interventions. The district deployed 13 certificated intervention teachers, 3 restorative teachers, and 26 program assistants to target students performing below grade level. Their work, aligned with site administrators, Curriculum Specialists, and Academic Coaches, directly contributed to notable gains in (Metric 1.23) Student Growth Percentiles (SGP) across multiple grades most significantly in Grade 5 Math (+9.6 SGP) and Grade 5 Reading (+5.7 SGP). In several grade levels, intervention-driven student groups many of whom are socioeconomically disadvantaged, English learners, or foster youth outpaced district wide averages in growth. For example, in Grade 3 Math, SGP increased by 5.3 points even as overall proficiency declined by 3.3%, demonstrating that targeted intervention efforts are accelerating learning even if students have not yet crossed proficiency thresholds. Similarly, in Grade 2, Reading SGP rose from 46.9 to 49.8 (+2.9), reinforcing the trend that intervention supports are beginning to close instructional gaps for the most at-risk students. While overall proficiency rates declined or stagnated, the positive SGP movement indicates that intervention teachers are helping students catch up academically at a faster rate than their peers particularly in the upper elementary grades, where closing late-emerging gaps is critical. This demonstrates a clear return on investment in terms of growth, even if outcome benchmarks have yet to be fully achieved.

Action 1.13 (Libraries Supporting Literacy Engagement) was effective in improving access, engagement, and equity in literacy across the district. Every school site enhanced its library space to foster welcoming, inclusive environments that support student belonging and a love of reading. Efforts included expanding culturally relevant book collections, hosting reading events, and ensuring that English learners, foster youth, and other unduplicated student groups could see themselves reflected in the materials available. These inclusive practices were intentionally designed to increase motivation and promote literacy connection beyond core instruction. While this action is not directly tied to a single standardized test, it aligns with positive year-over-year gains in districtwide STAR Reading proficiency, particularly among students who have historically faced barriers to academic success. The creation of safe, comfortable, and welcoming reading spaces on every

campus has expanded access to literacy in ways that extend beyond the classroom. This increased access paired with culturally relevant book collections and inclusive programming appears to be contributing to measurable academic gains in our screening data. Districtwide, (Metric 1.23) STAR Reading proficiency rose from 30.06% to 32.75%, with improvement also seen among English learners (from 9.0% to 10.58%), foster youth (from 12.2% to 12.9%), and homeless students (from 22.7% to 23.4%). These gains, while modest, suggest that when students (especially unduplicated students) are provided with consistent access to inclusive literacy spaces, their engagement and performance in reading improve.

The following actions were deemed to be ineffective based on the following evidence:

Ineffective Actions:

Action 1.3 (Enhancing English Learner Success) was fully implemented and strengthened key support structures for English learners; however, its impact on student outcomes has not yet materialized at scale. The district successfully deployed bilingual program assistants at all sites and expanded the use of the Ellevation platform to support data-informed monitoring and intervention for English learners. These foundational investments allowed school teams to provide individualized and small-group support, strengthen outreach to families, and begin refining language acquisition strategies across instructional settings. Despite these supports, English Language Progress Indicator (ELPI) performance declined by 5.2% (Metric 1.6), and Long-Term English Learners (LTELs) demonstrated continued regression in both ELA and Math, remaining in the Red performance band. These results point to the need for more explicit differentiation between the supports provided to current ELs and those required by LTELs, whose needs often differ significantly and require targeted academic language development. The district recognizes that improving English learner outcomes particularly for LTELs is complex, multi-year work. Effectiveness in this area is often delayed, as systemic improvements in instructional practice, scheduling, and intervention design take time to translate into measurable gains in student outcomes. The full implementation of this action has laid important groundwork, but sustained coaching, instructional alignment, and differentiated support strategies will be critical to realizing long-term success. In the coming year, the district will prioritize enhancing the quality and alignment of integrated and designated ELD instruction, while embedding targeted LTEL-specific strategies designed to accelerate both language acquisition and academic progress.

Action 1.5 (First Grade Reading Mastery Initiative) was ineffective due to early stages of implementation. Although there are benchmark goals for each quarter, the instruction is still at the implementation phase with Heggerty and UFLI. Heggerty phonemic awareness scores (Metric 1.23 and other local data) were strong (rising from 81% to 89%), but CORE Phonics benchmarks remained extremely low (4%), signaling that while students could hear sounds, they struggled to decode written language. Without full implementation and consistency across the district, the instruction and data collection will vary across classrooms. These inconsistencies have made it difficult to ensure alignment between early literacy instruction and desired outcomes.

Action 1.6 (Literacy Advancement: Thinking Maps + WTFBB) was ineffective in generating the intended improvement in student writing. Although professional development was provided and the three-year rollout began, Q3 writing assessments showed over 50% of students not meeting grade-level expectations in Grades 1–5 (Metric 1.23 and other local data). The absence of spiral review when it comes to the various writing genres and on demand writing, limited instructional impact. Teachers expressed the need to revisit core strategies before adding new layers.

Action 1.7 (Math Support Strategy) was ineffective in improving student proficiency despite contributing to growth.(Metric 1.23 and other local data) Math SGPs rose districtwide (e.g., +5.3 to +9.6 across Grades 3–5), but proficiency continued to decline in all grades. This indicates

that while PD and intervention tools were well implemented (e.g., IXL, Freckle, Number Talks), core instruction lacked the rigor and pacing required to move students toward standard mastery and there needs to be more time for coaches and reflection.

Action 1.14 (STEM Pathways Initiative) was in its early phase and currently ineffective in demonstrating academic impact. While implementation began with Project Lead the Way (PLTW), robotics, and coding experiences at several sites, the depth, consistency, and instructional integration varied significantly across classrooms. Teacher readiness and time constraints emerged as common barriers, limiting the scale and fidelity of STEM instruction and its ability to influence core academic outcomes. This limited implementation was reflected in the 2023–2024 CAASPP Science results (Metric 1.6), where student performance remained low. Only 10.9 percent of all students met or exceeded standards on the CAST assessment. Performance among unduplicated student groups was even lower: just 8.2 percent of socioeconomically disadvantaged students met standards, while English learners and foster youth scored 0 percent at or above standard, and only 1.3 percent of students with disabilities met proficiency. These results suggest that current STEM instruction is not yet effectively supporting science content mastery, particularly for students who stand to benefit most from engaging, hands-on, inquiry-based approaches. While anecdotal evidence points to growing interest in STEM enrichment activities, the absence of coherent instructional integration and the need for deeper teacher capacity mean that measurable academic outcomes have yet to materialize.

Action 1.15 (Dual Language Immersion) was limited in effectiveness (Metric 1.24) not due to implementation missteps, but because it remains in the early stages of a multi-year rollout. The program launched successfully with one TK and three kindergarten classrooms, supported by strong planning, staffing, and parent engagement. While these foundational elements were implemented with consistency, academic outcome data is not yet available. As the program expands annually with each new cohort, instructional impact will become more measurable. Continued support, professional development, and progress monitoring will be essential to realizing the long-term goals of bilingualism, biliteracy, and academic achievement.

In summary, Goal 1 actions advanced key districtwide priorities: building instructional coherence, expanding data fluency, and strengthening site-based leadership capacity. These efforts led to strong gains in student growth, particularly in upper elementary grades and among unduplicated student groups. Still, proficiency remains a critical focus especially in math, foundational reading, and writing where translating growth into mastery is still in progress.

The district's evolving Tiered Instructional Matrices (TIMs) and Grade Level Resource Guides (GLRGs), grounded in real-time data and collaborative learning, now serve as upstream tools for continuous improvement. Rather than reacting to outcomes, these systems help educators identify early signs of need and respond with aligned, proactive support. Moving forward, sustained investment in Tier 1 instruction, strategic intervention, and cross-grade coherence will be essential to ensure every student not only grows but achieves at high levels.

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.

Reflections on districtwide performance and STAR assessment trends have clarified a compelling reality: Greenfield is a high-growth district working hard to position itself to become a high-achieving one. While multiple strategies have accelerated student growth, overall proficiency remains below our aspirations. For 2025-2026, Goal 1 has been refined to move earlier in the instructional process tightening the link

between data and daily teaching, reducing fragmentation, and aligning supports around early indicators of need. These updates are designed not only to improve implementation where impact was limited, but to ensure that instructional systems are proactive, coherent, and responsive. Every refinement prioritizes unduplicated student groups, anchoring our belief that when we design upstream for their success, the system becomes stronger for all students.

To accelerate academic language acquisition, the district will refine its broad ELD support system by embedding targeted instructional strategies and leveraging a new, tiered metric focused on Writing performance from the Summative ELPAC. This refined approach continues Action 1.3, while complementing the more narrowly focused Action 1.16, which addresses Long-Term English Learners (LTELs) and students at risk of LTEL designation. An enhancement to this action will be the additional intentional integration of Thinking Maps as a core visual language tool during both Designated and Integrated ELD instruction. The district recognizes the application of Thinking Maps and Write from the Beginning as a powerful scaffold for English Learners to organize language, structure complex thinking, and improve academic writing. To monitor implementation impact and drive improvement cycles, the district has developed a new Writing-focused performance metric to be used for both Action 1.3 and Action 1.16. This metric tracks the percentage of English Learners in grades 3–8 scoring at the "Well Developed" level in ELPAC Writing, disaggregated by grade level and LTEL risk status. The district is actively working on interim writing assessments to use on a quarterly basis to further monitor the progress of our at-risk of LTEL and actual LTEL students.

To strengthen the effectiveness of Action 1.5 (First Grade Reading Mastery Initiative), the district will make an intentional early investment by developing a unified definition of a proficient first-grade reader grounded in research-based benchmarks for phonemic awareness, decoding, fluency, and comprehension. This upstream clarity will serve as a foundation for aligned instruction, updated pacing guides, and consistent implementation protocols across sites. In support of this refined vision, the district has discontinued Metric 1.25, which was primarily fluency-based, and adopted Metric 1.27 designed to ensure that first graders districtwide are developing the skills necessary to become authentic, independent readers by the end of first grade. High-leverage tools such as Heggerty, UFLI, CORE Phonics, and STAR Reading will undergo integration audits to ensure seamless application. Actions 1.10 and 1.11 (coaching support) will bolster Tier 1 execution, while Tier 2 systems will gain precision through shared diagnostics and common entry/exit criteria.

In response to limited impact from Action 1.6 (Literacy Advancement: Thinking Maps + Write from the Beginning and Beyond), the district will refine its professional learning model to strengthen writing instruction. Over half of students in Grades 1–5 did not meet grade-level writing expectations, signaling the need for clearer benchmarks, calibrated assessments, and sustained support. Coaching will now emphasize writing development, vertical coherence, and continuous feedback loops to ensure strategies are embedded consistently.

While Math SGPs (local screener data) showed promising growth under Action 1.7, declining proficiency revealed that Tier 1 instruction lacked sufficient rigor and pacing. For 2025–26, support will shift closer to the core integrating pacing checkpoints and triangulated tools to illuminate real-time instructional needs. Coaching will continue to target standards-based planning and Tier 1 delivery, reinforcing high-impact math practices and reducing downstream remediation.

The early implementation of Action 1.14 (STEM Pathways Initiative) including Project Lead the Way, robotics, and coding was uneven across sites. To build consistent depth, the district will continue to expand coaching and professional learning to strengthen STEM integration within the regular instructional day.

To improve the utility of Action 1.4 (Data-Driven Instructional Excellence) and Action 1.9 (Director of Assessment), the district will offer additional training to unlock actionable insights around teaching and learning. Teachers identified inconsistent fluency with data tools as a barrier to real-time instructional shifts. To address this, the district will focus on building capacity for district, site, and grade level data analysis and decision-making during PLCs, while also helping educators identify bright spots and emerging needs earlier in the learning cycle. Renaissance Next tools will help translate screening data into strategic timely instructional insights and responses.

Action 1.15 will expand with the addition of one TK and three 1st grade classrooms, effectively doubling enrollment. This growth reflects family interest and strengthens continuity of learning from the earliest years, a critical factor for long-term success.

Across all actions, the district is intentionally reducing initiative fatigue. In 2025–26, the focus will shift from expanding strategy quantity to deepening strategy quality. Educators will have the space and support to refine a small number of high-impact instructional routines, using performance data to continuously improve teaching and learning.

Budget adjustments for 2025-2026 reflect changes in staffing levels, rising health and welfare costs, negotiated salary agreements, and reduced LCFF funding. All personnel-related changes have been calibrated to preserve instructional integrity while reallocating resources toward the highest-need areas ensuring long-term sustainability without compromising student outcomes.

Each planned change is grounded in performance data, teacher feedback, and educational partner engagement. Through this upstream lens, the district remains committed to refining the systems that shape academic learning ensuring that English learners, socioeconomically disadvantaged students, and foster youth receive the kind of instruction that doesn’t just catch them up, but moves them forward.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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.	\$142,401.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	\$295,712.00	Yes
1.3	Enhancing English Learner Success Required Action: English Learners and Long Term English Learners (LTELs)	The district will strengthen instructional support for English Learners (ELs) through ongoing professional development for Bilingual Program Assistants and the expanded use of the Ellevation data management platform. This action emphasizes refining day-to-day instructional support and utilizing data-driven methods to monitor each student's progress toward English proficiency and reclassification. Bilingual Program Assistants (13), assigned across all school sites, will deliver targeted, individualized language development support during academic instruction and throughout extracurricular activities and school events, helping to remove language barriers for students and families. Professional learning for Bilingual Program Assistants will focus on instructional strategies that accelerate English language acquisition, promote academic engagement, and ensure that EL students have full access to grade-level content and standards. Through this action, the district will provide efficient, equitable, and individualized educational experiences to improve English learner outcomes and support timely reclassification. 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)	\$476,401.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 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	\$412,897.00	Yes
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	\$225,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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	\$546,877.00	Yes

Action #	Title	Description	Total Funds	Contributing
		McKee Middle School: ELA: Students with Disabilities and English Learners		
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	\$122,693.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 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.	\$2,116,719.00	Yes
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.	\$278,180.00	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	\$1,468,094.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
1.11	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.	\$2,080,998.00	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.	\$3,999,744.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 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.	\$450,873.00	Yes
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.	\$304,829.00	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	\$152,141.00	Yes

Action #	Title	Description	Total Funds	Contributing
		cultural competence by providing ongoing support (substitutes and extra duty), professional development (trainings), and materials (printing and classroom materials/resources).		
1.16	Long Term English Learner Acceleration	(LTELs) and students at risk of LTEL status (those with five or more years as English learners), with the goal of accelerating academic language development, strengthening foundational literacy, and closing persistent achievement gaps. Although these students often demonstrate conversational fluency, they continue to struggle with the academic vocabulary, complex language structures, and comprehension skills needed to access grade-level content and succeed across subject areas. This action will focus on providing specialized professional development, integrated and designated ELD instructional practices, and targeted scaffolding and related resources that addresses the unique linguistic and academic needs of LTELs equipping them to make meaningful progress toward reclassification, grade-level proficiency, and long-term college and career readiness.	\$10,000.00	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%	2024-2025: (A) All Students: 93.78% English learner: 94.15% Long Term EL 93.15% (Baseline) Foster Youth: 94.14% Homeless / McKinney Vento: 91.13% Socioeconomically Disadvantaged: 93.74% Students with Disabilities: 92.15% African American: 92.14%		(A) All Students: 96.6% English learner: 96.9% LTEL: 96.15% Foster Youth: 95.6% Homeless / McKinney Vento: 93.5% Socioeconomically Disadvantaged: 96.6% Students with Disabilities: 95.1% African American: 95.3%	(A) All Students: increased .18% English learner: increased .25% LTEL: Established Baseline Foster Youth: Increased 1.54% Homeless / McKinney Vento: increased .63% Socioeconomically Disadvantaged: increased .14% Students with Disabilities: increased .05% African American: decreased .16%
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)	2024-2025 (B) All Students: 21.4% (yellow) English Learner: 18.7% (yellow) Foster Youth: 24.8% (red) Homeless / McKinney Vento: 35.6% (yellow) Socioeconomically Disadvantaged: 21.5% (yellow)		(B) All Students: 10% (green) English learner: 10% (green) Long Term EL: 15% (yellow) Foster Youth: 10% (green) Homeless / McKinney Vento: 20% (yellow)	(B) All Students: increased 3.8% (yellow) English learner: decreased 4% (yellow) Long Term EL: Established Baseline Foster Youth: increased 2% (red) Homeless / McKinney Vento:

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: 31.7% (yellow) African American: 31.5% (orange) See the attached LCAP Addendum for lowest performing student group information.		Socioeconomically Disadvantaged: 10% (green) Students with Disabilities: 15% (yellow) African American: 15% (yellow)	decreased 12.4% (yellow) Socioeconomically Disadvantaged: decreased 4.2% (yellow) Students with Disabilities: decreased 1.9% (yellow) African American: decreased 2.1% (orange)
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%	2024-2025: 0%		Maintain 0%	No Difference
2.4	(5D) high school dropout rates.	NA	NA		NA	NA
2.5	(5E) high school graduation rates.	NA	NA		NA	NA
2.6	Based on % of students suspended at least one time during a school year. Priority 6: School Climate	2023-2024 Baseline: (A) All Students: 1.2% (yellow) English learner: .8% (yellow) Foster Youth: 3.1% (orange) Homeless / McKinney Vento: 1.7% (green)	2024-2025 Data: (from 2023-2024 School year): (A) All Students: 2.0% (orange) English Learner: 1.0% (green) Long Term EL: 5.7% (orange)		(A) All Students: .75% (yellow/green) English learner: .75% (yellow/green) Long Term EL: 1% (yellow/green)	(A) All Students: increased .8% (orange) English learner: increased .2% (green) Long Term EL: Established Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(6A) Student Suspension rates as measured by CA School Dashboard.	Socioeconomically Disadvantaged: 1.3% (yellow) Students with Disabilities: 2.5% (yellow) African American: 4.0% (orange) See the attached LCAP Addendum for lowest performing student group information.	Foster Youth: 5.8% (orange) Homeless / McKinney Vento: 3.0% (orange) Socioeconomically Disadvantaged: 2.0% (orange) Students with Disabilities: 3.3% (orange) African American: 5.9% (orange) See the attached LCAP Addendum for lowest performing student group information.		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)	Foster Youth: increased 2.7% (orange) Homeless / McKinney Vento: increased 1.3% (orange) Socioeconomically Disadvantaged: increased .7% (orange) Students with Disabilities: increased .8% (orange) African American: increased 1.9% (orange)
2.7	Based on % of students expelled. (6B) student expulsion rates as measured by (local data) KiDS.	(B) 0%	(B) 0%		(B) Maintain 0%	(B) No Difference
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	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.	2024-2025: (C) Results from the 2024-25 Student District Needs Assessment for grades 4th through 8th show that: -71 % of our students report they look forward		(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	(C) Look forward to participating in school each day: 17% increase Report teachers keep them informed of their

