

LCFF Budget Overview for Parents

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

CDS Code: 15 63503 0000000

School Year: 2026-27

LEA contact information:

Ramon Hendrix

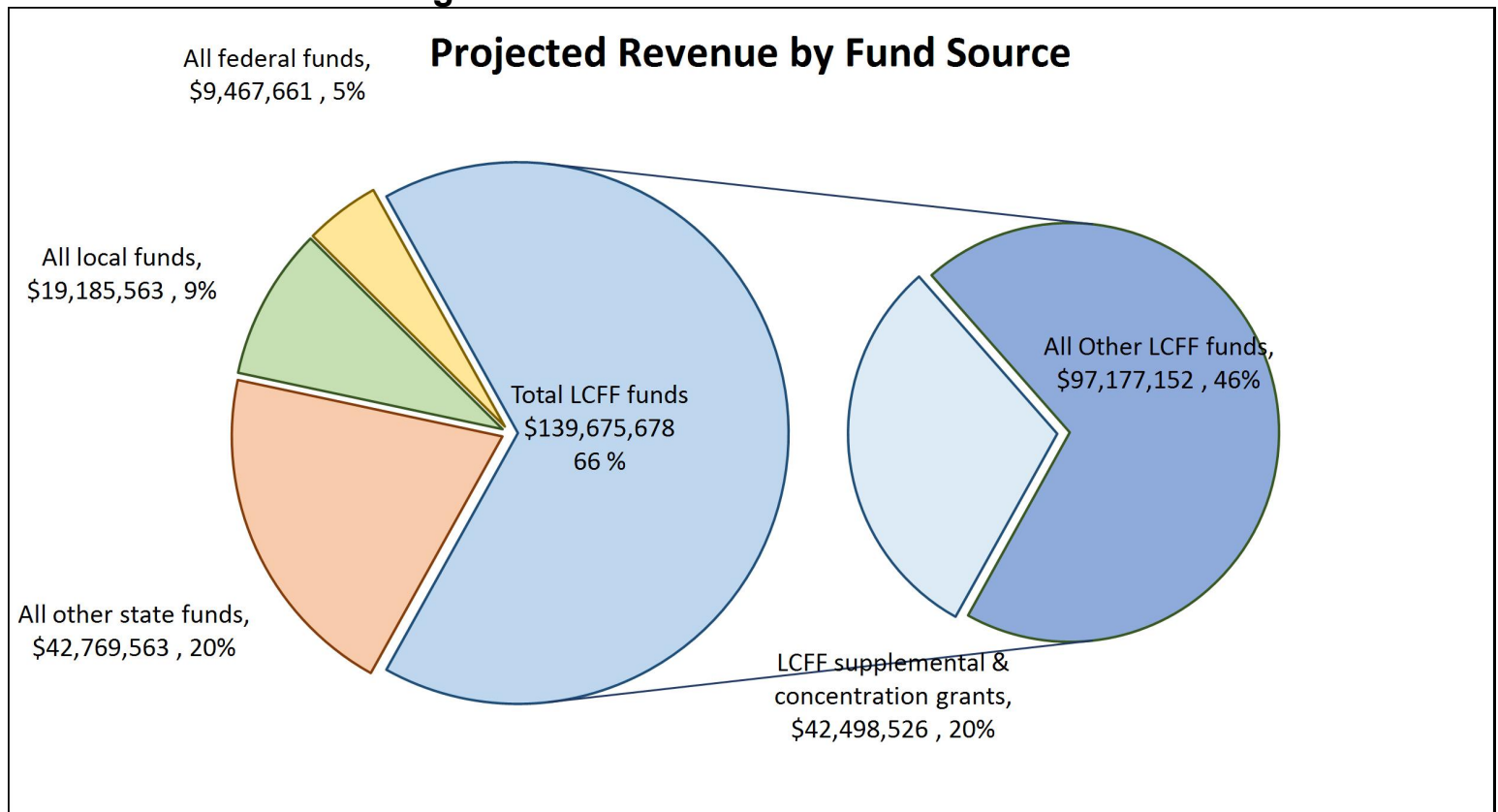
Superintendent

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 2026-27 School Year

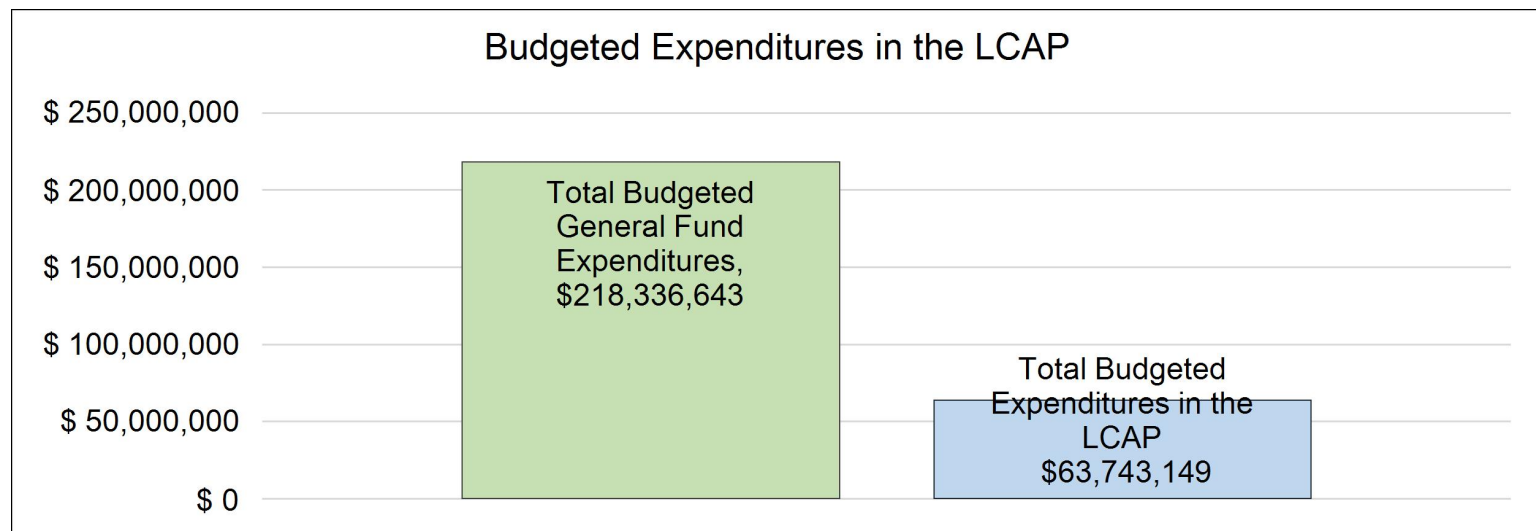


This chart shows the total general purpose revenue Greenfield Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Greenfield Union School District is \$211,098,465, of which \$139,675,678 is Local Control Funding Formula (LCFF), \$42,769,563 is other state funds, \$19,185,563 is local funds, and \$9,467,661 is federal funds. Of the \$139,675,678 in LCFF Funds, \$42,498,526 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Greenfield Union School District plans to spend \$218,336,643 for the 2026-27 school year. Of that amount, \$63,743,149 is tied to actions/services in the LCAP and \$154,593,494 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 staff, classified employees, and administrative personnel. Additional expenditures within this category include textbooks, instructional materials, books and supplies, services and operating costs (such as utilities), and capital outlay expenses.