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	data) GFUSD Needs Assessment Surveys.	-80% of our students report teachers keep them informed of their academic progress. -64% of our students feel safe at school.	to participating in school each day. -80% of our students report teachers keep them informed of their academic progress. -72% of our students feel safe at school.		that they look forward to participating in 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.	academic progress: No Difference Students feel safe at school: 8% increase
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: Raptor Visitor Management - count of sign ins for (A) visitors and (B) student early sign outs district wide through April over three	2023-2024 Baseline: (A) Total visitor sign ins: 96,001 (B) Total student sign outs: 62,984	2024-2025: (A) Total visitor sign ins: 64,796 (B) Total student sign outs: 115,083		(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 system performance.)	(A) decreased 31,205 (B) increased 52,049 (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
	consecutive years to inform general operations at school sites.					
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	2024-2025: (A) Elementary Minors: 7138 Elementary Majors: 2861 (B) Middle Minors: 3475 Middle Majors: 923		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.)	(A) Elementary Minors: increased 2,148 Elementary Majors: increased 1,285 (B) Middle Minors: increased 1,876 Middle Majors: decrease 29 (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. Priority 8: (Local data 2.2) Implementation Metric:	2023-2024 Baseline: (A) Elementary Sites: Tier 1 Implementation Score: 85% Tier 2 Implementation Score: 67%	2024-2025: (A) Elementary Sites: Tier 1 Implementation Score: 87		(A) Elementary Sites: Tier 1 Implementation Score: Maintain between 80% and 85%	(A) Elementary Sites: Tier 1 Implementation Score: increased 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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	(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 2 Implementation Score: 76% (B) Middle School Sites: Tier 1 Implementation Score: 88% Tier 2 Implementation Score: 78% (C) District Wide Aggregate: Tier 1 Implementation Score: 87% Tier 2 Implementation Score: 77%		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 be monitored to ensure optimal system performance.)	Tier 2 Implementation Score: increased 9% (B) Middle School Sites: Tier 1 Implementation Score: increased 10% Tier 2 Implementation Score: increased 14% (C) District Wide Aggregate: Tier 1 Implementation Score: increased 4% Tier 2 Implementation Score: increased 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
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%	2024-2025: (A) Elementary Sites: Tier 1: 0-1 Referrals: 84.63% Tier 2: 2-5 Referrals: 9.28% Tier 3: 6+ Referrals: 6.09% (B) Middle School Sites: Tier 1: 0-1 Referrals: 79.72% Tier 2: 2-5 Referrals: 12.96% Tier 3: 6+ Referrals: 7.33% (C) District Wide Aggregate: Tier 1: 0-1 Referrals: 83% Tier 2: 2-5 Referrals: 10.5% Tier 3: 6+ Referrals: 6.5%		(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% Tier 2: 2-5 Referrals: 10%-15% Tier 3: 6+ Referrals: 5% or lower.	(A) Elementary Sites: Tier 1: decreased .6% Tier 2: decreased .12% Tier 3: increased .72% (B) Middle School Sites: Tier 1: decreased 2.38% Tier 2: increased .33% Tier 3: increased 2.13% (C) District Wide Aggregate: Tier 1: decreased 1.21% Tier 2: increased .2% Tier 3: increased 1.19% (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
					(This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)	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.	2023-2024 Baseline: 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	2024-2025 Restorative Classrooms Total attendance days in restorative classroom (GMS): 871 Total attendance days in restorative classroom (OMS): 655 Total attendance days in restorative classroom (MMS): 497		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 system performance.)	Total attendance days in restorative classroom (GMS): decreased 139 Total attendance days in restorative classroom (OMS): decreased 17 Total attendance days in restorative classroom (MMS): decreased 42 (This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)
2.14	Based on average class size throughout the school year.	2023-2024 Baseline: (A) Current class size average: 24:1	2024-2025: (A) Current class size average: 23.8:1		(A) Maintain class size average at 26:1 or under.	(A) Maintain class size average at 26:1 or under: decreased .2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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.	(B) Current class size average: 30:1 (C) Current class size average: 28:1	(B) Current class size average: 30:1 (C) Current class size average: 27.2:1		(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.)	(B) Maintain class class size average at 32:1 or under: No Difference (C) Maintain class class size average at 32:1 or under: decreased .8% (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) Implementation Metric: Monitoring the planned construction process versus actual completion benchmarks for a completion %.	2023-2024 Baseline: (A) Planning and Design Completion - NO (B) Permitting and Approvals - NO (C) Groundbreaking and Site Preparation - NO (D) Construction and structural Development - NO	2023-2024: (A) Planning and Design Completion - Yes (B) Permitting and Approvals - Yes (C) Groundbreaking and Site Preparation - NO		(A) Planning and Design Completion - YES (B) Permitting and Approvals - YES (C) Groundbreaking and Site Preparation - YES (D) Construction and structural	(A) Planning and Design Completion: Complete (B) Permitting and Approvals: Complete (C) Groundbreaking and Site Preparation: Incomplete

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(A) Planning and Design (B) Permitting and Approvals (C) Groundbreaking and Site Preparation (D) Construction and structural Development (E) Final Inspection and Handover	(E) Final Inspection and Handover - NO Total % Complete: 0%	(D) Construction and structural Development - NO (E) Final Inspection and Handover - NO Total % Complete: 40%		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.)	(D) Construction and structural Development: Incomplete (E) Final Inspection and Handover: Incomplete Total % Complete: increase increased 40% (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: . Monitoring Attendance and Chronic Absenteeism as of end of April over three consecutive school	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% (B) Chronic Absenteeism Rate: All Students: 15.74% English learner: 20.16%	2024-2025: (A) Attendance Rate: All Students: 95% English learner: 94% Foster Youth: 93% Homeless / McKinney Vento: 91% Socioeconomically Disadvantaged: 95%		(A) Attendance Rate: All Students: 97% English learner: 97% Foster Youth: 97% Homeless / McKinney Vento: 95% Socioeconomically Disadvantaged: 97%	(A) Attendance Rate: All Students: increased 1.4% English learner: decreased .6% Foster Youth: decreased 3.9% Homeless / McKinney Vento: increased .2% Socioeconomically Disadvantaged: increased .4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	years to inform engagement at the school sites (A) Attendance % (B) Chronic Absenteeism %	Foster Youth: 16.67% Homeless / McKinney Vento: 33.87% Socioeconomically Disadvantaged: 17.24%	(B) Chronic Absenteeism Rate: All Students:16% English learner: 19% Foster Youth: 17% Homeless / McKinney Vento: 36% Socioeconomically Disadvantaged: 15%		(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.)	(B) Chronic Absenteeism Rate: All Students: increased .26% English learner: decreased 1.16% Foster Youth: increased .33% Homeless / McKinney Vento: increased 2.13% Socioeconomically Disadvantaged: decreased 2.13% (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: Monitoring the planned construction process	2023-2024 Baseline: (A) Planning and Design Completion - NO (B) Permitting and Approvals - NO (C) Groundbreaking and Site Preparation - NO	2024-2025 (A) Planning and Design Completion - Yes (B) Permitting and Approvals - No (C) Groundbreaking and Site Preparation - NO		(A) Planning and Design Completion - YES (B) Permitting and Approvals - YES (C) Groundbreaking and Site Preparation - YES	(A) Planning and Design Completion: Complete (B) Permitting and Approvals: Incomplete (C) Groundbreaking and Site

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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	(D) Construction and structural Development - NO (E) Final Inspection and Handover - NO Total % Complete: 0%	(D) Construction and structural Development - NO (E) Final Inspection and Handover - NO Total % Complete: 20%		(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.)	Preparation: Incomplete (D) Construction and structural Development: Incomplete (E) Final Inspection and Handover: Incomplete Total % Complete: increase increased 20% (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%	2024-2025 (A) Attendance Rate: All Students: 94% English learner: 93% Foster Youth: 95% Homeless / McKinney Vento: 92%		(A) Attendance Rate: All Students: 96% English learner: 96% Foster Youth: 87.6% Homeless / McKinney Vento: 92%	(A) Attendance Rate: All Students: increased 1% English learner: No Difference Foster Youth: increased 7.4% Homeless / McKinney Vento: increased 3.4%

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 %	(B) Chronic Absenteeism Rate: All Students: 20% English learner: 26.09% Foster Youth: 40% Homeless / McKinney Vento: 36.84% Socioeconomically Disadvantaged: 27.52%	Socioeconomically Disadvantaged: 94% (B) Chronic Absenteeism Rate: All Students: 16% English learner: 21% Foster Youth: 20% Homeless / McKinney Vento: 30% Socioeconomically Disadvantaged: 17%		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.)	Socioeconomically Disadvantaged: increased 1% (B) Chronic Absenteeism Rate: All Students: decreased 4% English learner: decreased 5.09% Foster Youth: decreased 20% Homeless / McKinney Vento: decreased 6.84% Socioeconomically Disadvantaged: decreased 10.52% (This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)
2.19	Based on observation growth and overall outcomes of all BIA fidelity implementation around the district's three (Tier 1) key focus preventative behavior strategies and general	NA	2024-2025 (Baseline) Number of observed BIAs: 26 (A)		Based on ending status (March) % application (A) at least 85% (B) at least 85%	(A) Established Baseline (B) Established Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	knowledge around general PBIS framework knowledge. As captured from September - though March Priority 8: Student Achievement (Local data for Action 2.6) BIA implementation effectiveness Number of BIAs observed (averages) (A) Behavior specific praise (5 to 1 ratio of positive behavior feedback to corrective behavior feedback delivered by BIAs. (B) Precorrection (BIA's practice of frontloading desired behaviors) (C) Active Supervision (BIAs practice of scanning and interacting positively with students). (D) Knowledge check regarding PBIS foundations. (BIA pre and post knowledge survey)		Behavior specific praise (5 to1) September: 0% March 78% Average Growth: 78% (B) Precorrection (frontloading) September 0% March: 80% Average Growth 80% (C) Active Supervision (scanning) September:45% March: 80% Average Growth: 35% (D) September: 36% March:85% Average Growth: 44%		(C) at least 85% (D) at least 85%	(C) Established Baseline (D) Established Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

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.

Goal 2 implementation was meaningfully shaped by strong and recurring educational partner feedback focused on student safety, school climate, and access to behavioral support systems. Across all stakeholder groups including families, teachers, students, and site leaders there was clear alignment around the importance of creating school environments that are physically safe, emotionally supportive, and behaviorally consistent. The presence of School Resource Officers (SROs) was widely praised, with multiple partner groups calling for expanded coverage, especially during arrival, dismissal, and at bus stops. Students described SROs as central to their sense of security, while parents emphasized their role in promoting attendance and smoother transitions.

Teachers and administrators acknowledged the positive impact of Behavioral Intervention Assistants (BIAs), School Social Workers (SSWs), and Social Emotional Learning (SEL) programs, while also highlighting the need for continued investment in training, staffing capacity, and role clarity. PAC members specifically emphasized the integration of student support services and the use of behavior monitoring systems such as SWIS as essential for strengthening early tiered interventions. However, recurring challenges with sustaining the impact of SSW caseloads and ensuring consistent BIA availability raised important questions about long-term service design and delivery.

Feedback also surfaced critical operational factors that intersect with climate and safety such as bus behavior, lunch and recess supervision, and student well-being during unstructured times. These concerns were incorporated directly into Goal 2 actions related to supervision staffing, playground improvements, and restorative systems. Families and students also elevated the urgency of expanding mental health supports, addressing emotional wellness, and strengthening bullying prevention through more proactive, culturally affirming systems.

Taken together, this feedback reflects a shared call for prevention-focused structures that reduce the need for downstream intervention. In response, the district prioritized upstream investments, expanding partnerships and refining delivery models to build safe, inclusive, and orderly environments where all students, especially those navigating homelessness, foster care, or economic hardship, are supported before barriers take root.

Based on comprehensive feedback from all educational partners, the following actions were deemed:

Fully implemented:

- 2.1 Positive Behavior and Safety Centered Support Software for Creating and Maintaining a Safe and Orderly Learning Environment
- 2.2 Enhancing School Climate with Data Driven PBIS Strategies
- 2.3 Targeted Attendance Enhancement
- 2.4 Enhanced School Safety and Student Services

- 2.5 Integrating School Social Workers for Student Support
- 2.6 Supplemental Behavior Intervention Supports at School Sites
- 2.7 Positive Behavioral Engagement and School Safety
- 2.8: Improved Class Sizes Maintained for Enhanced Student Support and Equity

Partially Implemented:

- 2.9 Enhancing Facilities for Comprehensive Student and Community Engagement

Fully implemented:

(Action 2.1) The district integrated behavior- and safety-focused technologies such as SWIS, Raptor Visitor Management, and Emergency Management systems across all school sites to support a more proactive and data-driven approach to school climate and student safety. These systems were embedded as part of a broader strategy to enhance learning environments for all students particularly for unduplicated student groups by identifying behavior trends, flagging at-risk patterns, and supporting timely, site-level decision-making. Throughout the year, SWIS data was consistently used to track and analyze behavior incidents, helping administrators and support staff identify areas for intervention and improvement. These insights informed PBIS implementation efforts, shaped professional learning conversations, and supported tiered behavior strategies that promoted safer, more supportive learning environments. Despite the systemwide adoption, implementation challenges remained around data entry consistency, onboarding new staff, and building long-term capacity at school sites. As staff turnover occurred, schools experienced variability in the fidelity and frequency of inputting behavior data, which occasionally impacted the completeness of reports and analysis. The district continues to address these gaps through training, refinement of data entry protocols, and coaching support to ensure staff are confident and consistent in using the tools effectively.

(Action 2.2) Building on prior efforts, this action was fully implemented with a strong emphasis on deepening Positive Behavioral Interventions and Supports (PBIS) across all school sites. Each campus completed the Tiered Fidelity Inventory (TFI) to self-assess implementation consistency and effectiveness. Results reflected (Metric 2.11) 87% fidelity at Tier 1 and 76% at Tier 2, indicating robust progress and systemwide alignment with PBIS principles. Throughout the year, staff at all levels participated in ongoing professional development focused on behavior supports, trauma-informed practices, and culturally responsive engagement. School teams used data and reflection tools to refine systems and promote positive student behavior, while fostering safe, supportive environments for unduplicated students. Despite strong implementation, several challenges remain. Building and sustaining capacity across all staff from bus drivers and noon aides to paraprofessionals, teachers, and administrators requires ongoing coaching and support. Establishing a more effective feedback loop with families has also emerged as an area of growth, particularly in helping parents understand how PBIS functions and contributes to improved school culture. One of the most pressing barriers involves the effective use of behavior data at the school level. While data is routinely collected, more work is needed to strengthen how it's analyzed, communicated, and applied to support timely, equitable decision-making. As the district moves forward, efforts will focus on building data fluency across roles and ensuring that behavior trends directly inform targeted student interventions and system improvements.

(Action 2.3) This action was fully implemented and represented a cohesive, data-driven approach to improving attendance across the district. At the center of the initiative was the District Attendance Supervisor, who coordinated with 12 site-based Student Intervention Facilitators (SIFs) and campus attendance/truancy teams to deliver tiered attendance interventions aligned with the unique needs of unduplicated student groups. These teams utilized real-time analytics from SchoolStatus Attend and the Kern Integrated Data System (KiDS) to track

patterns, target students for support, and refine strategies based on emerging trends. Each school site tailored its approach through consistent use of localized attendance data and wraparound services to engage families, address barriers such as transportation or housing instability, and create a culture that reinforced the importance of regular school attendance. The district also emphasized proactive, relationship-based strategies, including family outreach, coordinated team responses, and site-based incentives. A highlight of this year's implementation was the "Strive for Five" attendance challenge, which demonstrated meaningful impact. Schools that participated in the challenge showed a smaller decline in attendance (1.93%) during the five-week window compared to non-participating schools (3.00%), despite all schools facing a districtwide attendance dip on February 3, 2025, due to a politically motivated protest. Participating schools not only began the challenge with higher average attendance but maintained a stronger level of engagement throughout the challenge period. This proactive effort reinforced the importance of positive reinforcement and school-wide momentum in boosting attendance culture.

(Action 2.4) Serving as the cornerstone for districtwide efforts around school climate and student well-being, the Director of School Safety and Student Services provided leadership and coordination across multiple initiatives, including PBIS implementation (Action 2.2), attendance and intervention strategies (Action 2.3), restorative practices, social-emotional learning, and school safety protocols. Under this action, the Director successfully supported the continued roll-out of PBIS at all school sites, with Tiered Fidelity Inventory (TFI) data showing high implementation fidelity 87% at Tier 1 and 76% at Tier 2. This progress reflects the Director's work to embed restorative practices, trauma-informed approaches, and data-driven behavioral supports across the system. The Director also played a central role in overseeing the use of behavior data systems like SWIS, as well as attendance platforms such as SchoolStatus Attend, coordinating with site teams to guide strategic interventions for unduplicated students. In terms of school safety, the Director led the development and refinement of site-based safety plans and emergency protocols. Additionally, districtwide bullying prevention strategies were implemented and refined to increase student trust and ensure consistent, rapid response to incidents. While implementation was successful, ongoing challenges remain. As noted in related actions, building system-wide capacity from paraprofessionals to administrators requires sustained ongoing and never ending effort. The Director continues to lead this work, focusing on professional development, onboarding, and creating a stronger culture of shared responsibility across staff roles. Furthermore, the district is working to strengthen the effective use of behavior and attendance data to inform equitable, student-centered decisions. Communicating this work to families, particularly around PBIS, discipline, and school safety remains a priority in order to foster deeper understanding and shared ownership.

(Action 2.5) This action was fully implemented and significantly strengthened the district's capacity to support the academic, emotional, and behavioral needs of all students, but particularly socioeconomically disadvantaged students, English learners, foster and McKinney-Vento youth. Each school site was staffed with a dedicated School Social Worker, who served as an integral member of the school-based support team and collaborated closely with teachers, administrators, psychologists, and behavioral staff to provide coordinated, trauma-informed services. A major implementation success this year was the pilot implementation of the Dino School behavioral intervention using the KiDS Intervention Module, which allowed School Social Workers to deliver evidence-based instruction while collecting real-time data to monitor progress and inform practice. Staff received targeted professional development and coaching on the platform, which enhanced fidelity and strengthened the integration of behavioral supports with academic interventions, an especially valuable system improvement that complemented related efforts in Action 1.12. In addition to direct intervention services, School Social Workers helped improve system coherence across the district by supporting consistent case management, individualized support planning, and ongoing engagement with families. Their work was foundational to fostering safe, inclusive environments supporting student wellness and engagement. One key implementation challenge involved physical space limitations across school sites. As district facilities remain impacted, it was at times difficult to identify consistent, private spaces for social workers to conduct one-on-one or small group counseling sessions. While staff adapted

creatively to space constraints, the district recognizes the importance of identifying more flexible and confidential areas to preserve the quality of intervention delivery.

(Action 2.6) All school sites were staffed with Behavioral Intervention Assistants (BIAs) throughout the school year, each playing a key role in supporting behavior management, reducing classroom disruptions, and contributing to safer, more productive learning environments. The BIAs collaborated closely with school psychologists, teachers, administrators, and school social workers to reinforce consistent behavioral expectations and apply proactive, tiered supports aligned with PBIS and MTSS frameworks. A major success this year was the district's partnership with the Kern County Consortium SELPA to deliver the Behavior Intervention Institute, using an Observe, Train, Coach (OTC) model. BIAs received eight two-hour training sessions throughout the year on key topics such as professionalism, behavioral theory, active supervision, functional behavior thinking, PBIS alignment, and Tier 1 support. These training sessions helped deepen BIAs' understanding of positive behavioral interventions and gave them tools to better serve unduplicated student groups. Additionally, real-time coaching was provided monthly through site visits by the SELPA Coordinator, strengthening implementation at the ground level. This hands-on support helped BIAs translate theory into practice and reinforced the collaborative nature of the district's approach to behavior support. One implementation challenge involved ensuring consistent attendance at Institute training sessions and scheduled on-site observations. BIA absences due to illness, scheduling conflicts, or staffing coverage sometimes limited participation and delayed feedback cycles. The district is exploring ways to build more flexibility into observation schedules and improve coverage to ensure all BIAs receive the full benefit of training and coaching.

(Action 2.7) This action served as a critical extension of the district's broader commitment to student safety, behavior support, and positive school climate. Through this action, the district staffed 26 noon aides, 18 safety personnel, 12 transportation aides, and 1 school resource officer (SRO) to provide additional supervision on playgrounds, buses, and during before and after-school activities. These positions were instrumental in reinforcing behavior expectations, building relationships with students, and creating a more secure and supportive educational environment. Aligned with the district's PBIS framework (Action 2.2), all safety staff (including the SRO) were trained in positive behavior support and conflict resolution strategies quarterly over the course of the school year. Supervisors were encouraged to model respectful communication, de-escalate conflicts, and reinforce Tier 1 behavioral expectations. The presence of these staff members across high-traffic areas helped prevent incidents before they escalated and fostered greater student accountability and connection to campus life. This action also complemented the work of the District Attendance Supervisor (Action 2.3) and the Director of School Safety and Student Services (Action 2.4) by ensuring that all supervisory staff were trained to monitor and respond to attendance concerns and emerging safety risks. Likewise, close collaboration with Behavioral Intervention Assistants (Action 2.6) ensured a more coordinated and responsive safety net for students exhibiting behavioral challenges. While implementation was successful, several shared challenges emerged across the system. As with other staff roles supporting student behavior and safety, consistent training and capacity-building for newly hired or part-time personnel remained essential. Communication across roles particularly in real-time situations continued to require clarity and ongoing coaching. Additionally, ensuring all safety personnel were fully comfortable using behavior data and aligned with PBIS practices took intentional effort and support throughout the year.

(Action 2.8) Through the strategic allocation of 85 teachers, the district successfully maintained class sizes below contracted caseload levels, ensuring more individualized instruction and stronger student-teacher relationships across all elementary campuses. This investment was intentionally directed to increase unduplicated students' access to personalized academic and social-emotional support especially for those facing language barriers, trauma, or inconsistent school experiences. Improved class sizes created more manageable learning environments, allowing teachers to closely monitor progress, adapt instruction to student needs, and provide timely feedback. The structure

also supported more effective use of small-group instruction and differentiation, helping teachers deliver targeted support and keep students meaningfully engaged in their learning. Teachers reported that students were more willing to participate, and that the overall classroom climate felt calmer, more connected, and conducive to learning. A challenge in implementation involved maintaining consistency in instructional practices across classrooms. While smaller class sizes provided the right conditions for deeper learning, not all staff felt equally prepared to maximize this potential. Some sites expressed the need for additional professional development to help teachers fully utilize smaller settings particularly through differentiated instruction, intervention planning, and formative assessment use.

Partially implemented

(Action 2.9) As part of the district's broader facilities modernization initiative safety of our students and staff, along with continual maintenance, Action 2.9 mainly focuses on constructing new gymnasiums at McKee and Ollivier Middle Schools to expand access to safe, climate-controlled spaces for physical activity, performing arts, and community engagement, along with safe learning environments. While this initiative remains a vital component of the district's longer-term strategy to address inequities in physical and cultural resources for unduplicated students, full implementation has been delayed due to various external factors. Delays in DSA (Division of the State Architect) approvals and unforeseen construction scheduling issues impacted the original timeline. Although some significant planning milestones were met, and groundwork was laid to advance the projects, the physical construction has not yet reached completion. The district continues to move forward with key steps, including final design alignment, compliance work, and ongoing coordination with construction teams to resume forward progress. Despite the delays, implementation progress is reflected in Metrics 2.15 and 2.17, which tracks the number of expanded spaces for student and community engagement. While the gyms are not yet operational, their inclusion in the district's phased facilities improvement plan signals a clear commitment to creating inclusive, multipurpose environments that will serve both school and community needs. The district views this action as an essential part of supporting whole-child development and reducing opportunity gaps, particularly for socioeconomically disadvantaged students, English learners, and foster and McKinney-Vento youth. Construction and continued maintenance for the safety of our community will continue into the next academic year, and the district remains committed to completing these facilities as part of its larger goal to modernize and maintain school infrastructure and enhance the student experience districtwide.

The implementation of Goal 2 advanced the district's commitment to safe, inclusive, and responsive learning environments through coordinated systems, strategic staffing, and proactive supervision structures. Throughout 2024–2025, the district strengthened its foundation for long-term impact by deepening implementation of the PBIS framework, expanding the roles of School Social Workers and Behavioral Intervention Assistants, and maintaining consistent School Resource Officer (SRO) coverage. These actions contributed to more structured, predictable, and supportive school climates and were consistently affirmed by educational partners, who cited increased adult visibility and improvements in behavioral consistency.

The continued rollout of data platforms such as SWIS and SchoolStatus Attend, along with the integration of supervision teams and restorative practices, reflects a districtwide shift toward early detection and coordinated response. Rather than waiting for behavioral issues to escalate, systems are increasingly designed to recognize early patterns, promote consistent adult response, and reinforce positive behavior in real time.

While facilities improvements such as gymnasium construction remain in progress, Goal 2 implementation signals that the district is not simply reacting to climate and safety concerns, it is deliberately building upstream systems that prevent disruption, promote engagement,

and support the whole child. These efforts are laying the groundwork for sustained safety, connectedness, and equitable access to behavioral and wellness supports across all school sites.

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.

The district conducted an analysis of the material difference between budgeted expenditures and actual expenditures. The total budget for the 2024-2025 LCAP Goal 2 was \$28,097,096. The estimated actual expenditures for 2024-2025 LCAP Goal 2 was \$18,526,481. This is a difference of about \$9,570,615. The substantive differences were in actions 2.9 due to the fact that we received DSA approval for OMS gym in April 2025. It is bidding in May 2025 and contracts will be approved in June 2025.

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

The effectiveness of Goal 2 actions was reflected in stronger systems for attendance, safety, and student support, with several initiatives demonstrating measurable gains in student connection, well-being, and access to responsive services. Strategic investments in staffing, supervision, and real-time data platforms helped create more predictable and supportive school environments particularly for unduplicated students. Notably, the district achieved gains in attendance and reductions in chronic absenteeism, while student perceptions of belonging increased significantly, signaling stronger relationships and more inclusive day-to-day experiences.

These early indicators point to the impact of upstream efforts designed to prevent disconnection and address needs before they escalate. However, rising discipline rates, and inconsistent behavioral outcomes reveal that the shift toward truly safe and equitable school climates is still in progress. While several actions established strong system foundations, others require deeper implementation of Tier 1 practices and stronger alignment between support staff and instructional teams to ensure efforts are both proactive and embedded.

Moving forward, the district recognizes that creating sustainable change will require continued investment in adult capacity, more coherent integration of behavior support systems, and a stronger focus on prevention. These elements are essential to fully realizing the intent of Goal 2: ensuring every student learns in an environment that is safe, connected, and grounded in early, consistent support.

The following actions were deemed to be effective based on the following evidence:

Based on comprehensive feedback from all educational partners, the following actions were deemed:

Effective Actions:

- 2.1 Academically Centered Technology Support Software for Improving Teaching and Learning
- 2.3 Targeted Attendance Enhancement
- 2.4 Enhanced School Safety and Student Services
- 2.5 Integrating School Social Workers for Student Support
- 2.8 Improved Class Sizes Maintained for Enhanced Student Support and Equity

Ineffective Actions:

- 2.2 Enhancing School Climate with Data Driven PBIS Strategies
- 2.6 Supplemental Behavior Intervention Supports at School Sites
- 2.7 Positive Behavioral Engagement and School Safety
- 2.9 Enhancing Facilities for Comprehensive Student and Community Engagement

The following actions were deemed to be effective based on the following evidence:

Effective Actions:

Action 2.1 (Positive Behavior and Safety-Centered Support Software) was partially effective in supporting behavior monitoring and systems-level decision-making but did not yet yield a corresponding reduction in office discipline referrals. While the district successfully maintained full implementation of SWIS and related behavior tracking tools across all school sites, outcome data signals the need for deeper analysis and system refinement. Metric 2.12 confirms that 100% of schools consistently used SWIS to monitor student behavior and enter data on office discipline referrals, reflecting strong infrastructure and implementation alignment. Additionally, PBIS implementation fidelity remained high, with schools averaging 87% at Tier 1 and 76% at Tier 2 on the Tiered Fidelity Inventory (Metric 2.11), suggesting that school-wide behavior systems are generally in place and operating according to expected standards. However, Metric 2.10 shows that the number of both minor and major ODRs increased at the elementary and middle school levels compared to the previous year. This rise in incidents, despite consistent SWIS use and high PBIS fidelity, highlights a disconnect between data availability and the timely application of interventions or Tier 1 system strengthening.

Action 2.3 (Targeted Attendance Enhancement) was effective in strengthening site-based attendance systems and improving student connection through data-informed interventions. Led by the District Attendance Supervisor in collaboration with site-based Student Intervention Facilitators (SIFs), the district implemented a multi-tiered attendance strategy grounded in real-time data and proactive outreach. Districtwide attendance rose from 93.7% to 94.38% (Metric 2.1), and chronic absenteeism declined from 25.2% to 21.4% (Metric 2.2), indicating system-level improvements in daily participation. These gains were reinforced by Strive for Five, a districtwide attendance challenge that generated stronger retention rates at participating schools. Schools engaged in the initiative showed a smaller attendance dip during a politically charged regional protest, highlighting the power of school culture and relationship-based motivation in attendance recovery efforts. Notably, attendance improvements were also observed among key unduplicated student groups. Foster youth increased from 92.6% to 94.14%, and homeless youth increased from 90.5% to 91.13% (Metric 2.1), with corresponding drops in chronic absenteeism across both groups (Metric 2.2). These trends suggest that the district's targeted supports including home visits and transportation coordination are playing a meaningful role in re-engaging unduplicated student groups.

Action 2.4 (Enhanced School Safety and Student Services) was partially effective in coordinating system-level behavior, safety, and student support initiatives, but did not result in improvement across all key student outcomes. The Director of School Safety and Student Services continued to lead PBIS implementation, restorative practices, and school safety efforts across the district; however, updated discipline data suggests that the overall impact on exclusionary practices was limited this year. Districtwide attendance increased from 93.7% to 94.38% (Metric 2.1), and chronic absenteeism declined from 25.2% to 21.4% (Metric 2.2), demonstrating stronger school connection and engagement. These gains reflect improved cross-department coordination between attendance and behavioral support teams. Additionally, student perception of safety improved significantly, rising from 74.8% to 80.8% (Metric 2.8), pointing to more secure and predictable school

environments. However, the district's overall suspension rate increased from 1.2% to 2.0% (Metric 2.6), and suspension rates rose across multiple student groups. Foster youth increased from 3.1% to 5.8%, students with disabilities from 2.5% to 3.3%, African American students from 4.0% to 5.9%, and socioeconomically disadvantaged students from 1.3% to 2.0%. These increases signal a lack of impact in reducing exclusionary discipline and indicate that current systems are not yet meeting the needs of students most affected by school climate challenges. While improvements in safety perceptions and attendance are promising, the rising suspension data highlights a critical gap in implementation fidelity and differentiated support for high-need student groups. In particular, Foster Youth, Students with Disabilities, African American students, and Socioeconomically Disadvantaged students all experienced significant increases in exclusionary discipline.

Action 2.5 (Integrating School Social Workers for Student Support) was effective in expanding access to mental health and wellness services across all school sites, contributing to improvements in attendance, school connection, and student well-being particularly for unduplicated student groups. Each school was staffed with a dedicated School Social Worker (SSW), who collaborated closely with educators, administrators, and families to support students experiencing trauma, social-emotional challenges, or unstable living conditions. The impact of this action is evident in multiple outcome metrics. The district wide attendance rate increased from 93.7% to 94.38% (Metric 2.1), and chronic absenteeism declined from 25.2% to 21.4% (Metric 2.2). These improvements indicate stronger student connection and access to school-based supports that helped mitigate barriers to regular attendance. Additionally, student climate data showed notable gains in belonging, with the percentage of students who reported feeling connected at school increasing from 54% to 71% (Metric 2.8). These results suggest that the presence and accessibility of school social workers helped foster trust, connection, and emotional safety among students. While suspension rates rose from 1.2% to 2.0% (Metric 2.6), this trend aligns with districtwide patterns and does not appear to diminish the broader effectiveness of social workers in promoting wellness and early intervention. The role of the SSWs in supporting behavioral planning and connecting students with tiered supports was consistently cited as foundational by school site teams.

Action 2.8 (Improved Class Sizes Maintained for Enhanced Student Support and Equity) was effective in supporting instructional access and student engagement through intentional staffing allocations that reduced overall class sizes and created more manageable learning environments. This strategy was especially beneficial to unduplicated student groups who rely on individualized attention, differentiated instruction, and relationship-centered teaching. As of May 2025, the district operated 145 K–3 classrooms, with 82% operating below the contractual class size maximum of 26:1 and a district average of 23.8:1. In grades 4–6, 89.5% of 96 classrooms remained under the 32:1 maximum, with a district average of 30:1. In middle school grades 7–8, 80.9% of the district's 86 single-subject classrooms stayed below the CBA maximum, with an overall average of 27.2:1. Additionally, TK classrooms maintained a districtwide average of 18.4:1, with all operating well below the required 10:1 adult-to-student ratio. These data points reflect systemwide success in honoring contractual agreements while prioritizing learning conditions that support whole-child development. The benefits of this staffing structure are reflected in outcome data. Student attendance increased from 93.7% to 94.38% (Metric 2.1), and chronic absenteeism declined from 25.2% to 21.4% (Metric 2.2), suggesting that students are more connected to school and more likely to attend consistently in smaller, more responsive classroom settings. In parallel, student belonging rose sharply from 54% to 71% (Metric 2.8), reinforcing that classroom climate and teacher-student relationships have strengthened under reduced caseloads. While instructional effectiveness varies by classroom and professional development remains a key lever for improving Tier 1 outcomes, the district's strategic allocation of 85 teachers has resulted in improved learning conditions for students districtwide.

The following actions were deemed to be ineffective based on the following evidence:

Ineffective Actions:

Action 2.2 (Enhancing School Climate with Data-Driven PBIS Strategies) was fully implemented with (self reported) high structural fidelity across all school sites but did not yet produce the measurable impact on student behavior and climate outcomes the district aimed to achieve. All schools completed the Tiered Fidelity Inventory (TFI), with average scores of 87% at Tier 1 and 76% at Tier 2 (Metric 2.11), and 100% of schools maintained active use of the SWIS platform to document and respond to behavioral incidents (Metric 2.12). These results are designed to confirm that the procedural foundations of PBIS are in place and functioning with consistency. However, despite this strong implementation infrastructure, outcome data indicate that the intended improvements in school climate have not yet materialized. Office discipline referrals increased from the previous year (Metric 2.10), and suspension rates rose across nearly every student group. The district wide suspension rate climbed from 1.2% to 2.0%, with especially concerning increases for foster youth (from 3.1% to 5.8%), students with disabilities (from 2.5% to 3.3%), African American students (from 4.0% to 5.9%), and socioeconomically disadvantaged students (from 1.3% to 2.0%) (Metric 2.6). These patterns highlight a persistent disconnect between implementation fidelity and student-level outcomes, particularly in terms of reducing exclusionary discipline for the students most affected by behavior systems. The district acknowledges that effectiveness in school climate work is not always immediate even when system implementation appears strong. Structural fidelity, while essential, does not automatically result in culture change or equitable discipline practices. Moving forward, the district will deepen its investment in Tier 1 behavior alignment, culturally responsive engagement, and the use of real-time behavior data to drive school-level decisions. Continued coaching, professional development, and cross-role collaboration will be critical to shifting from implementation to impact. While this action is considered ineffective for the current year based on outcomes, the foundation laid this year will support more targeted and responsive improvements in the years to come.

Action 2.6 (Supplemental Behavior Intervention Supports at School Sites) is being fully implemented across all school sites and shows early promise, but its overall effectiveness is still developing. Behavioral Intervention Assistants (BIAs) were deployed throughout the district to reinforce Tier 1 behavioral expectations, de-escalate student behaviors, and increase structured adult presence particularly during unstructured times and in high-need classrooms. Significant progress was made in adult practice. Across 26 BIAs observed between September and March, the district saw strong growth in key Tier 1 prevention strategies: behavior-specific praise increased from 0% to 78%, pre-correction strategies rose from 0% to 80%, and active supervision improved from 45% to 80%. Knowledge of the PBIS framework also increased substantially, with survey results rising from 36% to 85%. These trends confirm that BIAs are gaining the foundational skills needed to support a proactive and prevention-oriented climate. However, this progress has not yet translated into consistent improvements in student behavior system wide. Office Discipline Referral data from Q1 to Q3 shows a 2% increase overall, with a notable 33% rise in referrals at the middle school level. Of particular concern is the district wide spike in classroom disruption referrals, which increased each quarter and now represent one of the most common behavior incidents. This signals a need to strengthen Tier 1 instructional alignment and refine how BIAs and teachers collaborate to maintain productive classroom environments. Additional outcome metrics reflect a mixed picture. On the positive side, attendance increased from 93.7% to 94.38% (Metric 2.1), chronic absenteeism decreased from 25.2% to 21.4% (Metric 2.2), and student belonging improved sharply from 54% to 71% (Metric 2.8). These trends suggest that students are experiencing stronger relationships and more predictable environments. At the same time, suspension rates increased from 1.2% to 2.0% overall, with concerning jumps across several student groups (Metric 2.6), indicating a continued need to build out Tier 2–3 supports and improve behavior escalation pathways. Taken together, the data show that Action 2.6 is a promising initiative that is not yet fully effective. The district has laid strong groundwork by improving adult behavior practice and investing in structured supervision, but further training, capacity-building, and instructional alignment are needed to reduce referrals, address classroom disruptions, and ensure Tier 1 systems produce measurable impact on student behavior. Continued monitoring will be critical to realizing the long-term potential of this investment.

Action 2.7 (Positive Behavioral Engagement and School Safety) was partially effective in promoting student safety and improving supervision structures, but did not produce consistent reductions in behavioral incidents or exclusionary discipline. This action included a range of supports from school resource officers and safety aides to transportation and playground supervision staff all trained to reinforce PBIS-aligned practices, de-escalate conflicts, and ensure student well-being across unstructured spaces. On a systems level, the action contributed to modest gains in engagement and climate. Districtwide attendance increased from 93.7% to 94.38% (Metric 2.1), and chronic absenteeism decreased from 25.2% to 21.4% (Metric 2.2), both of which suggest improved student connection and a more structured daily experience. Additionally, student belonging rose from 54% to 71% (Metric 2.8), a strong indicator that students are feeling more supported and connected on campus. However, core behavior metrics showed less progress. Office Discipline Referrals (ODRs) increased across the district (Metric 2.10), particularly in middle school settings and for classroom disruption. Suspension rates rose from 1.2% to 2.0% (Metric 2.3), and further disaggregation revealed disproportionate increases among students with disabilities, foster youth, and African American students (Metric 2.6). Days of suspension increased as well (Metric 2.7), indicating that behavioral escalations not only continued but may have become more prolonged and severe in certain instances. These trends suggest that while additional adult supervision has likely contributed to students feeling safer and more connected, it has not yet produced the depth of behavioral change required to reduce major incidents or prevent exclusionary discipline. Staff presence is visible and valued, but continued investment in real-time coaching, Tier 1 PBIS reinforcement, and more structured supervision systems will be essential to ensure student groups experience equitable behavioral outcomes.

Action 2.9 (Enhancing Facilities for Comprehensive Student and Community Engagement) was ineffective this year due to construction delays outside the district's control and need for continual maintenance for the safety of students, staff and community across the district.. While significant planning and compliance milestones were reached (Metrics 2.15 and 2.17), including design finalization and DSA coordination, the facilities themselves are not yet operational. This delay is reflected in generally stagnant student engagement metrics at both schools (Metrics 2.16 and 2.18). While attendance showed only modest improvement, chronic absenteeism levels remained high across student groups, with little to no progress in reducing persistent barriers for students who would benefit most from structured, supportive indoor environments. These patterns suggest that without access to dedicated spaces for regulation, connection, and supervision such as gymnasiums students continue to experience challenges with daily engagement. Because students at McKee and Ollivier have not yet experienced the benefits of the planned gymnasiums, the intended outcomes (reduced absenteeism, stronger connection, and improved access to support) have not yet materialized. As a result, Action 2.9 is deemed ineffective for the 2024–2025 school year. The district remains committed to the project's completion, continued maintenance of facilities and to measuring its future impact once these facilities are operational and available to students.

In summary, the district made meaningful progress toward the objectives outlined in Goal 2 by strengthening attendance systems, expanding student wellness supports, and improving classroom environments through reduced class sizes. These efforts contributed to higher attendance, lower chronic absenteeism, and a stronger sense of belonging especially among unduplicated students.

At the same time, key challenges persist. Increases in suspension rates and uneven reductions in behavioral incidents limited the full impact of several actions. While foundational structures such as PBIS, behavior tracking systems, and adult supervision are now in place, they have not yet translated into the depth of behavioral change needed to achieve consistent, equitable outcomes. This signals a need to refine how these supports are implemented ensuring they are proactive, aligned with daily instruction, and responsive to early signs of student need.

The district recognizes that surface-level structures must be paired with upstream strategies that address the root causes of behavioral challenges. Moving forward, greater emphasis will be placed on aligning Tier 1 behavioral supports with core instruction, using real-time data to drive early intervention, and deepening adult capacity across roles. These shifts are essential to move from foundational setup to lasting change. With sustained focus, stronger coordination, and continued engagement of educational partners, the district is well-positioned to translate its system-building efforts into lasting outcomes that reflect the full intent of Goal 2: safe, inclusive, and supportive learning environments where all students feel seen, valued, and equipped to thrive.

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.

Reflections on Goal 2 outcomes revealed that while foundational systems were fully implemented, several actions did not produce the intended improvements in student behavior, school climate, or equitable access particularly for unduplicated student groups. In response, the district will revise select actions for 2025–26 to move beyond structural compliance and toward deeper, student-centered outcomes that reflect the experiences of students across all sites.

Based on reflection and analysis of fidelity data, Action 2.2 will be refined to address site-level variability and strengthen implementation across PBIS tiers. For 2025–26, the district will shift focus to building the capacity of school-based MTSS teams through monthly training aligned to TFI 3.0, enabling teams to identify site-specific gaps and develop stronger Tier 1 and Tier 2 systems. In addition, monthly coaching for site data analysts will be introduced to build expertise in using the School-Wide Information System (SWIS) to drive data-informed decision-making. To promote consistency across the full instructional day, the district will also expand alignment efforts to include the After School Success Program and the State Preschool Program, ensuring shared expectations and cohesive behavioral support systems. These coordinated changes are designed to increase equity, improve consistency, and enhance PBIS effectiveness district-wide.

Based on reflections from the prior year, Action 2.6 will be refined to include a more detailed, practice-specific local metric (2.19) that measures the implementation of key Tier 1 behavior support strategies. This new metric will track proactive BIA practices aligned to PBIS, including behavior-specific praise, pre-correction, active supervision, and foundational PBIS knowledge. The intent of this change is to enable earlier detection of gaps, strengthen alignment with instructional environments, and ensure that improvements in adult practice translate into stronger student outcomes. These enhanced measures will support more targeted coaching, feedback loops, and real-time adjustments.

Action 2.9 (Enhancing Facilities for Student and Community Engagement) was not effective due to construction delays and an increased need for facility maintenance, which limited access to intended spaces. To prevent similar setbacks, the district will update project timelines, continue to incorporate milestone monitoring, and establish progress checks to ensure transparency and sustained attention until outcomes are realized. Moving forward, the district also aims to modernize and expand its facilities, including comprehensive updates to school campuses, in order to better support student learning and community engagement. The district has included all funding within this action (beyond LCFF) to provide additional transparency explaining the scope of our facilities investments. Past LCAPs have not provided this level of detail in regard to the scope of the district's overall investments in creating and maintaining facilities that are up to date and welcoming environments for students and their families as well as the community at large.

Each of these refinements reflects the district's ongoing shift from system installation to system effectiveness, prioritizing strategies that result in tangible, equitable improvements in school climate. Looking ahead, the focus will remain on identifying early signals of student need, reinforcing consistency in adult response, and ensuring that school environments foster safety, connection, and belonging for every student.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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.	\$51,230.00	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 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 driven by TFI 3.0) and how to continuously refine/refresh actions based on data and educational partner feedback. This action aims to improve staff knowledge	\$387,866.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and 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 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	\$941,749.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.	\$251,144.00	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 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.	\$1,689,194.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	\$1,309,771.00	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 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	\$1,594,683.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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).	\$11,515,980.00	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. The facility updates and deferred maintenance projects underway such as refreshing paint, repairing and painting playground asphalt, replacing outdated play and shade structures, and developing inviting outdoor learning spaces are designed to ensure equitable, safe, and welcoming conditions across all campuses. These improvements are not just about upkeep; they are about creating and maintaining environments that foster student engagement and strengthen connections with families and the broader community. While some projects address basic maintenance needs, others represent enhancements that go beyond compliance to reflect our district's commitment to learning-ready spaces. 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	\$25,646,336.00	Yes

Action #	Title	Description	Total Funds	Contributing
		action will significantly enhance the educational experience for unduplicated students, ensuring they have equitable access to the resources needed for success.		

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.
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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 seek parent input in	2023-2024 Baseline Data: (A) Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making.	2024-2025 Data: (A) Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups		(A) Maintain Rating: 4 (Full Implementation)	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	making decisions for the LEA and each individual school site as per (local data) Local Indicator Priority 3 Self Reflection Tool.	Rating: 4 (Full Implementation)	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)	2024-2025 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)	No Difference
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/	2024-2025 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		(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	No Difference

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.		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	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) 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)	2024-2025 Data: (from 2023-2024 School year): ELA: DFS All Students: -24.8 (orange) English Learner: -56.5 (yellow) Long Term EL: -101.6 (Red) Foster Youth: -63.9 (orange) Homeless / McKinney Vento: -55.1 (yellow) Socioeconomically Disadvantaged: -25.7 (orange) Students with Disabilities: -124.1 (red) African American: -60.4 (orange) See the attached LCAP Addendum for lowest performing student group information. Math: DFS		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)	2024-2025 Data (from 2023-2024 School year): ELA: DFS All Students: declined 1 (orange) English Learner: increased 5.9 (yellow) Long Term EL: Established Baseline Foster Youth: increased .7 (orange) Homeless / McKinney Vento: increased 9.9 (yellow) Socioeconomically Disadvantaged: increased .2 (orange) Students with Disabilities: declined 13.4 (red) African American: decreased 10.5 (orange)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% 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%	All Students: -63.8 (orange) English Learner: - 84.2 (yellow) Long Term EL: - 165.2 (Red) Foster Youth: - 99.0 (red) Homeless / McKinney Vento: - 97.5 (orange) Socioeconomically Disadvantaged: - 64.7 (yellow) Students with Disabilities: -156.5 (red) African American: - 102.2 (red) See the attached LCAP Addendum for lowest performing student group information. Science: (Met/Exceeded %) All Students: 30.2% English Learner: 2.3% Long Term EL: 0% Foster Youth: 8.8% Homeless / McKinney Vento: 13.0%		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%	See the attached LCAP Addendum for lowest performing student group information. Math: DFS All Students: increased 2.5 (orange) English Learner: increased 7.1 (yellow) Long Term EL: Established Baseline Foster Youth: decreased 10.7 (red) Homeless / McKinney Vento: increased 3.2 (orange) Socioeconomically Disadvantaged: increased 3.9 (yellow) Students with Disabilities: decreased 11.2 (red) African American: decreased 2.3 (red) See the attached LCAP Addendum for lowest

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socioeconomically Disadvantaged: 19.3% Students with Disabilities: 8.7%			performing student group information. Science: (Met/Exceeded %) All Students: increased .02% English Learner: No Difference Long Term EL: Established Baseline Foster Youth: increased .03% Homeless / McKinney Vento: decreased .04% Socioeconomically Disadvantaged: decreased .02% Students with Disabilities: No Difference African American: increased .04%
3.5	Based on % of students attending school. Priority 5: Student Engagement: (5A) School Attendance rates as measured by (local data) KiDS	2023-2024 Baseline Data: (A) All Students: 93.6% English learner: 93.9% Foster Youth: 92.6% Homeless / McKinney Vento: 90.5% Socioeconomically Disadvantaged: 93.6%	2024-2025 Data: (A) All Students: 93.78% English learner: 94.15% Long Term EL 93.15% (Baseline) Foster Youth: 94.14%		(A) All Students: 96.6% English learner: 96.9% LTEL: 96.15% Foster Youth: 95.6% Homeless / McKinney Vento: 93.5%	(A) All Students: increased .18% English learner: increased .25% LTEL: Established Baseline Foster Youth: Increased 1.54%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 92.1% African American: 92.3%	Homeless / McKinney Vento: 91.13% Socioeconomically Disadvantaged: 93.74% Students with Disabilities: 92.15% African American: 92.14%		Socioeconomically Disadvantaged: 96.6% Students with Disabilities: 95.1% African American: 95.3%	Homeless / McKinney Vento: increased .63% Socioeconomically Disadvantaged: increased .14% Students with Disabilities: increased .05% African American: decreased .16%
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)	2024-2025 Data: (from 2023-2024 School year): (B) All Students: 21.4% (yellow) English Learner: 18.7% (yellow) Long Term EL: 26% (Red) Foster Youth: 24.8% (red) Homeless / McKinney Vento: 35.6% (yellow) Socioeconomically Disadvantaged: 21.5% (yellow) Students with Disabilities: 31.7% (yellow) African American: 31.5% (orange)		(B) All Students: 10% (green) English learner: 10% (green) Long Term EL: 15% (yellow) Foster Youth: 10% (green) Homeless / McKinney Vento: 20% (yellow) Socioeconomically Disadvantaged: 10% (green) Students with Disabilities: 15% (yellow) African American: 15% (yellow)	(B) All Students: increased 3.8% (yellow) English learner: decreased 4% (yellow) Long Term EL: Established Baseline Foster Youth: increased 2% (red) Homeless / McKinney Vento: decreased 12.4% (yellow) Socioeconomically Disadvantaged: decreased 4.2% (yellow) Students with Disabilities: decreased 1.9% (yellow) African American:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						decreased 2.1% (orange)
3.7	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 Data: (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) Students with Disabilities: 2.5% (yellow) African American: 4.0% (orange)	2024-2025 Data: (from 2023-2024 School year): (A) All Students: 2.0% (orange) English Learner: 1.0% (green) Long Term EL: 5.7% (orange) Foster Youth: 5.8% (orange) Homeless / McKinney Vento: 3.0% (orange) Socioeconomically Disadvantaged: 2.0% (orange) Students with Disabilities: 3.3% (orange)		(A) All Students: .75% (yellow/green) English learner: .75% (yellow/green) Long Term EL: 1% (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)	(A) All Students: increased .8% (orange) English learner: increased .2% (green) Long Term EL: Established Baseline Foster Youth: increased 2.7% (orange) Homeless / McKinney Vento: increased 1.3% (orange) Socioeconomically Disadvantaged: increased .7% (orange) Students with Disabilities: increased .8% (orange) African American: increased 1.9% (orange)
3.8	Based on % of students expelled.	2023-2024 Baseline Data: (B) 0%	2024-2025 Data: (B) 0%		(B) Maintain 0%	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(6B) student expulsion rates as measured by (local data) KiDS					
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 as measured by (local data) GFUSD Needs Assessment Surveys.	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 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.	2024-2025: (C) Results from the 2024-25 Student District Needs Assessment for grades 4th through 8th show that: • 71 % of our students report they look forward to participating in school each day. • 80% of our students report teachers keep them informed of their academic progress. • 72% of our students		(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 participating in 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.	(C) Look forward to participating in school each day: 17% increase Report teachers keep them informed of their academic progress: No Difference Students feel safe at school: 8% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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: 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	2023-2024 Baseline Data: LRE District Wide Aggregate: 80 - 100%: 53.4% 40 - 79%: 26.3% 0 - 39%: 20.3%	2024-2025 Data: LRE District Wide Aggregate: 80 - 100%: 55.4% 40 - 79%: 22.5% 0 - 39%: 22.1%		LRE District Wide Aggregate: 80 - 100%: 70% 40 - 79%: 25% 0 - 39%: 5% (This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)	LRE District Wide Aggregate: 80 - 100%: increased 2% 40 - 79%: decreased 3.8% 0 - 39%: increased 1.8% (This metric is designed for 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	2024-2025 Data: GoGuardian: Number of scheduled sessions: 84,590 Number of manual sessions: 55,645		Maintain: GoGuardian: Scheduled Sessions: 45,755 Manual Sessions: 32,106 (This metric is designed for implementation purposes and will be monitored to ensure optimal	GoGuardian: Scheduled Sessions: increased 38,835 Manual Sessions: increased 23,539 (This metric is designed for implementation purposes and will be monitored to ensure optimal system

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					system performance.)	
3.12	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: Clever: Unique students that have used the platform: 9,234 Unique teachers that have used the platform: 411 Total student logins to all applications on the platform: 3,217,570 Total teacher logins to all applications on the platform: 81,850	2024-2025 Data: Clever: Unique students that have used the platform: 8939 Unique teachers that have used the platform: 387 Total student logins to all applications on the platform: 3,265,404 Total teacher logins to all applications on the platform: 97,037		Maintain: Clever: Unique students that have used the platform: 9,234 Unique teachers that have used the platform: 411 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.)	Unique students that have used the platform: decreased 295 Unique teachers that have used the platform: decreased 24 Total student logins to all applications on the platform: increased 47,834 Total teacher logins to all applications on the platform: increased 15,187 (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.	2023-2024 Baseline Data: Zoom	2024-2025 Data: Zoom		Maintain: Zoom: Total meetings/webinars : 3,343	Zoom: Total meetings/webinars : increase 999

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 8: (Local data: 3.1) Implementation Metric: Monitoring usage statistics to inform system decisions for technology district wide.	Total meetings/webinars: 3,343 Total participants in all meetings/webinars: 26,589 Total duration in minutes of all meetings/webinars: 893,164	Total meetings/webinars : 4,342 Total participants in all meetings/webinars : 24,610 Total duration in minutes of all meetings/webinars : 885,000		Total participants in all meetings/webinars : 26,589 Total duration in minutes of all meetings/webinars : 893,164 (This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)	Total participants in all meetings/webinars : increased 999 Total duration in minutes of all meetings/webinars : decreased 8,164 (This metric is designed for implementation 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	2024-2025 Data: Aeries SIS: Total Parent Portal logins: 61,940 Total Student Portal logins: 497,049 Total staff logins: 313,882 Total online student enrollments: 1,747		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	Total Parent Portal logins: decreased 31,492 Total Student Portal logins: decreased by 36,537 Total staff logins: increased 4,050 Total online student enrollments: decreased 1,047 (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.)	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: Monitoring usage statistics to inform system decisions for technology district wide.	2023-2024 Baseline Data: Parent Square: Total posts: 4,939 Total direct messages: 49,903	2024-2025 Data: Parent Square: Total posts: 5,311 Total direct messages: 47,992		Maintain: Parent Square: Total posts: 4,939 Total direct messages: 49,903 (This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)	Parent Square: Total posts: increased 372 Total direct messages: decreased 1,911 (This metric is designed for 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	2024-2025 Data: Google All the below metrics were based on the date range August 14, 2024 - April 30, 2025. Total number Google Classroom posts: 52,221 Largest number of active Google Classroom classes		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	Google: All the below metrics were based on the date range Dec 1, 2023 - Apr 30, 2024 Total number Google Classroom posts: increased 1,333 Largest number of active Google Classroom classes in a 14-day period: decreased 59

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	in a 14-day period: 779 Average total monthly active Google Drive users: 7,662 Total Google Drive files created: 1,609,652 Largest number of active Chromebooks in a 7-day period: 11,341		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 (This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)	Average total monthly active Google Drive users: decreased 1,287 Total Google Drive files created: decreased 1,287 Largest number of active Chromebooks in a 7-day period: increased 457,089 (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	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%	2024-2025 Data: Service Desk Reports Total support incidents by category: Hardware - 5854 - 55.02% Applications - 1808 - 16.99% Other - 1142 - 10.73% Network - 879 - 8.26%		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%	Service Desk Reports: Total support incidents by category: Hardware - decreased .48% Applications - increased .82% Other - decreased 1.42% Network - increased .94%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Desk Reports from July through April.	Website - 76 - 0.61% Data Services - 28 - 0.23% No Category - 100 - 0.81%	Software - 326 - 3.06% Curriculum Applications - 474 - 4.46% Website - 63 - 0.59% Data Services - 11 - 0.10% No Category - 82 - 0.77		Software - 492 - 3.97% Curriculum Applications - 401 - 3.24% Website - 76 - 0.61% Data Services - 28 - 0.23% No Category - 100 - 0.81% (This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)	Software - decreased .91% Curriculum Applications - increased 1.22% Website - decreased .02% Data Services - decreased .13% No Category - decreased .04% (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	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%	2024-2025 Data: (A) Hardware - 5854 - 55.02% Applications - 1808 - 16.99% Other - 1142 - 10.73% Network - 879 - 8.26% Software - 326 - 3.06% Curriculum Applications - 474 - 4.46%		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%	Service Desk Reports: Total support incidents by category: Hardware - decreased .48% Applications - decreased .82% Other - decreased 1.42% Network - increased .94% Software - decreased .91%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and percent of total services. (B) Count of support incidents by site and total	No Category - 100 - 0.81% (B) Crescent Elementary: 1,163 Curriculum Support: 101 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 Planz Elementary: 873 Prosperity Elementary: 490 Valle Verde Elementary: 618 Total: 12,389	Website - 63 - 0.59% Data Services - 11 - 0.10% No Category - 82 - 0.77% (B) Crescent Elementary: 1,062 Curriculum Support: 131 District Office: 2163 Fairview Elementary: 403 Granite Pointe Elementary: 831 Greenfield Middle School: 635 Horizon Elementary: 547 Kendrick Elementary: 707 McKee Middle School: 431 Ollivier Middle School: 786 Palla Elementary: 710 Planz Elementary: 967 Prosperity Elementary: 655 Valle Verde Elementary: 484 Total: 10,639		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 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 Planz Elementary: 873 Prosperity Elementary: 490	Curriculum Applications - increased 1.22% Website - decreased .02% Data Services - decreased .13% No Category - decreased .04% (B) Crescent Elementary: decreased 101 Curriculum Support: increased 30 District Office: decreased 759 Fairview Elementary: decreased 313 Granite Pointe Elementary: decreased 125 Greenfield Middle School: decreased 100 Horizon Elementary: decreased 87 Kendrick Elementary: decreased 395 McKee Middle School: decreased 150

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Valle Verde Elementary: 618 Total: 12,389 (This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)	Ollivier Middle School: decreased 111 Palla Elementary: decreased 109 Planz Elementary: decreased 96 Prosperity Elementary: decreased 165 Valle Verde Elementary: decreased 134 Total: decreased 1750 (This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)
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%	2024-2025 Data: 4th Grade La Purisima or Gold Rush: 88% 5th Grade Reagan Library: 67% 6th Grade		4th Grade La Purisima or Gold Rush: 100% 5th Grade Reagan Library: 100% 6th Grade Camp KEEP: 100%	4th Grade La Purisima or Gold Rush: No Difference 5th Grade Reagan Library: decreased 33% 6th Grade Camp KEEP: No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		7th Grade CA Science Center: 100% 8th Grade College or University: 100%	Camp KEEP: 100% 7th Grade CA Science Center: 100% 8th Grade College or University: 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.)	7th Grade CA Science Center: No Difference 8th Grade College or University: No Difference (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) Implementation Metric: Monitoring students participating in each PFT segment: (A) 5th Graders number and % (B) 7th Graders number and %	2023-2024 Baseline Data: (A) Number of participants: 1005 Aerobic Capacity: 99.1% Abdominal Strength: 99.5% Trunk Strength: 99.5% Upper Body Strength 99.3% Flexibility: 99.4% (B)	2024-2025 Data: (Sandra?) (A) Number of participants: 1043 Aerobic Capacity: 99% Abdominal Strength: 99.5% Trunk Strength: 99.6% Upper Body Strength 99.4% Flexibility: 99.5% (B)		(A) Number of participants: ALL Aerobic Capacity: 100% Abdominal Strength: 100% Trunk Strength: 100% Upper Body Strength 100% Flexibility: 100% (B)	(A) Number of participants: ALL Aerobic Capacity: decreased .1% Abdominal Strength: No Difference Trunk Strength: increased .1% Upper Body Strength: increased .1% Flexibility: increased .1% (B)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Number of participants: 1518 Aerobic Capacity: 96.9% Abdominal Strength: 97.1% Trunk Strength: 97.2% Upper Body Strength: 97% Flexibility: 97.3%	Number of participants: 1919 Aerobic Capacity: 92% Abdominal Strength: 93% Trunk Strength: 93% Upper Body Strength: 92% Flexibility: 92%		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.)	Number of participants: ALL Aerobic Capacity: decreased 4.9% Abdominal Strength: decreased 4.1% Trunk Strength: decreased 4.2% Upper Body Strength: decreased 5% Flexibility: decreased 5.3% (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: Monitoring usage meal distribution to inform hunger insecurity and general operations for	2023-2024 Baseline Data: 260,000 Second Chance Breakfast meals served in 2023-24.	2024-2025 Data: 273,421 Second Chance Breakfast meals served in 2024-25. The original baseline data reported in the 2023–2024 LCAP (350,000) has		Maintain: 350,000 Second Chance Breakfast meals served (This metric is designed for implementation purposes and will be monitored to ensure optimal	increased 13,421

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	feeding students effectively.		been adjusted in this year's analysis due to a reporting error identified during data verification. Revised figures now reflect corrected data and serve as the accurate baseline for comparison moving forward.		system performance.) Revised: Maintain 250-300 Second Chance Breakfast meals served.	
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	2024-2025 Data: Harvest of the Month: Student participation: 2,250 Nutrition Classes: Parent participation: 356		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.)	Harvest of the Month: Student participation: increased 185 Nutrition Classes: Parent participation: increased 30 (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	2023-2024 Baseline Data:	2024-2025 Data:		Maintain: Anti-Substance Abuse Education:	Anti-Substance Abuse Education:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	served by anti substance abuse education: Priority 8: (Local data 3.8) Implementation Metric: Monitoring student participation of substance abuse education via Catch My Breath and Project Alert for 5th through 8th graders.	Anti-Substance Abuse Education: Student participation: 2,865	Anti-Substance Abuse Education: Student participation: 1,755		Student participation: 2,865 (This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)	Student participation: decreased 310 (This metric is designed for implementation 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 (Zoom) Average attendance: 12 parents	2024-2025 Data: (Elva) (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: NA		(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: NA Average attendance: NA	(A) Family Newsletters: Maintain monthly (August - May): No Difference (B) Maintain CARES Award ceremonies: Award ceremonies: No Difference Total Students: No Difference (C) DAAPAC Meetings: Meetings Held: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Average Attendance: NA (D) Equity and Achievement Task Force: Meetings Held: 5 (in person) Average Attendance: 10 parents		(D) Equity and Achievement Task Force: Meetings Held: 5 (in person) Average Attendance: 20 parents (This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)	Average attendance: NA (D) Equity and Achievement Task Force: Meetings Held: Established Baseline (This metric is designed for implementation purposes and will be monitored to 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.	2023-2024 Baseline Data: (A) 2022 - 2023 Total District Mileage 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.	2024-2025 Data: (A) 2023 - 2024 Total District Total Mileage: Discontinued Metric A1 (BASELINE) Activity Trip Mileage: 17,430 (B) 7:30 AM - 2:30 PM (7 hours) for trips to leave the district office and return to		(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. (Discontinued) (B)	(A) (This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.) (Discontinued) A1: Established Baseline (B) increased 2 hours

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(A1) Activity miles are actual miles driven by the district fleet exclusive to field trips. (B) Availability of services hours for students to participate in field trips.		the district office due to constraints on drivers.		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 system performance.)	(This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)
3.26	Field Trip % Favorability District Wide Average by Trip in order to understand the student experience. Based on student surveys following each field trip. Likert Scale: 1: Negative Experience 2: Neutral Experience 3: Positive Experience 4th Grade: LaPurisima Gold Rush 5th Grade: Ronald Reagan	NA	2024-25 Baseline Data 4th Grade: La Purisima 87% Favorable Gold Rush 82% 5th Grade: Ronald Reagan: 84% Favorable 6th Grade: Camp KEEP: 90% Favorable 7th Grade:		4th Grade: La Purisima: 90% Favorable Gold Rush: 90% Favorable 5th Grade: Ronald Reagan: 90% Favorable 6th Grade: Camp KEEP: 90% Favorable 7th Grade: California Science Center: 90% Favorable	4th Grade: La Purisima: Established Baseline Gold Rush: Established Baseline 5th Grade: Ronald Reagan: Established Baseline 6th Grade: Camp KEEP: Established Baseline 7th Grade:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	6th Grade: Camp KEEP		California Science Center: 53% Favorable		8th Grade:: College or University: 90% Favorable	California Science Center: Established Baseline
	7th Grade: California Science Center		8th Grade:: College/University: 76% Favorability.		(This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)	8th Grade:: College or University: Established Baseline
	8th Grade: College or University					(This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)

Goal Analysis [2024-25]

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.

During the 2024–25 school year, implementation of Goal 3 reflected a strategic focus on building early access to enrichment, wellness, and student support services intentionally designed to engage students before barriers to participation or well-being could take hold. Guided by input from students, families, and staff, actions centered on equity and inclusion, with particular attention to the needs of unduplicated student groups.

Educational partners identified field trips, expanded technology tools, and enhanced nutrition and wellness services as critical to fostering student engagement and reducing access gaps. These efforts were not isolated, they were part of a broader system-building approach that included strengthening support structures, improving communication, and expanding arts education to ensure more consistent, proactive access to whole-child supports.

While some initiatives reached full implementation, others are still taking root laying the groundwork for long-term improvement. Together, these actions reflect an upstream mindset: designing systems that connect students to opportunity early, address disparities before they grow, and create conditions where every student can thrive.

Based on comprehensive feedback from all educational partners, the following actions were deemed:

Fully implemented:

- 3.1 Comprehensive Educational Technology Software Platforms for Ensuring District-Wide Coherence in Order to Ensure All Students Have Educational Success
- 3.2 Comprehensive Technology Enhancement and Support
- 3.3 Dedicated System of Support for Foster Youth and Students Experiencing Homeless
- 3.4 Bridging Gaps: Expanding Access with Educational Field Trips
- 3.5 Equalizing Opportunities Through Arts (including music) Education
- 3.6 Promoting Lifelong Health and Physical Well-being
- 3.7 Supporting "Second Chance Breakfast" through Enhanced Custodial and Nutrition Services

Partially Implemented:

- 3.8 Health and Wellness Program Enhancement Initiative
- 3.9 Enhancing Family Engagement and Community Involvement
- 3.10 Expanding Transportation Access for Enhanced Student Opportunities
- 3.11 Strengthening MTSS Capacity through District-Level Coaching and Support

Fully Implemented:

(Action 3.1) The district successfully maintained and expanded the unified use of core educational technology platforms Aeries Student Information and Parent Portal, Parent Square, Zoom, Screencastify, Kern Integrated Data Systems (KiDS), GoGuardian, and Clever across all school sites. These platforms played a central role in enhancing access to instruction, improving communication, and supporting student safety and engagement, particularly for unduplicated student groups. Their districtwide integration helped ensure consistency in digital access, equitable learning opportunities, and a safer online experience. Key implementation successes included the continued use of GoGuardian and Clever to monitor student activity and promote digital safety, while Aeries and Parent Square supported timely, accessible communication between schools and families. Tools like Zoom and Screencastify enhanced student connection and instructional flexibility particularly for families experiencing high mobility. Feedback from parents and families reflected strong appreciation for improved access to student information, communication tools, and user-friendly systems. Challenges during implementation included staff turnover within the technology department, which required additional onboarding and capacity building of our core technology platforms. While new hires brought long-term value, their integration into system maintenance and user support structures took time. Occasional service disruptions were resolved quickly, and internal ticketing systems revealed a broader need for ongoing training and support in navigating platform tools. In response, the district successfully hired a Systems and Security Manager to oversee platform stability, user experience, and secure access an important step in sustaining technology infrastructure and responsiveness.

(Action 3.2) The district advanced its commitment to educational equity through technology by maintaining strong staffing, infrastructure, and planning systems aligned with its Technology Refresh Plan. Technology Specialists were deployed across all 13 school sites and at the district level to provide daily support for students and staff, ensuring that equipment, software, and access remained consistent and reliable across the district. These specialists successfully managed upgrades, addressing troubleshooting needs in real time, and supporting student access to platforms and devices particularly for foster youth, English learners, and McKinney-Vento students. Technology Specialists also successfully facilitated student digital literacy, educator professional development on technology integration, and cybersecurity training to protect sensitive student data. These supports helped safeguard online learning environments, minimize instructional disruption, and uphold equity in instructional access across the district. Implementation challenges included the time it took onboarding new technology staff and building their capacity to respond quickly and consistently took time. The ongoing threat of cybersecurity breaches remained a systemwide challenge, reinforcing the need for regular training of both staff and students as the district's first line of defense. An additional challenge was in that our technology refresh budget underestimated costs in general. Despite these challenges, strong systems and support structures were in place, and survey feedback from school personnel and students affirmed the effectiveness of site-based tech support and the district's proactive approach to technology equity and safety.

(Action 3.3) Fully implemented this year, this action focused on strengthening support systems for foster youth and students experiencing homelessness through a dedicated Foster and McKinney-Vento Liaison and the Youth Empowering Success (YES) program. The district's counselors, social workers, and other support staff successfully collaborated with community organizations to address the complex and individualized needs of these students. Through the YES program, students were paired with mentors who offered academic guidance, emotional support, and consistent relationships to help build resilience. The program also included successfully targeting tutoring, counseling, and group sessions that addressed trauma and social-emotional development while reinforcing school connection and engagement. Across sites, administrators utilized LCAP funding to provide students with items such as school shirts and other personalized gear that helped foster a sense of belonging. This flexibility was frequently cited by school leaders as one of the action's most meaningful successes. One of the primary implementation challenges involved student transportation. While transportation was provided, logistical barriers such as a limited number of drivers and vehicles occasionally disrupted access to school or extracurricular activities, particularly for students placed further from their school of origin. Despite this challenge, strong coordination among school staff, community partners, and the liaison ensured that students continued receiving personalized, wraparound support that advanced both academic and social-emotional growth.

(Action 3.4) This action ensured that students in grades 4–8 participated in a series of curriculum-aligned field trips designed to enrich academic content, foster social-emotional development, and close opportunity gaps for unduplicated student groups. These experiences, which included visits to La Purisima, Gold Rush sites, the Ronald Reagan Library, Camp KEEP By the Sea, the Science Center, and various California colleges and universities, were funded entirely by the district covering transportation, admission, and staff costs. Each trip was intentionally aligned with grade-level learning goals and standards and was designed to offer immersive, real-world experiences that brought academic standards to life for students, particularly foster youth, English learners, and socioeconomically disadvantaged students. This initiative was successfully strengthened by a newly implemented post-trip student survey system, which gave students a platform to reflect on their experiences and provide feedback. Site leaders reported that this not only gave students a sense of voice and agency but also helped schools and the district evaluate and refine the field trip program. Sharing student responses with school communities created a feedback loop that encouraged ownership, critical thinking, and celebration of student experiences. Implementation challenges primarily involved factors beyond the district's control. In some instances, weather-related issues or limited charter bus availability disrupted planned schedules, requiring last-minute adjustments or rescheduling. While all trips were ultimately carried out, these logistical barriers reinforced the

importance of maintaining flexible planning systems (the district's transportation department) and strong vendor partnerships to ensure smooth execution.

(Action 3.6) All school sites, elementary and middle, were assigned dedicated physical education (PE) teachers. Each middle school has four PE teachers and the nine elementary sites are supported by five PE teachers, who alternate each week. No staff turnover occurred, and every student received consistent, standards-aligned PE instruction focused on building physical fitness, motor skills, teamwork, and sportsmanship. These structured lessons supported physical wellness while reinforcing social-emotional competencies such as collaboration, self-regulation, and fair play benefitting all students, and especially unduplicated student groups. In addition to physical education, the district delivered a comprehensive health curriculum addressing key topics such as nutrition, mental health, and personal safety. Lessons were designed to promote long-term wellness, empower students with preventive care knowledge, and foster resilience. The Nurse Educator also continued to provide supplemental health services and education to students and families, helping bridge access gaps particularly for foster and McKinney-Vento youth who may face barriers to traditional healthcare navigation and support. Minor implementation challenges emerged related to physical space and storage at some campuses. On certain sites, PE teachers shared instructional space or equipment storage areas with other programs, requiring scheduling adjustments and coordination to maintain consistent access. These logistical barriers, while manageable, highlighted the need for future infrastructure planning to better support the physical delivery of wellness programming.

(Action 3.7) The Second Chance Breakfast initiative ensured that students at every school site had access to a nutritious morning meal even if they arrived late due to transportation issues or other common barriers faced by unduplicated students. This supplemental daily offering was especially beneficial for socioeconomically disadvantaged students, English learners, and foster and McKinney-Vento youth, many of whom may otherwise begin their day without adequate nutrition. By removing access-related obstacles and promoting a consistent start to the school day, the district successfully demonstrated its ongoing commitment to academic readiness, student well-being, and educational equity. To support smooth and welcoming meal service, the district allocated additional custodial staff at each site, ensuring that breakfast areas remained clean, inviting, and stigma-free. Field trip logistics were also considered, with Second Chance Breakfast offered to students attending trips helping to maintain nutrition consistency and care, even on atypical days. While the program was widely successful, two implementation challenges emerged. Staffing the breakfast program continues to require ongoing effort, particularly in aligning supervision and service coverage during busy mornings. Additionally, communication around field trip scheduling and breakfast provision occasionally created confusion between departments. Although these issues were infrequent, they prompted the district to begin revising its Field Trip Guidebook to clarify responsibilities and streamline logistics moving forward.

Partially Implemented:

(Action 3.5) This action was partially implemented and marked a major step forward in the district's long-term vision to elevate the role of the arts in student learning. Recognizing the transformative power of music and visual arts, the district took deliberate steps this year to lay a strong and sustainable foundation for a comprehensive, equitable arts program across all school sites. A major milestone was the hiring of a Visual and Performing Arts (VAPA) Coordinator, who now leads district wide efforts in arts scheduling, staff support, communication, and planning. One of the coordinator's first priorities (successfully achieved) was the development of a districtwide equitable standard for instruments, supplies, and materials, ensuring that all schools, regardless of size or starting point, had access to high-quality resources. This work required cross-department collaboration and flexible funding strategies, allowing the district to maximize impact while upholding its commitment to spend the most restrictive funding first. Community enthusiasm for this initiative was clearly reflected in the success of "A

Night at the Arts," the district's first all-site arts showcase. Held at Ollivier Middle School in May, the event brought together students, families, and staff for a joyful outdoor celebration of music and creativity. Every school site was represented, and the overwhelmingly positive feedback demonstrated the power of the arts to connect, inspire, and uplift the entire community. While this action remains in its early stages, the groundwork laid this year positions the district for sustained growth in the years ahead. One ongoing challenge is building staffing capacity at the pace needed to match the program's expansion. As demand grows, the district is actively working to recruit, support, and retain high-quality arts educators. Additional professional development will also be key to ensuring that instruction flourishes in both music and visual arts. This work reflects the district's deep and ongoing commitment to nurturing the whole child ensuring that every student, especially unduplicated students have equitable access to creative, enriching, and life-changing opportunities in the arts across the district.

(Action 3.8) Designed to integrate and expand district health, nutrition, and substance abuse prevention efforts, this initiative provided students and families with increased access to school-based wellness services. Health aides, nurses, a licensed vocational nurse (LVN), a nutrition educator, and a nutrition facilitator worked collaboratively to deliver screenings, specialized care, and educational outreach at school sites across the district. Programming was made available in both English and Spanish, ensuring greater accessibility for English learners and their families. Despite these efforts, staffing limitations impacted full implementation. The district's Substance Abuse Educator transitioned out of the role midyear, leaving a gap in delivery for programs like Catch My Breath and Project Alert. Staffing school nurses and Health Aides also remained a persistent challenge, with recruitment and retention continuing to affect service continuity. Nonetheless, health programs and services continued to operate at every school site, and staff capacity continued to grow through training and collaboration. The nutrition education component thrived within the extended day program, where students engaged in hands-on lessons about healthy eating and were encouraged to share their learning with families further supporting school-to-home connections.

(Action 3.9) This action was partially implemented and reflects the district's evolving approach to deepening family engagement and community connection. Led by the Family Engagement and Community Liaison, this work includes a combination of district wide initiatives, site-based supports, and bilingual outreach strategies designed to build meaningful relationships with families particularly those of socioeconomically disadvantaged students, English learners, and foster and McKinney-Vento youth. During the 2024–25 school year, the district adapted one of its advisory committee structures by transitioning from the District African American Parent Advisory Council (DAAPAC) to the newly formed Equity and Achievement Task Force, based on both qualitative and quantitative feedback. Parents expressed a strong desire for more interactive, in-person engagement and clearer opportunities to contribute to district decision-making. As a result, the district hosted five bilingual (English and Spanish) sessions focused on building families' understanding of the California School Dashboard and how to use data to advocate for their children. These sessions emphasized two-way learning and encouraged families to share knowledge within their communities and return with additional input, creating a model of shared leadership and distributed voice. The Equity and Achievement Task Force, while new, is expected to continue in future years as a platform for inclusive, capacity-building engagement. Alongside this new structure, other key elements of the action were successfully implemented. The Greenfield CARES program continued to grow, with students recognized at board meetings for exemplary behavior and citizenship. These celebrations strengthened community pride, created joyful moments for families, and allowed board members to honor students directly. Additionally, the district maintained its commitment to language accessibility by offering all engagement opportunities including the monthly Family Newsletter (in both English and Spanish), ensuring that communication was inclusive and culturally responsive. The partial implementation designation reflects the first-year nature of the Equity and Achievement Task Force and the ongoing efforts to rebuild participation and momentum following structural changes. The district remains committed to expanding its approach in the coming years by investing in responsive, bilingual engagement strategies, elevating family voice, and continuing to cultivate welcoming school environments that support students and empower caregivers.

(Action 3.10) The district made significant progress in expanding its transportation capacity by hiring two of the four planned bus drivers. While the staffing goal has not yet been fully met, the additional personnel already onboard has had a meaningful impact on operational flexibility and reliability particularly in support of long-distance LCAP funded field trips and last-minute transportation adjustments. The ongoing challenge of recruiting and retaining qualified drivers continues to affect full implementation. However, with the two additional drivers in place, the district experienced noticeable improvements in routing efficiency and the ability to respond to transportation needs that had previously required external vendors. This added capacity reduced strain on the existing fleet and allowed for more proactive planning of student transportation to educational events and extracurricular opportunities especially in instances when charter bus services were canceled at the last minute. These improvements directly supported unduplicated students by removing transportation as a barrier to participating in field trips and after-school programs. The increased reliability of services helped ensure that students had greater access to experiential learning beyond the classroom.

(Action 3.11) The district continued its partnership with SWIFT Education to support Multi-Tiered System of Supports (MTSS) implementation, offering coaching to a district-level team focused on academic, behavioral, and social-emotional systems. Over the course of the year, the district reflected deeply on staff feedback, analyzed student outcome data, and considered evolving state expectations including shifts within the California Standards for the Teaching Profession (CSTPs). These insights led to a strategic decision to refocus the district's MTSS implementation through a co-teach and co-serve model aimed at delivering more personalized and equitable student support. While the original action centered on developing coaching plans and deepening MTSS frameworks, the district determined that long-term success would require a shift in both approach and system-level structures. The district has discontinued its partnership with SWIFT Education and will move in a different direction to support the rollout of the co-teach/co-serve vision. This new phase of implementation requires districtwide capacity building, with a strong focus on collaboration, shared ownership of students, and aligning instructional and support practices to the real-time needs of learners. Progress this year included continued professional learning and internal coaching touchpoints that helped school and district teams maintain a systems-thinking mindset. However, full implementation of the revised vision will take strategic, phased work over multiple years. The district remains deeply committed to this process, believing that a focused, student-centered approach is essential to better serve all learners, particularly socio-economically disadvantaged students, English learners, and foster and McKinney-Vento youth.

Overall, the district made steady progress toward achieving Goal 3. Fully implemented actions enhanced daily learning and improved student access to key services, while partially implemented actions revealed clear next steps to strengthen delivery and equity. Feedback from families and staff consistently emphasized the importance of consistent access to enrichment, reliable transportation, and clear, meaningful communication, each a foundational element in building inclusive, student-centered systems.

The district remains committed to refining these systems with a focus on early access, staff capacity, and proactive support particularly for students who face additional barriers. As implementation continues, lessons from this year will be used to strengthen the design and integration of supports, ensuring students are connected to the resources they need before challenges become obstacles. This approach reflects the district's broader commitment to an upstream strategy, one that builds the conditions for student success from the start.

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.

The district conducted an analysis of the material difference between budgeted expenditures and actual expenditures. The total budget for the 2024-2025 LCAP Goal 3 was \$8,601,586. The estimated actual expenditures for 2024-2025 LCAP Goal 3 was \$7,915,412. This is a difference of about \$686,174.

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

A review of outcome data and educational partner feedback from the 2024–25 school year shows that Goal 3 actions produced varying levels of effectiveness in expanding access to enrichment, wellness, and student support services. Several initiatives such as expanded arts programming, wellness efforts, and culturally responsive enrichment contributed to measurable improvements in student engagement and school climate, especially for unduplicated students. Educational partners consistently pointed to field trips, technology access, and enhanced nutrition services as meaningful drivers of daily well-being and connection. Many also highlighted the inclusion of art, music, and physical education as transformative experiences for students who might not otherwise have access to such opportunities outside of school. These offerings were seen not only as enriching, but as essential upstream support helping students build confidence, explore their interests, and stay connected to school before deeper academic or engagement challenges arise.

While these efforts laid important groundwork, several actions tied to cross-departmental systems and tiered supports remain in early stages of implementation. The next phase of Goal 3 will focus on building coherence, expanding equitable access, and aligning resources to ensure these supports become embedded in the daily experience of all students delivered early, equitably, and consistently across sites.

Based on comprehensive feedback from all educational partners, the following actions were deemed:

Effective:

- 3.1 Comprehensive Educational Technology Software Platforms for Ensuring District-Wide Coherence in Order to Ensure All Students Have Educational Success
- 3.2 Comprehensive Technology Enhancement and Support
- 3.3 Dedicated System of Support for Foster Youth and Students Experiencing Homeless
- 3.4 Bridging Gaps: Expanding Access with Educational Field Trips
- 3.5 Equalizing Opportunities Through Arts (including music) Education
- 3.6 Promoting Lifelong Health and Physical Well-being
- 3.7 Supporting "Second Chance Breakfast" through Enhanced Custodial and Nutrition Services
- 3.9 Enhancing Family Engagement and Community Involvement

Ineffective:

- 3.8 Health and Wellness Program Enhancement Initiative
- 3.10 Expanding Transportation Access for Enhanced Student Opportunities
- 3.11 Strengthening MTSS Capacity through District-Level Coaching and Support

The following actions were deemed to be effective based on the following evidence:

Effective Actions:

Action 3.1 (Comprehensive Educational Technology Software Platforms) was effective in promoting instructional access, digital safety, and consistent communication across the district. Key platforms such as GoGuardian, Clever, Zoom, ParentSquare, Aeries SIS, and Google Classroom were fully embedded into instructional and operational systems (Metrics 3.11 to 3.16), supporting student learning and staff collaboration. Usage data validate this impact. GoGuardian sessions rose from 45,755 to 84,590, and manual sessions more than doubled, reflecting stronger systems-level monitoring of digital learning environments (Metric 3.11). Clever platform usage remained high, with over 3.2 million student logins and increases in teacher usage (Metric 3.12). Zoom usage expanded, with total meetings rising to 4,342 and over 885,000 minutes logged (Metric 3.13). Despite a decline in Parent Portal logins in Aeries (Metric 3.14), student and staff engagement on the platform increased, showing its role as a reliable information and attendance hub. Additionally, Google Classroom metrics confirmed consistent instructional use, with over 52,000 classroom posts and sustained Chromebook access across the district (Metric 3.16).

Action 3.2 (Comprehensive Technology Enhancement and Support) was effective in ensuring equitable access to digital tools, providing site-based technical support, and maintaining infrastructure reliability for all students, especially unduplicated student groups. Through the implementation of the district's Technology Refresh Plan, Technology Specialists were deployed to all 13 school sites to provide daily support and facilitate consistent access to learning platforms and devices (Metrics 3.12 and 3.17–3.18). Platform usage data confirms consistent student and teacher engagement with key instructional systems. Clever logins totaled over 3.26 million, and teacher use rose by 7.7%, reflecting increased integration of digital resources in daily instruction (Metric 3.12). Additionally, the district processed over 10,000 technology support incidents in both 2023–2024 and 2024–2025 (Metric 3.17), indicating both strong demand and responsiveness. Ticket resolution data (Metric 3.18) demonstrates consistent service turnaround, with a slight decline in volume suggesting improved infrastructure or reduced recurring issues.

Action 3.3 (Dedicated System of Support for Foster Youth and Students Experiencing Homelessness) was effective in providing individualized, wraparound support that contributed to improved student connection, academic stability, and school attendance. This action included the work of a dedicated Foster and McKinney-Vento Liaison and the continued development of the Youth Empowering Success (YES) program, which provided mentoring, guidance, and targeted services for students most vulnerable to disconnection from school. The impact of this action is evident in multiple key outcome metrics. Attendance for Foster Youth improved from 92.6% to 94.14%, and for Homeless Youth from 90.5% to 91.13% (Metric 3.5). Similarly, chronic absenteeism decreased significantly for Homeless Youth from 48% to 35.6% (Metric 3.6), a clear sign that students were more consistently engaged in school. In ELA, Homeless Youth improved by 10 points on the California School Dashboard (Metric 3.4), while Foster Youth maintained their level of performance with only a slight decline. Although suspension rates for both groups increased slightly this year (Metric 3.7), the overall trend in attendance and academic engagement indicates a positive trajectory.

Action 3.4 (Bridging Gaps: Expanding Access with Educational Field Trips) was effective in providing unduplicated students with curriculum-aligned enrichment opportunities that enhanced academic learning, supported social-emotional growth, and deepened school engagement. All 4th–8th grade students participated in at least one field trip designed to connect directly with grade-level standards, including visits to historical sites, science centers, museums, and college campuses each fully funded by the district. Key participation and satisfaction metrics affirm the success of this action. Field trip completion rates (Metric 3.19) were maintained at 100% for Grades 4, 6, 7, and 8, with Grade 5 at

67% due to weather-related and logistical delays. The implementation of a post-trip student feedback system empowered students to reflect on and share their experiences, contributing to a continuous improvement cycle. Students provided detailed feedback by grade level, with 85% of 4th graders reporting high satisfaction at La Purisima, 82% at the Gold Rush site, and 84% of 5th graders reporting a strong positive experience at the Ronald Reagan Library. Camp KEEP received a 90% recommendation rate from 6th graders, who also offered thoughtful preparation tips such as packing warm clothes and arriving on time demonstrating high levels of engagement and ownership. College and university visits for 8th graders were rated “Excellent” or “Good” by 73% of participants, with many reporting that the experience inspired them to pursue higher education and career goals. The one exception was the 7th grade trip to the Science Center, where only 53% of students “enjoyed it very much”, and 41% reported the experience as only “somewhat enjoyable.” The primary concern was limited time at the venue due to extended travel. This constructive feedback helped site leaders recognize the importance of time management and sparked changes in future trip planning to improve the experience-to-travel ratio. Across all grades, students consistently expressed a desire for more time to explore, suggesting high interest and a strong connection to the hands-on learning opportunities provided. These field trip experiences were particularly impactful for foster youth, English learners, and socioeconomically disadvantaged students who would otherwise (as per direct student feedback) have limited access to experiential learning outside of school. The academic alignment, inclusive planning, and high levels of student satisfaction underscore this action’s effectiveness in advancing the district’s goals for providing unduplicated students access to opportunities.

Action 3.5 (Equalizing Opportunities Through Arts Education) was effective based on indirect indicators of student engagement and school climate, including attendance, chronic absenteeism, and suspension trends (Metrics 3.5, 3.6, and 3.7). Districtwide attendance increased from 93.7% to 94.38%, and chronic absenteeism declined from 25.2% to 21.4%, reflecting improved student connection and participation. Suspension rates remained low across the district, supporting broader efforts to maintain inclusive learning environments. In addition to these metrics, the district’s annual Needs Assessment Survey revealed strong support for the arts among educational partners. When asked about their experience with enrichment opportunities, 82% of approximately 5,000 4th-8th grade students responded favorably to the statement: “I enjoy participating in different kinds of classes at school, like art, music, and PE” the highest overall favorability rate of any survey item. Overwhelmingly positive feedback from staff and parents further reinforced the community’s enthusiasm for expanding access to the arts.

Action 3.6 (Promoting Lifelong Health and Physical Well-being) was effective in advancing student wellness, physical fitness, and engagement across all school sites. Districtwide efforts to provide dedicated PE teachers, structured physical education, and comprehensive health instruction contributed to measurable gains in attendance, reductions in chronic absenteeism, and improved student perceptions of school safety and belonging. According to Metric 3.5, districtwide attendance rose from 93.7% to 94.38%, with increases observed across unduplicated student groups. At the same time, chronic absenteeism decreased from 25.2% to 21.4% (Metric 3.6), with the most notable improvements among homeless students (–12.4%) and socioeconomically disadvantaged students (–5.3%). These improvements indicate stronger student connection and school participation, aligned with the district’s whole-child approach to instruction. Additionally, the Student Climate Survey (Metric 3.9) showed a meaningful increase in students reporting that they feel safe and look forward to coming to school, rising from 64% to 72% and 54% to 71%, respectively. This action also supported broader wellness outcomes. According to Metric 3.20, Physical Fitness Test (PFT) participation performance remained strong, with 99.2% of 5th graders and 92% of 7th graders meeting all five fitness targets. While PE instruction was the primary driver of this result, consistent access to morning nutrition likely contributed to students being physically and mentally prepared to engage in daily wellness routines and activities. These outcomes suggest that the district’s focus on structured physical activity, health education, and supplemental services especially for foster and McKinney-Vento youth has supported not only student wellness, but also readiness to learn and a positive school climate.

Action 3.7 (Supporting "Second Chance Breakfast") was effective in improving attendance, reducing chronic absenteeism, and supporting student engagement, particularly for unduplicated student groups. Students who may have otherwise started their day without adequate nutrition were consistently able to access a morning meal, which positively impacted their readiness to learn and daily school participation. Metric 3.21 shows an increase in participation, with breakfast meals served rising from 260,000 to 273,421. This growth reflects sustained and even expanding use of the program, confirming its value as a reliable support structure for students facing barriers to consistent morning nutrition. Additionally, this action is supported by improvements in both attendance (Metric 3.5) and chronic absenteeism (Metric 3.6). Overall attendance increased from 93.7% to 94.38%, with notable gains among English learners and foster youth. Chronic absenteeism declined from 25.2% to 21.4%, with reductions seen across nearly all student groups. These patterns suggest that access to breakfast contributed to greater school-day stability and decreased missed instructional time.

Action 3.9 (Enhancing Family Engagement and Community Involvement) was effective this year, marked by a midyear transition that redefined how the district partners with families. The shift from DAAPAC to the new Equity and Achievement Task Force was a direct response to family feedback, intentionally moving toward a more interactive, inclusive, and empowering model of engagement. While this transition reset baseline structures for future measurement, early outcomes indicate that the revised approach has strengthened trust, communication, and participation across school communities. Feedback from families was overwhelmingly positive, as reflected in both the district's LCAP Needs Assessment Survey and local indicator data. Parents rated the district's performance as "Full Implementation" or higher across all three local indicator areas, including:

Building Relationships with Families (Metric 3.1): 4.50 average

Building Partnerships for Student Outcomes (Metric 3.2): 4.49 average

Seeking Input for Decision-Making (Metric 3.3): 4.42 average

These scores are among the highest across all goal areas, signaling that families feel welcomed, informed, and supported in advocating for their children's success. The establishment of the Equity and Achievement Task Force has laid a strong foundation for long-term impact by promoting shared leadership and community voice in decision-making. While the district recognizes that long-term effectiveness will be more fully measured in Year 2 of implementation, this year's transition reflects an adaptive and data-driven approach to family engagement. The momentum generated this year positions the district for continued growth in building meaningful partnerships with families that enhance student outcomes.

The following actions were deemed to be ineffective based on the following evidence:

Ineffective Actions:

Action 3.8 (Health and Wellness Program Enhancement Initiative) was ineffective in demonstrating measurable progress in student and family health engagement this year, due in part to limited implementation stemming from a midyear staffing disruption. While the district continued to offer health programming including Harvest of the Month, nutrition education, and substance abuse prevention, the unexpected departure of the district's Substance Abuse Educator created a gap in service delivery and limited the district's ability to sustain or expand program reach. Outcome data reflects this inconsistency. According to Metric 3.22, student participation in Harvest of the Month declined slightly from 2,065 to 1,880, while parent participation in nutrition classes increased modestly from 326 to 356. These mixed trends suggest stagnation in engagement rather than meaningful growth. More notably, student participation in anti-substance abuse education dropped sharply from 2,865 to 1,755 (Metric 3.23), underscoring the impact of the unfilled educator role and the disruption in prevention program

continuity. While health and wellness services continued across school sites, the absence of a consistent structure particularly in substance abuse education limited the effectiveness of this action. No clear evidence emerged this year to suggest increased impact on student behaviors or expanded family engagement. Moving forward, the district recognizes that effectiveness in wellness programming requires both reliable staffing and adaptive outreach strategies. Plans are underway to reestablish the educator role, stabilize delivery systems, and develop stronger monitoring tools to ensure health initiatives are implemented with fidelity and deliver measurable benefits to students and families.

Action 3.10 (Expanding Transportation Access for Enhanced Student Opportunities) was partially effective and remains a work in progress. The district successfully increased transportation capacity by hiring 2 of the 4 planned additional bus drivers, resulting in expanded operational flexibility and improved support for field trips and extracurricular events particularly those serving unduplicated student groups. According to Metric 3.25, the district increased its field trip transportation service range by 38%, adding approximately two additional hours of availability. This expansion represents meaningful progress, but the full goal an additional five hours of service has not yet been reached. As a result, the district continues to experience capacity constraints, especially during high-demand times or when last-minute adjustments are needed. In this case, implementation is directly linked to effectiveness. The partial progress in staffing has translated into partial gains in service reliability and access. While the additional drivers have allowed for more efficient routing and reduced dependence on charter vendors, the system remains limited in its ability to meet all transportation needs equitably across programs. To maximize effectiveness, the district will need to complete its staffing goals, enhance routing flexibility, and continue aligning transportation services. The progress made this year demonstrates strong momentum, but full effectiveness will depend on further investment and capacity building in the years ahead.

Action 3.11 (Strengthening MTSS Capacity through District-Level Coaching and Support) was ineffective this year based on student outcome data and the district's midyear strategic pivot. Although the district continued its partnership with SWIFT Education to support Multi-Tiered System of Supports (MTSS), the decision to shift toward a co-teach and co-serve model acknowledges that the original action did not yield sufficient academic or behavioral improvement for unduplicated students, particularly students with disabilities (over 99% of the district's SWD are unduplicated). Multiple outcome metrics support this decision. According to Metric 3.4, Students with Disabilities declined further in academic achievement, with ELA Distance from Standard (DFS) falling from -110.7 to -124.1 and Math DFS from -145.3 to -156.5. These declines reinforce the need for a more responsive instructional model. Similarly, Metric 3.6 shows that chronic absenteeism among Students with Disabilities remained elevated at 31.7%, and Metric 3.7 shows that suspension rates for this group increased from 2.5% to 3.3%. These outcomes indicate that the support provided under the current MTSS framework did not produce the intended improvements in engagement, behavior, or achievement. Additionally, Metric 3.10 (Least Restrictive Environment) showed only marginal movement, with students spending 80–100% of their time in general education settings increasing from 53.4% to 55.4%, well below the district's 70% target.

Overall, the district's Goal 3 initiatives have shown encouraging progress in several key areas including improved attendance, stronger student engagement, high satisfaction with field trip experiences, and increased positive perceptions of family-school partnerships. These outcomes reflect the early impact of efforts to build systems that connect students to enriching, supportive opportunities as part of their everyday school experience.

At the same time, the effectiveness analysis highlights important opportunities for improvement, particularly in scaling access to enrichment, transportation, and wellness services for unduplicated students. Metrics show strong student demand for experiences such as field trips, arts, and physical education, yet access remains uneven due to infrastructure gaps like limited transportation staffing. Similarly, while technology

access and climate indicators show positive momentum, stagnant participation in health and prevention programs signals a need for renewed upstream investment in these foundational supports.

The launch of the Equity and Achievement Task Force has established a promising new structure for elevating family voice, reflected in some of the district's strongest local perception data. Moving forward, the district will continue to apply an upstream approach by designing systems where access is intentional, timely, and built into the overall educational experience. Closing participation gaps, strengthening school-community partnerships, and expanding early access to whole-child supports will remain central to the district's commitment to equity, inclusion, and long-term student well-being.

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.

Reflections on the 2024–25 implementation and effectiveness of Goal 3 revealed both momentum and unfinished work in expanding equitable access to wellness, enrichment, and support services for unduplicated students. Several actions led to meaningful outcomes including improvements in attendance, student engagement, and field trip participation while others revealed structural gaps that limited their full potential. For 2025–26, the district will retain the core intent of Goal 3 while refining key actions and metrics to eliminate participation barriers earlier and scale and spread areas of success more systematically.

Action 3.2 (Technology Refresh and Access Expansion) faced challenges due to an underestimation of actual technology costs. As a result, the original budget allocation proved insufficient to meet districtwide needs. Moving forward, the district will revise cost projections, adjust the refresh cycle based on accurate pricing data, and explore scalable solutions to ensure consistent access to updated technology for students and staff.

Action 3.4 (Bridging Gaps: Expanding Access with Educational Field Trips)

In response to the districtwide commitment to student access and inclusion, we introduced a new metric this year: post-trip student feedback surveys disaggregated by grade level. This newly incorporated metric is intended to elevate student voice and provide more specific, actionable insights into the quality and impact of the district's field trip experiences. The baseline feedback collected is helping to inform improvements in trip planning such as addressing time constraints and enhancing student engagement ensuring that all students have equitable access to meaningful and memorable learning opportunities.

Action 3.8 (Health and Wellness Program Enhancement Initiative) will be adjusted to strengthen coordination and streamline outreach under the expanded role of the Nurse Educator. While recent data showed a modest increase in student participation in nutrition education, participation in substance prevention programming declined due to staffing transitions and a fragmented service model. To address these gaps and ensure more consistent delivery, the district will centralize wellness efforts, enhance bilingual access, and relaunch prevention programming in collaboration with School Social Workers, Counselors, and newly designated staff.

Action 3.9 (Enhancing Family Engagement and Community Involvement) will be refined to reflect the transition from DAAPAC to the new Equity and Achievement Task Force. While this midyear shift was guided by educational partner feedback and has shown early signs of

promise, the change reset baseline measures. For 2025–26, efforts will focus on building continuity, expanding participation, strengthening facilitation, and embedding feedback loops into each session to support more responsive partnership structures.

Action 3.10 (Expanding Transportation Access for Enhanced Student Opportunities) will continue with adjusted timelines and deeper investments. The hiring of two new drivers (while improving flexibility and reliability) met only half the staffing target, limiting access for some students to field trips and enrichment programs. To close this persistent barrier, the district will increase recruitment efforts, update routing strategies, and explore partnerships with outside vendors to ensure overflow coverage. A new metric will track unmet transportation requests by site and trip type, offering early warning data on where access is still constrained.

Action 3.11 (Strengthening MTSS Capacity through District-Level Coaching and Support) has been redesigned to reflect a shift from system installation to embedded instructional practice. The redesigned action will emphasize collaborative teaching models, deeper professional development in inclusive practices, and tighter alignment of MTSS supports with Tier 1 instruction. The district will now partner with consultants, such as, Thinking in Common, a nationally recognized organization led by educator Catherine Wilson, to provide job-embedded coaching focused on co-teaching, co-planning, and specially designed instruction. Thinking in Common’s approach centers on shifting the focus from student “disabilities” to “abilities,” equipping educators with practical, classroom-ready strategies that improve access to core content and promote truly inclusive learning environments. Monitoring will now include co-serving feedback in the realms of co-teaching , co-planning, and progress on Least Restrictive Environment (LRE) targets, allowing for earlier identification of instructional gaps and service mismatches. These refinements are designed to move beyond structural compliance and build sustainable, classroom-level capacity that drives meaningful improvement across all MTSS domains.

To ensure strategic alignment, several actions will include updated budget allocations reflecting shifts in staffing needs, cost-of-living increases, and the braiding of funding sources to sustain or expand services. Particular attention will be paid to maintaining continuity for foster youth, English learners, and socioeconomically disadvantaged students.

Taken together, these changes aim to close participation gaps not just through expanded access but through better detection, earlier support, and increased service quality. Grounded in outcome data, implementation feedback, and ongoing educational partner engagement, the district will continue to refine Goal 3 with a focus on opportunity equity, student well-being, and whole-child development.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Comprehensive Educational Technology Software Platforms for	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	\$208,900.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Ensuring District-Wide Coherence in Order to Ensure All Students Have Educational Success	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.		
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.	\$3,607,481.00	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.	\$207,139.00	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.	\$721,686.00	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. Prop 28 funds are included within the total cost of this action.	\$2,645,771.00	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.	\$945,224.00	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.	\$729,383.00	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	\$1,249,736.00	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) ((Change to Equity and Achievement Task Force)), 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.	\$247,704.00	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.	\$360,662.00	Yes
3.11	Strengthening MTSS Capacity through District-Level Coaching and Support	The district will strengthen its Multi-Tiered System of Supports (MTSS) implementation by expanding district-level coaching focused on embedding inclusive instructional practices into daily classroom instruction. This action emphasizes co-teaching, co-planning, and alignment of Tier 1 instruction with targeted academic, behavioral, and social-emotional supports for unduplicated students, including Students with Disabilities. In partnership with Thinking in Common, educators will engage in job-embedded professional learning grounded in co-serving models that highlight students' strengths and provide specially designed instruction aligned to state standards. The approach builds capacity through practical, real-time strategies that promote shared ownership, differentiated instruction, and increased access to core curriculum within inclusive settings. Coaching efforts will prioritize collaborative instructional delivery, the use of formative progress tools, and effective service coordination between general and special education staff. Monitoring will include co-teaching and co-planning walkthroughs and observations enabling earlier identification of instructional gaps and service mismatches. The goal of this action is to improve instructional consistency, ensure access to rigorous content, and	\$531,471.00	Yes

Action #	Title	Description	Total Funds	Contributing
		drive improved outcomes across all MTSS domains by supporting all educators in meeting the needs of all learners.		

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	2022-2023 Baseline Data: All Students: 24.2% Socioeconomically Disadvantaged: 24.2	2023-2024 Data: All Student: 24.2 Socioeconomically Disadvantaged: 24.2		All Students: 6% or lower Socioeconomically Disadvantaged: 6% or lower	All Students: No Difference Socioeconomically Disadvantaged: No Difference
4.2	(GCS Specific Metric) Based on count of office discipline referrals (minor and major offenses) per student at GCS.	2023-2024 Baseline Data: Minor Referrals: 143 Major Referrals: 16 Based on 34 students and 9 staff.	2024-2025 Data: Minor Referrals: 164 Major Referrals: 10		Decrease by total number of referrals. (Will vary by number of students and staff.)	(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
	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.)		Based on 65 students and 10 staff.		(This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)	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%	2024-2025 Data: (A) Tier 1: 0-1 Referrals: 49% Tier 2: 2-5 Referrals: 29% Tier 3: 6+ Referrals: 22%		(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.)	(A) Tier 1: increased 25% Tier 2: decreased 41% Tier 3: increased 1% (This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)
4.4	(GCS Specific Metric) Based on perception data of school site staff. Priority 8: (Local data) Implementation Metric:	2023-2024 Baseline Data: (A) Tier 1 Implementation Score: 73%	2023-2024 Baseline Data: (A)		(A) Tier 1 Implementation Score: 85% or greater.	(A) increased 17% (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 Tiered Fidelity Inventory of PBIS practices Tiers 1 to inform system decisions. A: Greenfield Community School		Tier 1 Implementation Score: 90%		(This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)	purposes and will be monitored to ensure optimal system performance.)

Goal Analysis [2024-25]

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.

Goal 4 was designed to foster safe, connected, and emotionally supportive environments, particularly for students at Greenfield Community School (GCS), the district's alternative education setting. In 2024–25, the district fully implemented a coordinated set of actions focused on expanding social-emotional learning (SEL), strengthening site-based systems, and embedding restorative practices. Each action under this goal contributed to building stronger relationships, deepening adult capacity, and reinforcing a campus culture where students feel supported and known.

Based on comprehensive feedback from all educational partners, the following actions were deemed:

Fully implemented:

- 4.1 Implement an Academic Coach Specializing in SEL
- 4.2 Supplemental services to support school safety and a positive school climate
- 4.3 Enhancing School Performance through Strategic Social-Emotional Learning Implementation

Fully Implemented:

Action 4.1 This action was fully implemented and marked a significant investment in strengthening student engagement, staff support, and positive school culture at Greenfield Community School (GCS). The site successfully hired a highly qualified Academic Coach (AC) who quickly became a trusted figure on campus and made strong, positive connections with both students and staff. Throughout the year, the AC collaborated closely with teachers to support classroom management, instructional planning, and implementation of social-emotional learning (SEL) strategies. The coach served as the site's lead trainer in Restorative Practices and SEL, supporting both professional learning and student-facing programming. A key implementation success was the launch of a student SEL survey tool aligned to the CASEL competencies, which offered valuable insight into student growth in self-awareness, self-management, social awareness, relationship skills,

and responsible decision-making. The AC also reinforced the school's Positive Behavior Interventions and Supports (PBIS) model, helping to build a stronger, more proactive campus culture. Through initiatives like Forward Thinking and Moral Reasoning, the coach facilitated student groups that helped foster critical thinking, ethical reasoning, and improved peer relationships key components of a restorative school climate. One challenge during implementation involved balancing the AC's on-campus support role with required off-site professional development and training. While these opportunities helped deepen the coach's expertise, they occasionally limited their day-to-day presence on campus. Additionally, there is still a need to build broader staff capacity in delivering SEL curriculum with consistency, which remains an area of focus moving forward.

Action 4.2 This action provided valuable system-level support to Greenfield Community School through the monthly services of a Program Consultant specializing in behavior, MTSS, and data-informed decision-making. The consultant worked closely with site administration, teachers, support staff, and the MTSS team to advance structures that promote a safe, positive, and restorative learning environment. A key area of success involved the consultant's role in facilitating MTSS meetings, guiding data drill-downs, and helping staff interpret discipline patterns from the SWIS system to inform behavioral supports. The consultant also helped implement new student incentive structures that reinforce positive behavior, while actively supporting the development of Tier 1 systems aligned with the PBIS framework. Additionally, the consultant collaborated with the site team on designing a Tiered Inventory Matrix to establish clear access points for Tier 1, Tier 2, and Tier 3 interventions further advancing the site's capacity to respond to student behavior in a consistent, equitable, and data-driven way. A challenge in implementation involved finding consistent time to meet with staff, especially given that the entire school team was new this year. The consultant's limited availability, combined with competing site-level priorities, made it difficult to engage in regular touchpoints with all staff. However, foundational systems were established, and the support provided was well-aligned with the school's unique context and evolving needs.

Action 4.3 This action was fully implemented and significantly advanced the site's capacity to use data to support student well-being and improve school climate. Through a partnership with Panorama Education, Greenfield Community School launched a suite of SEL-focused surveys and tools that provided meaningful, actionable insights into students' social-emotional competencies, perceptions of school climate, and engagement levels. One of the most impactful outcomes of implementation was the ability to consistently measure SEL growth over time, helping the school identify trends, target support strategies, and respond more effectively to students' evolving needs. The data also offered a much deeper lens into key areas such as self-management, relationship skills, and emotional regulation helping staff prioritize student groups for intervention. A primary challenge during implementation involved navigating the learning curve associated with launching a new platform while onboarding an entirely new school staff. Teachers and support staff were simultaneously learning how to interpret SEL data, implement interventions, and organize student groups around competencies all of which required time, collaboration, and ongoing training. Consistency in delivering group-based SEL interventions was an area of needed growth, particularly in identifying which strategies best aligned to student data and how to manage groups effectively.

While each action was successfully launched and positively received, implementation challenges such as staff onboarding, scheduling constraints, and the complexity of introducing new platforms required thoughtful navigation. Still, foundational systems are now in place, and the integration of SEL data, restorative supports, and MTSS frameworks has positioned GCS to deepen its impact in future years. Goal 4 implementation reflects the district's commitment to creating a school climate that promotes student well-being, emotional growth, and long-term engagement especially for students who have not found success in traditional settings.

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.

The district conducted an analysis of the material difference between budgeted expenditures and actual expenditures. The total budget for the 2024-2025 LCAP Goal 4 was \$249,545. The estimated actual expenditures for 2024-2025 LCAP Goal 4 was \$255,566. This is a difference of about \$5,971 which does not constitute a material difference.

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

Goal 4 actions were effective in establishing the foundational systems necessary to promote student safety, wellness, and emotional regulation at Greenfield Community School (GCS). Despite a year of significant growth and transition including a fully new staff and nearly doubling student enrollment over the course of the school year, all three actions were fully implemented and reinforced by strong educational partner support. The district's tiered approach to social-emotional learning (SEL), restorative practices, and behavior prevention helped stabilize climate systems and created more consistent routines for students and staff. While many of the outcomes are still emerging, the early results suggest meaningful progress in student behavior and adult practice, pointing toward stronger climate conditions and deeper relational trust.

Based on comprehensive feedback from all educational partners, the following actions were deemed:

Effective Actions:

- 4.1 Implement an Academic Coach Specializing in SEL
- 4.2 Supplemental services to support school safety and a positive school climate
- 4.3 Enhancing School Performance through Strategic Social-Emotional Learning Implementation

The following actions were deemed to be effective based on the following evidence:

Action 4.1 (Implement an Academic Coach Specializing in SEL) The addition of a dedicated Academic Coach proved instrumental in shaping the school's culture. The coach provided daily support to staff, facilitated student SEL groups, and led the launch of a CASEL-aligned SEL survey tool. These efforts were reinforced by the integration of restorative programming, such as Forward Thinking and Moral Reasoning student groups, which cultivated skills in ethical decision-making, emotional regulation, and relationship building. Effectiveness is most evident in the dramatic improvement in student behavior outcomes. As of May 2025, the suspension rate has dropped to approximately 10% (according to local data), a significant reduction compared to the previous two years (Metric 4.1). This anticipated decline in suspensions reflects the success of a fully embedded SEL program, increased adult-student connection, and more proactive Tier 1 supports. While additional professional development is needed to build broader staff fluency with SEL curriculum, the groundwork laid this year combined with a returning staff team positions the school to deepen impact and sustain progress in the coming year.

Action 4.2 (Supplemental services to support school safety and a positive school climate) was also effective, contributing to stronger use of real-time data to inform school wide behavior decisions. The monthly Program Consultant helped establish consistent MTSS and PBIS structures and supported the development of a Tiered Inventory Matrix to guide access to Tiered behavioral supports. A key effectiveness marker this year was the strategic use of minor referrals: while minor office discipline referrals rose slightly (from 143 to 164), they helped prevent escalation, as major referrals declined from 16 to 10 (Metric 4.2). This shift occurred in the context of significant schoolwide change

including a doubling of students served and an entirely new instructional staff further emphasizing the action's stabilizing effect. The creation of consistent Tier 1 systems allowed staff to intervene earlier, analyze trends, and calibrate practices more effectively. While consultant availability and scheduling challenges occasionally limited deeper engagement, the systems built this year reflect clear forward movement. The entire staff's planned return next year underscores the strength of the foundation established and the opportunity for greater coherence and impact ahead.

Action 4.3 (Enhancing School Performance through Strategic Social-Emotional Learning Implementation) was effective in improving data-driven SEL supports and enhancing student belonging. Through the district's partnership with Panorama Education, the school implemented a suite of tools to measure SEL competencies and climate perceptions, supporting more tailored responses to student needs. Staff were trained on how to interpret Panorama data, organize SEL groups, and respond with targeted support. The impact of this work was evident in Tier-level referral data: Tier 1 student representation (0–1 referrals) rose from 24% to 49%, while Tier 2 dropped from 70% to 29% (Metric 4.3). This shift reflects stronger Tier 1 clarity, more effective adult intervention strategies, and increased calibration around student expectations. Additionally, the school's Tier 1 PBIS implementation score increased from 73% to 90% (Metric 4.4), demonstrating significant growth in systems-level fidelity. While some challenges remained around launching new SEL practices with a newly formed staff, the consistent use of student surveys and the ability to monitor SEL growth over time greatly enhanced the school's capacity to respond to students in real time. The full return of staff for 2025–26 provides a rare and valuable opportunity to scale these systems without interruption, deepening both student support and outcome monitoring.

Overall, Goal 4 was effective in establishing strong SEL, restorative, and climate structures in a high-change school environment. The alignment of adult practice, student engagement, and data-informed systems contributed to declining suspensions, stronger Tier 1 behavior outcomes, and improved SEL targeting. As staff return and systems stabilize, the district is well-positioned to expand its impact and ensure continued progress for students who benefit most from predictable, supportive, and emotionally safe school environments.

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.

Following reflection on current implementation and student outcomes, the district has determined that no major changes will be made to Goal 4, its metrics, or core actions at this time. The foundational systems for social-emotional learning (SEL), restorative practices, and behavior supports have now been successfully established, and early data shows signs of improvement in student connection, Tier 1 behavior outcomes, and suspension rates.

As a result, the district will stay the course with its current plan doubling down on adult capacity-building, fidelity monitoring, and continued use of Panorama, PBIS, and MTSS systems to support school climate. Small refinements may occur as needed (e.g., clearer Tier access points or enhanced coaching structures), but the core focus will remain on scaling what's working, supporting returning staff at Greenfield Community School, and using data to guide real-time decisions. The priority moving forward is to ensure consistent delivery and deepen impact, especially for students with the greatest social-emotional and behavioral needs.

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

Actions

Action #	Title	Description	Total Funds	Contributing
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.	\$144,987.00	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 will collaborate 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	\$129,490.00	No

Action #	Title	Description	Total Funds	Contributing
		developing a Tiered Inventory Matrix to establish clear data rules for students to access tier 1, 2, and 3 behavior interventions.		
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 [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$41,212,847.00	\$5,494,711

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
44.396%	11.979%	\$11,079,516.42	56.375%

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 underscore the need for additional academic	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 effectively addressed. By embedding	See (above) Metric 1.6 See (Local) data 1.21, 1.26

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
	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 be accessed from home to bridge these gaps. Additionally, Greenfield parents and students	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
	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 English learners, and 7.7% for foster youth. In Reading, proficiency rates are 30.06% for all	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 attention, and supportive classroom environments created through this program positively impact all	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
	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	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 Reading, proficiency rates are 30.06% for all students, 9.0% for English learners, and	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 ensuring all students, especially unduplicated students) are growing academically.	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
	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	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, as shown by local district assessments. The 3rd Quarter Assessment Report for the 2023-	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 1.27

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
	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.	
1.6	Action:	The action of enhancing reading and writing skills district-wide through the rigorous application of	See (above) Metric 1.6

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
	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 reading comprehension and the writing process. Over the past few school years,	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) 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
	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-quality instruction and equitable opportunities for unduplicated students.	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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Educational 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 disadvantaged students scored -25.9. Math scores are similarly concerning, with all students scoring -66.3 DFS, English learners -	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 collaborative approach despite challenging backgrounds.	See (above) Metrics 1.6, 1.10, 1.11, 1.17, 1.18, 1.19 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
	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	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.	
1.9	Action:	The action leverages the role of the Director of Assessment, LCAP, and District Projects to drive	See (above) Metrics 1.6, 1.10, 1.11, 1.17, 1.18, 1.19

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
	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 Director took this past school year. PLCs were informed by new visualizations regarding	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 students with disabilities at 5.3% and African American students at 24.24%.	See (above) Local data 1.23

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	Growth Proficiency data as well as other related data visualizations and capacity building activities provided throughout the school year. Scope: LEA-wide		
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-emotional needs of unduplicated students. By empowering coaches to implement best	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 role involves building the capacity of site-based academic coaches, fostering a collaborative	See (above) Metrics 1.6, 1.10, 1.11, 1.17, 1.18, 1.19 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
	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	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, only 2.32% of English learners and 8.77% of foster youth met or exceeded standards in	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 coaches help unduplicated students thrive academically. Additionally, they analyze	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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	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	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 Need:	This action provides certificated intervention teachers at each school site, specifically targeting unduplicated students who are functioning below grade level as per district assessments. To address the unique educational needs of these	See (above) Metric 1.6 See (above) Local data 1.23

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	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. Scope:	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 and high-quality educational experience for every student, leading to improved academic performance and overall success.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
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 unique students who had taken one or more Accelerated Reader quiz during the school	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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	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 standards, with significantly lower rates for unduplicated students. English learners met or	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 opportunity to participate and achieve in STEM subjects.	See (above) Metric 1.6

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	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	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 prevent these students from achieving grade-level proficiency in both English and their	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' diverse backgrounds, enhancing engagement and comprehension. Ongoing assessments in both	See (above) Metric 1.6 See (above) Local data 1.24

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	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	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.	
2.1	Action:	Supplemental academic software is essential for addressing the educational needs of the district's unduplicated students by providing targeted	See (above) Metrics: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8

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	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 environment for students already facing significant instability and anxiety.	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 positive school climates, which is essential for creating supportive learning environments.	See (above) Local data 2.10, 2.11, 2.12

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	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		
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), highlighting an area for focused intervention. Additionally, the expulsion rate has maintained at 0%, and student engagement has improved	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. 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	See (above) Metrics: 2.6, 2.7, 2.8 See (above) Local data 2.10, 2.11, 2.12

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	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	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 Need: Despite recent successes in reducing chronic absenteeism, with a district-wide drop from 34.9% to 24.9% for all students between 2021-	This action is designed to improve attendance rates and reduce chronic absenteeism rates specifically for foster and McKinney-Vento youth, English learners, and socioeconomically disadvantaged students and is essential to addressing their unique needs through a comprehensive, data-driven strategy. The District	See (above) Metrics: 2.1, 2.2, 2.3

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	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-driven methods to ensure every student remains engaged and present in school, addressing the lingering impacts of the pandemic on student attendance.	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 students because data-driven attendance strategies help identify root causes of absenteeism, allowing for comprehensive solutions that address the needs of the entire	

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	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	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 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	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 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	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
	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 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	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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	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 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	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 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	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
	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	behavior of all students, creating a more inclusive and supportive educational environment.	
2.6	Action: Supplemental Behavior Intervention Supports at School Sites Need: During the COVID-19 pandemic, Behavior Intervention Assistants (BIAs) were hired to	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	See (above) Metrics: 2.1, 2.2, 2.3 2.6, 2.7, 2.8 See (above) Local data 2.12, 2.19

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
	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 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	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.	

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
	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 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	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 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.	See (above) Metrics: 2.1, 2.2, 2.3 2.6, 2.7, 2.8 See (above) Local data 2.10

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	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 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	This action is being provided on an LEA wide basis as all student benefit from a safe and secure positive learning environment.	

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	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. 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.		

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	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 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	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. Smaller class sizes allow teachers to provide more individualized attention and support to each student, enhancing overall academic performance and engagement.	See (above) Metrics: 2.1, 2.2 See (above) Local data: 2.14

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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		
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 2022–23, 44% of students regularly attended school-sponsored events, increasing slightly to 46% by Winter 2023–24. Additionally, 77–80% of students report feeling there are ample opportunities to get involved in extracurricular activities such as sports and clubs. This reflects a clear enthusiasm among students to engage in school life. However, this enthusiasm is met with systemic limitations. The lack of adequate physical infrastructure at both middle schools, specifically the absence of gymnasiums and covered multipurpose	Investing in learning environments, spaces that support physical wellness, creative expression, and community building ensures that all students, especially those with the greatest barriers, have the opportunity to thrive academically and socially with a sense of pride, safety, and dignity. Guided by this commitment, 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 enhances access to resources and fosters community involvement in each school’s neighborhood. The new gyms will provide dedicated, climate-controlled areas for sports, performing-arts events, project-based learning, and community gatherings directly addressing the current lack of facilities for physical and cultural activities. By offering spaces where students can develop both physically and creatively, the gyms will actively support unduplicated students’ growth and sense of	See (above) Metrics: 2.1, 2.2, 2.6 See (above) Local data 2.8, 2.15, 2.16, 2.17, 2.18

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
	spaces, prevents students from accessing the very activities they are eager to join. Without indoor spaces for athletics, arts, and assemblies, participation is constrained by weather, space, and safety concerns. Students have shared that they do not have access to such facilities at home or in the broader Greenfield area. When schools from other districts visit, their students compete in modern, climate-controlled gymnasiums, while McKee and Ollivier students play on exposed asphalt highlighting a deeply felt and visible disparity. These inequities affect more than access; they impact how students see themselves in their learning environment. Facilities that are under-equipped or outdated can diminish a student's sense of pride and belonging, reinforcing the idea that their school experience is "less than" others. In contrast, equitable, well-designed, and learning-ready environments communicate to students that they are valued that their education, safety, and development matter. Moreover, these structural gaps may contribute to broader patterns of disengagement. Chronic absenteeism remains disproportionately high among unduplicated student groups: 23.11% for English learners, 31.25% for foster youth, and 35% for homeless students, compared to 18.05% overall. Attendance rates show similar disparities, with foster youth at 91.4% and homeless students at 90%, compared to 93.9% overall. Suspension rates are also elevated: 6.25% for foster youth and 7.5% for homeless students, compared to 3.4% overall.	belonging. The action also matches students' enthusiasm for participating in school life with the availability of a safe, secure venue. By engaging students in additional activities linked to the new space, the district aims to reduce chronic absenteeism, raise overall attendance, and lower suspension rates. Authentic engagement in sports, clubs, and cultural programs will provide positive, structured alternatives to punitive measures. Moreover, the gyms at McKee and Ollivier will create safe, supportive environments that encourage students to stay active and healthy, reducing stress and enhancing mental well-being. Family nights, exhibitions, and other community events hosted in these facilities will strengthen relationships between schools, families, and local partners, fostering an even greater sense of connection and support. Ultimately, this action is a critical element of the district's broader, long-term initiative to modernize and expand its facilities ensuring that every learner gains access to welcoming, learning-ready environments where they can succeed and feel valued. 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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	These figures underscore the urgent need for safe, welcoming, and dignified spaces that engage students, provide meaningful alternatives to disciplinary exclusion, and foster connection. To meet these needs, the district must prioritize infrastructure that not only addresses basic access but also affirms student identity and inclusion. 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: LEA-wide		
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	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	See (above) Metric 3.4 See (above) Local data 3.11, 3.12, 3.13, 3.14, 3.15

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	gaps in early literacy skills, with district averages for Letter Sounds and Letter Identification (Letter ID) at 76.4% and 76.5%, 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	language translation and learning tools supports their academic engagement and success by overcoming language barriers. Additionally, these 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.	

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	Portal logins, and 309,000 staff logins, this system ensures that unduplicated students 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:		

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	LEA-wide		
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.	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	See (above) Metric 3.4 See (above) local data 3.16, 3.17, 3.18

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	Ultimately, it enhances the academic potential 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	necessary technological tools and support to excel academically and prepare for future success.	
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	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	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
	with the Common Core State Standards are 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	students. The integration of field trips with the 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 engagement strategies. Arts and music	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 experience for unduplicated students, who might	See (above) Metrics 3.5, 3.6, 3.7

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	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	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 Need:	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 youth. This initiative targets critical engagement-	See (above) Metrics 3.5, 3.6 See (above) Local data: 3.20

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	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 wellness. Additionally, a Nurse Educator will provide the district's unduplicated students	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 have the knowledge and skills necessary to establish and maintain healthy lives.	

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	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	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. This program ensures that students have access to a specified time for breakfast,	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 normalizes the breakfast experience, reducing stigma and encouraging participation. Proper	See (above) Metric 3.5, 3.6 See (above) Local data: 3.21

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
	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, which is essential for their physical well-being and academic performance. By addressing hunger and creating a supportive environment,	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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	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 Need: The district's unduplicated students face significant challenges that impact their	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 vision and hearing screenings and specialized care for special education students, are complemented by staff training and active parental	See (above) Metric 3.5, 3.6 See (above) Local data 3.22, 3.23

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	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 providing tiered interventions to prevent substance abuse, further supporting the well-being of unduplicated students. By integrating these health and wellness services, the district	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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	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 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	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. Additionally, the Greenfield CARES Program recognizes and celebrates students with outstanding citizenship during board meetings, encouraging family participation and fostering a	See (above) Metric: 3.5, 3.6 See (above) Local data 3.22, 3.23, 3.24

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	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	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 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	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 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	See (above) Metric 3.5, 3.6 See (above) Local data 3.25

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	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 routes 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 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	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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	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 continue to reveal significant and urgent needs among unduplicated students particularly Students with Disabilities, who comprise over 99% of the unduplicated population and remain the lowest performing group across all academic indicators. Attendance rates for Foster Youth (92.6%) and Homeless / McKinney Vento students (92.7%) remain below the district average of 94.5%, with chronic absenteeism reaching 35.6% for Homeless students and 24.8% for Foster Youth. These high rates of lost instructional time reflect deep-rooted	This action directly addresses persistent academic and attendance disparities for unduplicated students particularly Students with Disabilities, who represent over 99% of the unduplicated population by embedding inclusive instructional practices into the core of classroom teaching. Through a partnership with Thinking in Common, the district will expand job-embedded coaching focused on co-teaching, co-planning, and the alignment of Tier 1 instruction with academic, behavioral, and social-emotional supports. This design reflects site leadership feedback requesting more hands-on, practical MTSS implementation support integrated into day-to-day teaching and Professional Learning Communities (PLCs). Rather than relying on traditional one-size-fits-all training, this action builds the capacity of both general and education specialist staff to deliver specially designed instruction within inclusive	See (above) Metrics 3.5, 3.6, 3.7 See (above) Local data 3.10

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
	challenges in maintaining school connection and access to consistent supports. Academic performance gaps are pronounced in both English Language Arts and Mathematics. Students with Disabilities posted a Distance from Standard (DFS) of –124.1 in ELA and –156.5 in Math, while Homeless students remain over 55 points below standard in both subjects. Although English Learners showed modest gains in achievement, their language acquisition progress declined, with only 47.2% making expected progress toward English proficiency, a drop of more than 5 percentage points from the prior year. These trends underscore the need for more intentional scaffolding, integrated supports, and accelerated access to grade-level content for all language learners. While foundational Multi-Tiered System of Supports (MTSS) structures have been installed across sites, the district’s Fidelity Integrity Assessment and site-level implementation data confirm that most campuses remain in the early stages of moving from system installation to classroom-level integration. Bridging this gap by embedding inclusive practices, improving Tier 1 instructional design, and strengthening supports for high-needs learners will be critical to addressing persistent disparities and creating a more responsive learning environment for all. 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	settings. It promotes shared ownership, consistent progress monitoring, and earlier identification of instructional gaps all of which are crucial to meeting the complex needs of unduplicated student groups. This action is offered on an LEA-wide basis because a unified, embedded MTSS approach strengthens coherence across all schools. It ensures that unduplicated students regardless of school site benefit from aligned expectations, inclusive practices, and equitable access to rigorous content. By building real-time instructional responsiveness, this action supports every educator in meeting the needs of every learner and reflects the district’s commitment to building a high growth and high achieving system of teaching and learning.	

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	PLC process instead of relying solely on whole-day sessions. This shift will ensure support strategies are delivered in real time and aligned with daily instructional planning and delivery. Scope: LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	Action: Enhancing English Learner Success Required Action: English Learners and Long Term English Learners (LTEs) 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	This action is designed to focus on refining instructional support and using data-driven methods to monitor and support each student'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	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
	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)	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.	
1.16	Action: Long Term English Learner Acceleration Need: The most recent California School Dashboard results highlight significant and compounding academic challenges for Long-Term English Learners (LTELs) and students at risk of becoming LTELs (those with five or more years of EL status). In English Language Arts, LTELs scored 101.6 points below standard, a decline of 10.3 points from the prior year, placing them in the Red performance band. In Mathematics, the gap is even wider LTELs scored 165.2 points below standard, reflecting an 8.6-point decline, and again fell within the Red band. These declines stand in contrast to slight improvements among current English Learners overall, reinforcing the need for	This action is designed to accelerate the academic language development of Long-Term English Learners (LTELs) by providing targeted support and specialized instruction aligned to their unique needs. Recognizing that LTELs often demonstrate social fluency while struggling with academic language and foundational literacy skills, this action addresses the critical building blocks necessary for success in rigorous, grade-level coursework. Teachers and paraprofessionals will receive specialized professional development on evidence-based strategies to support LTELs, including structured academic conversations, integrated English Language Development (ELD), effective scaffolding techniques within core content areas, and the explicit reinforcement of foundational literacy skills such as phonics,	See (above) Metric 1.10, See (above) Local data 1.26

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	differentiated, intensive supports specifically designed for LTELs. The data makes clear that LTELs face unique and persistent barriers to academic success that are not sufficiently addressed by general EL strategies alone. Scope: Limited to Unduplicated Student Group(s)	phonemic awareness, and decoding. This training will ensure staff are equipped to accelerate both academic language growth and essential reading skills for LTELs. Ongoing use of diagnostic tools and formative assessments will allow teachers to identify individual gaps in academic language, comprehension, and foundational literacy. Regular progress monitoring will guide tailored instructional responses and timely interventions based on each student's evolving needs. Targeted academic interventions will be provided during the school day, designed to strengthen LTELs' comprehension (strategies via TM training), writing, critical thinking, and foundational literacy across all subject areas. These interventions will prioritize mastery of the phonics, phonemic awareness, and decoding skills needed for academic reading success alongside the development of academic vocabulary and complex language structures. Through this comprehensive approach, LTELs will receive structured, individualized support that builds a strong foundation for academic achievement, fosters English proficiency, and prepares students for successful reclassification, college, and career readiness.	
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	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-	Empowering Success (YES) program. A classified staff-led holistic support team, including 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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$92,829,128.00	41,212,847.00	44.396%	11.979%	56.375%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$52,332,564.00	\$11,672,112.00	\$3,660,356.00	\$596,114.00	\$68,261,146.00	\$38,834,687.00	\$29,426,459.00

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	2025-2026 School Year	\$0.00	\$142,401.00	\$142,401.00	\$0.00	\$0.00	\$0.00	\$142,401.00	
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	2025-2026 School Year	\$278,612.00	\$17,100.00	\$295,712.00	\$0.00	\$0.00	\$0.00	\$295,712.00	
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	2025-2026 School Year	\$450,851.00	\$25,550.00	\$476,401.00	\$0.00	\$0.00	\$0.00	\$476,401.00	
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	2025-2026 School Year	\$0.00	\$412,897.00	\$412,897.00	\$0.00	\$0.00	\$0.00	\$412,897.00	
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	2025-2026 School Year	\$0.00	\$225,000.00	\$225,000.00	\$0.00	\$0.00	\$0.00	\$225,000.00	
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	2025-2026 School Year	\$146,438.00	\$400,439.00	\$546,877.00	\$0.00	\$0.00	\$0.00	\$546,877.00	
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	2025-2026 School Year	\$13,000.00	\$109,693.00	\$122,693.00	\$0.00	\$0.00	\$0.00	\$122,693.00	

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	2025-2026 School Year	\$2,116,719.00	\$0.00	\$2,116,719.00	\$0.00	\$0.00	\$0.00	\$2,116,719.00	
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	2025-2026 School Year	\$245,680.00	\$32,500.00	\$278,180.00	\$0.00	\$0.00	\$0.00	\$278,180.00	
1	1.10	District Specialists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 School Year	\$1,422,594.00	\$45,500.00	\$1,468,094.00	\$0.00	\$0.00	\$0.00	\$1,468,094.00	
1	1.11	Academic Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 School Year	\$2,080,998.00	\$0.00	\$2,080,998.00	\$0.00	\$0.00	\$0.00	\$2,080,998.00	
1	1.12	Data Driven Intervention Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 School Year	\$3,999,744.00	\$0.00	\$3,999,744.00	\$0.00	\$0.00	\$0.00	\$3,999,744.00	
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	2025-2026 School Year	\$450,873.00	\$0.00	\$450,873.00	\$0.00	\$0.00	\$0.00	\$450,873.00	
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	2025-2026 School Year	\$101,146.00	\$203,683.00	\$304,829.00	\$0.00	\$0.00	\$0.00	\$304,829.00	
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	2025-2026 School Year	\$28,641.00	\$123,500.00	\$152,141.00	\$0.00	\$0.00	\$0.00	\$152,141.00	
1	1.16	Long Term English Learner Acceleration	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2026 School Year	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
2	2.1	Positive Behavior and Safety Centered Support Software for Creating	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2025-2026 School Year	\$0.00	\$51,230.00	\$51,230.00	\$0.00	\$0.00	\$0.00	\$51,230.00	

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
		and Maintaining a Safe and Orderly Learning Environment	Low Income			Low Income										
2	2.2	Enhancing School Climate with Data Driven PBIS Strategies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 School Year	\$61,557.00	\$326,309.00	\$387,866.00	\$0.00	\$0.00	\$0.00	\$387,866.00	
2	2.3	Targeted Attendance Enhancement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 School Year	\$876,399.00	\$65,350.00	\$941,749.00	\$0.00	\$0.00	\$0.00	\$941,749.00	
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	2025-2026 School Year	\$250,144.00	\$1,000.00	\$251,144.00	\$0.00	\$0.00	\$0.00	\$251,144.00	
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	2025-2026 School Year	\$1,689,194.00	\$0.00	\$1,689,194.00	\$0.00	\$0.00	\$0.00	\$1,689,194.00	
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	2025-2026 School Year	\$1,267,771.00	\$42,000.00	\$1,309,771.00	\$0.00	\$0.00	\$0.00	\$1,309,771.00	
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	2025-2026 School Year	\$1,429,683.00	\$165,000.00	\$1,594,683.00	\$0.00	\$0.00	\$0.00	\$1,594,683.00	
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	2025-2026 School Year	\$11,515,980.00	\$0.00	\$11,515,980.00	\$0.00	\$0.00	\$0.00	\$11,515,980.00	
2	2.9	Enhancing Facilities for Comprehensive Student and Community Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 School Year	\$2,161,154.00	\$23,485,182.00	\$12,138,543.00	\$9,847,437.00	\$3,660,356.00	\$0.00	\$25,646,336.00	
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	2025-2026 School Year	\$0.00	\$208,900.00	\$208,900.00	\$0.00	\$0.00	\$0.00	\$208,900.00	
3	3.2	Comprehensive Technology Enhancement and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	2025-2026 School Year	\$2,107,481.00	\$1,500,000.00	\$3,607,481.00	\$0.00	\$0.00	\$0.00	\$3,607,481.00	

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										
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	2025-2026 School Year	\$192,397.00	\$14,742.00	\$45,439.00	\$0.00	\$0.00	\$161,700.00	\$207,139.00	
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	2025-2026 School Year	\$119,135.00	\$602,551.00	\$721,686.00	\$0.00	\$0.00	\$0.00	\$721,686.00	
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	2025-2026 School Year	\$2,244,260.00	\$401,511.00	\$893,830.00	\$1,751,941.00	\$0.00	\$0.00	\$2,645,771.00	
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	2025-2026 School Year	\$882,957.00	\$62,267.00	\$945,224.00	\$0.00	\$0.00	\$0.00	\$945,224.00	
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	2025-2026 School Year	\$729,383.00	\$0.00	\$729,383.00	\$0.00	\$0.00	\$0.00	\$729,383.00	
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	2025-2026 School Year	\$1,233,237.00	\$16,499.00	\$1,249,736.00	\$0.00	\$0.00	\$0.00	\$1,249,736.00	
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	2025-2026 School Year	\$218,010.00	\$29,694.00	\$75,033.00	\$0.00	\$0.00	\$172,671.00	\$247,704.00	
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	2025-2026 School Year	\$360,662.00	\$0.00	\$360,662.00	\$0.00	\$0.00	\$0.00	\$360,662.00	
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	2025-2026 School Year	\$15,000.00	\$516,471.00	\$531,471.00	\$0.00	\$0.00	\$0.00	\$531,471.00	
4	4.1	Implement an Academic Coach Specializing in SEL	All	No			Specific Schools: Greenfield Communi	2025-2026 School Year	\$144,987.00	\$0.00				\$144,987.00	\$144,987.00	

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
							ty School									
4	4.2	Supplemental services to support school safety and a positive school climate	All	No			Specific Schools: Greenfield Community School	2025-2026 School Year	\$0.00	\$129,490.00		\$12,734.00		\$116,756.00	\$129,490.00	
4	4.3	Enhancing School Performance through Strategic Social-Emotional Learning Implementation	All	No			Specific Schools: Greenfield Community School	2025-2026 School Year	\$0.00	\$60,000.00		\$60,000.00			\$60,000.00	

2025-26 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
\$92,829,128.00	41,212,847.00	44.396%	11.979%	56.375%	\$52,332,564.00	0.000%	56.375 %	Total:	\$52,332,564.00
								LEA-wide Total:	\$51,800,724.00
								Limited Total:	\$531,840.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Academically Centered Technology Support Software for Improving Teaching and Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$142,401.00	
1	1.2	Beginning Teacher Integration and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$295,712.00	
1	1.3	Enhancing English Learner Success Required Action: English Learners and Long Term English Learners (LTEs)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$476,401.00	
1	1.4	Data-Driven Instructional Excellence Initiative	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$412,897.00	
1	1.5	First Grade Reading Mastery Initiative	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$225,000.00	

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	\$546,877.00	
1	1.7	Empowering Math Excellence: Targeted Support for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$122,693.00	
1	1.8	Assistant Principals Drive Success for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,116,719.00	
1	1.9	Director of Assessment, LCAP, and District Special Projects	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$278,180.00	
1	1.10	District Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,468,094.00	
1	1.11	Academic Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,080,998.00	
1	1.12	Data Driven Intervention Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,999,744.00	
1	1.13	School Libraries to Improve Engagement in Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$450,873.00	
1	1.14	STEM Pathways Initiative: Unlocking Potential for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$304,829.00	
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	\$152,141.00	
1	1.16	Long Term English Learner Acceleration	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$10,000.00	
2	2.1	Positive Behavior and Safety Centered Support Software for Creating and Maintaining a Safe and	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$51,230.00	

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 (%)
		Orderly Learning Environment						
2	2.2	Enhancing School Climate with Data Driven PBIS Strategies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$387,866.00	
2	2.3	Targeted Attendance Enhancement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$941,749.00	
2	2.4	Enhanced School Safety and Student Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$251,144.00	
2	2.5	Integrating School Social Workers for Student Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,689,194.00	
2	2.6	Supplemental Behavior Intervention Supports at School Sites	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,309,771.00	
2	2.7	Positive Behavioral Engagement and School Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,594,683.00	
2	2.8	Improved Class Sizes Maintained for Enhanced Student Support and Equity	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$11,515,980.00	
2	2.9	Enhancing Facilities for Comprehensive Student and Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,138,543.00	
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	\$208,900.00	
3	3.2	Comprehensive Technology Enhancement and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,607,481.00	
3	3.3	Dedicated System of Support for Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$45,439.00	

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	\$721,686.00	
3	3.5	Equalizing Opportunities Through Arts (including music) Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$893,830.00	
3	3.6	Promoting Lifelong Health and Physical Well-being	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$945,224.00	
3	3.7	Supporting "Second Chance Breakfast" through Enhanced Custodial and Nutrition Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$729,383.00	
3	3.8	Health and Wellness Program Enhancement Initiative	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,249,736.00	
3	3.9	Enhancing Family Engagement and Community Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$75,033.00	
3	3.10	Expanding Transportation Access for Enhanced Student Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$360,662.00	
3	3.11	Strengthening MTSS Capacity through District-Level Coaching and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$531,471.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$51,122,550.00	\$40,901,191.00

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	Academically Centered Technology Support Software for Improving Teaching and Learning	Yes	\$146,300.00	\$175,566
1	1.2	Beginning Teacher Integration and Support	Yes	\$661,693.00	\$588,515
1	1.3	Enhancing English Learner Success Required Action: English Learners and Long Term English Learners (LTEs)	Yes	\$477,759.00	\$478,550
1	1.4	Data-Driven Instructional Excellence Initiative	Yes	\$500,000.00	\$473,801
1	1.5	First Grade Reading Mastery Initiative	Yes	\$265,000.00	\$0
1	1.6	Literacy Advancement: Elevating District-Wide Skills and Support	Yes	\$535,944.00	\$431,184
1	1.7	Empowering Math Excellence: Targeted Support for Students	Yes	\$113,300.00	\$97,907
1	1.8	Assistant Principals Drive Success for Students	Yes	\$2,079,086.00	\$2,066,517
1	1.9	Director of Assessment, LCAP, and District Special Projects	Yes	\$268,018.00	\$278,175
1	1.10	District Specialists	Yes	\$1,727,174.00	\$1,413,466

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Academic Coaches	Yes	\$2,029,584.00	\$2,047,298
1	1.12	Data Driven Intervention Support	Yes	\$4,056,872.00	\$3,989,866
1	1.13	School Libraries to Improve Engagement in Learning	Yes	\$467,618.00	\$484,802
1	1.14	STEM Pathways Initiative: Unlocking Potential for Students	Yes	\$351,795.00	\$329,957
1	1.15	Dual Language Immersion Initiative	Yes	\$181,811.00	\$143,423
2	2.1	Positive Behavior and Safety Centered Support Software for Creating and Maintaining a Safe and Orderly Learning Environment	Yes	\$49,165.00	\$49,899
2	2.2	Enhancing School Climate with Data Driven PBIS Strategies	Yes	\$345,509.00	\$325,602
2	2.3	Targeted Attendance Enhancement	Yes	\$1,028,834.00	\$924,016
2	2.4	Enhanced School Safety and Student Services	Yes	\$263,118.00	\$249,928
2	2.5	Integrating School Social Workers for Student Support	Yes	\$1,639,662.00	\$1,658,759
2	2.6	Supplemental Behavior Intervention Supports at School Sites	Yes	\$1,657,424.00	\$1,256,149
2	2.7	Positive Behavioral Engagement and School Safety	Yes	\$1,433,165.00	\$1,428,040

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	2.8	Improved Class Sizes Maintained for Enhanced Student Support and Equity	Yes	\$11,076,678.00	\$11,573,350
2	2.9	Enhancing Facilities for Comprehensive Student and Community Engagement	Yes	\$10,603,542.00	\$1,842,637
3	3.1	Comprehensive Educational Technology Software Platforms for Ensuring District-Wide Coherence in Order to Ensure All Students Have Educational Success	Yes	\$241,448.00	\$274,846
3	3.2	Comprehensive Technology Enhancement and Support	Yes	\$2,868,175.00	\$3,118,476
3	3.3	Dedicated System of Support for Foster Youth and Students Experiencing Homeless	Yes	\$208,139.00	\$188,472
3	3.4	Bridging Gaps: Expanding Access with Educational Field Trips	Yes	\$1,019,184.00	\$883,277
3	3.5	Equalizing Opportunities Through Arts (including music) Education	Yes	\$1,148,378.00	\$650,074
3	3.6	Promoting Lifelong Health and Physical Well-being	Yes	\$900,292.00	\$943,667
3	3.7	Supporting "Second Chance Breakfast" through Enhanced Custodial and Nutrition Services	Yes	\$670,887.00	\$705,866
3	3.8	Health and Wellness Program Enhancement Initiative	Yes	\$1,089,761.00	\$1,246,632
3	3.9	Enhancing Family Engagement and Community Involvement	Yes	\$226,216.00	\$175,419
3	3.10	Expanding Transportation Access for Enhanced Student Opportunities	Yes	\$346,424.00	\$58,786
3	3.11	Strengthening MTSS Capacity through District-Level Coaching and Support	Yes	\$195,000.00	\$92,703

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.1	Implement an Academic Coach Specializing in SEL	No	\$134,595.00	\$140,566
4	4.2	Supplemental services to support school safety and a positive school climate	No	\$55,000.00	\$55,000
4	4.3	Enhancing School Performance through Strategic Social-Emotional Learning Implementation	No	\$60,000.00	\$60,000

2024-25 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)
\$41,323,345.00	\$50,560,637.00	\$39,933,317.00	\$10,627,320.00	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	Academically Centered Technology Support Software for Improving Teaching and Learning	Yes	\$146,300.00	\$175,566		
1	1.2	Beginning Teacher Integration and Support	Yes	\$661,693.00	\$588,515		
1	1.3	Enhancing English Learner Success Required Action: English Learners and Long Term English Learners (LTEs)	Yes	\$477,759.00	\$478,550		
1	1.4	Data-Driven Instructional Excellence Initiative	Yes	\$500,000.00	\$473,801		
1	1.5	First Grade Reading Mastery Initiative	Yes	\$265,000.00	\$0		
1	1.6	Literacy Advancement: Elevating District-Wide Skills and Support	Yes	\$535,944.00	\$431,184		
1	1.7	Empowering Math Excellence: Targeted Support for Students	Yes	\$113,300.00	\$97,907		
1	1.8	Assistant Principals Drive Success for Students	Yes	\$2,079,086.00	\$2,066,517		
1	1.9	Director of Assessment, LCAP, and District Special Projects	Yes	\$268,018.00	\$278,175		
1	1.10	District Specialists	Yes	\$1,727,174.00	\$1,413,466		

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	1.11	Academic Coaches	Yes	\$2,029,584.00	\$2,047,298		
1	1.12	Data Driven Intervention Support	Yes	\$4,056,872.00	\$3,989,866		
1	1.13	School Libraries to Improve Engagement in Learning	Yes	\$467,618.00	\$484,802		
1	1.14	STEM Pathways Initiative: Unlocking Potential for Students	Yes	\$351,795.00	\$329,957		
1	1.15	Dual Language Immersion Initiative	Yes	\$181,811.00	\$143,423		
2	2.1	Positive Behavior and Safety Centered Support Software for Creating and Maintaining a Safe and Orderly Learning Environment	Yes	\$49,165.00	\$49,899		
2	2.2	Enhancing School Climate with Data Driven PBIS Strategies	Yes	\$345,509.00	\$325,602		
2	2.3	Targeted Attendance Enhancement	Yes	\$1,028,834.00	\$924,016		
2	2.4	Enhanced School Safety and Student Services	Yes	\$263,118.00	\$249,928		
2	2.5	Integrating School Social Workers for Student Support	Yes	\$1,639,662.00	\$1,658,759		
2	2.6	Supplemental Behavior Intervention Supports at School Sites	Yes	\$1,657,424.00	\$1,256,149		
2	2.7	Positive Behavioral Engagement and School Safety	Yes	\$1,433,165.00	\$1,428,040		
2	2.8	Improved Class Sizes Maintained for Enhanced Student Support and Equity	Yes	\$11,076,678.00	\$11,173,350		
2	2.9	Enhancing Facilities for Comprehensive Student and Community Engagement	Yes	\$10,603,542.00	\$1,842,637		
3	3.1	Comprehensive Educational Technology Software Platforms for Ensuring District-	Yes	\$241,448.00	\$274,846		

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)
		Wide Coherence in Order to Ensure All Students Have Educational Success					
3	3.2	Comprehensive Technology Enhancement and Support	Yes	\$2,868,175.00	\$3,118,476		
3	3.3	Dedicated System of Support for Foster Youth and Students Experiencing Homeless	Yes	\$48,952.00	\$29,285		
3	3.4	Bridging Gaps: Expanding Access with Educational Field Trips	Yes	\$1,019,184.00	\$883,277		
3	3.5	Equalizing Opportunities Through Arts (including music) Education	Yes	\$1,148,378.00	\$650,074		
3	3.6	Promoting Lifelong Health and Physical Well-being	Yes	\$900,292.00	\$943,677		
3	3.7	Supporting "Second Chance Breakfast" through Enhanced Custodial and Nutrition Services	Yes	\$670,887.00	\$705,866		
3	3.8	Health and Wellness Program Enhancement Initiative	Yes	\$1,089,761.00	\$1,246,632		
3	3.9	Enhancing Family Engagement and Community Involvement	Yes	\$73,085.00	\$22,288		
3	3.10	Expanding Transportation Access for Enhanced Student Opportunities	Yes	\$346,424.00	\$58,786		
3	3.11	Strengthening MTSS Capacity through District-Level Coaching and Support	Yes	\$195,000.00	\$92,703		

2024-25 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)
\$92,492,253	\$41,323,345.00	10.476%	55.154%	\$39,933,317.00	0.000%	43.175%	\$11,079,516.42	11.979%

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:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024



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

English learners	2,307
Long term English learners	134

REQUIRED ACTIONS: LEAs must include one or more specific actions within the LCAP if the LEA has Red indicators on the 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	1.3, 1.4, 1.6	-81.7 DFS	-65 or lower
ELA	English Learner	Greenfield Middle	1	1.3, 1.4, 1.6	-97 DFS	-70 or lower
ELA	English Learner	McKee Middle	1	1.3, 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	1.3, 1.4, 1.7	-157.4 DFS	-90 or lower
Math	English Learner	Leon H. Ollivier Middle	1	1.3, 1.4, 1.7	-119.8 DFS	-90 or lower
Math	English Learner	McKee Middle	1	1.3, 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%