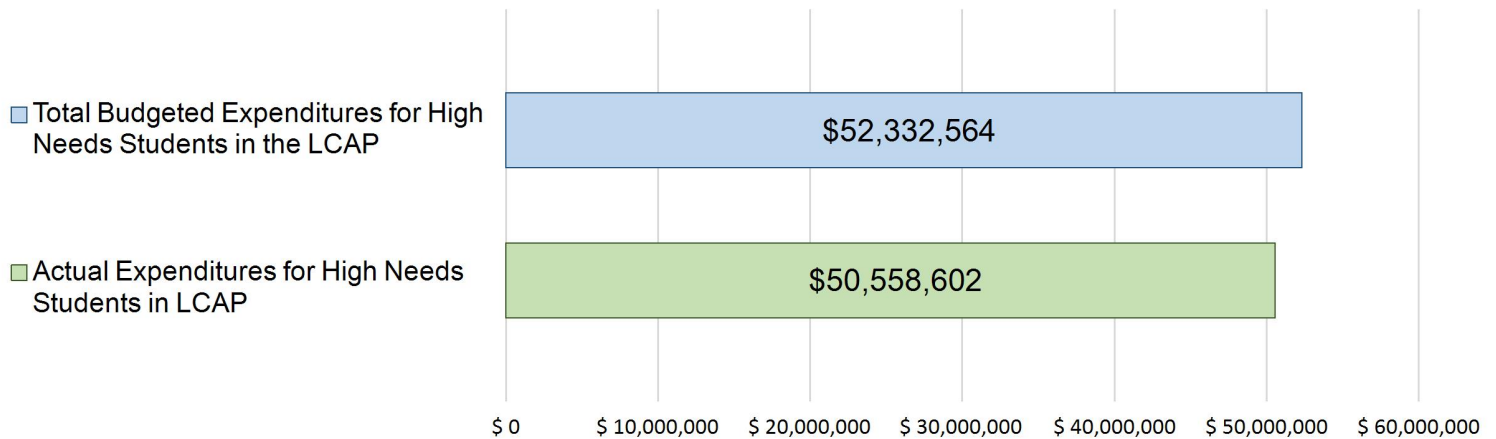
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Greenfield Union School District is projecting it will receive \$42,498,526 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 \$44,992,832 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26

Prior Year Expenditures: Increased or Improved Services for High Needs Students



This chart compares what Greenfield Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Greenfield Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Greenfield Union School District's LCAP budgeted \$52,332,564 for planned actions to increase or improve services for high needs students. Greenfield Union School District actually spent \$50,558,602 for actions to increase or improve services for high needs students in 2025-26.

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 [2026-27]

General Information

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

Greenfield Union School District (GFUSD) serves approximately 8,633 students across 13 schools in southeast Bakersfield, California. The district serves a diverse and high-need student population, with approximately 86.7% of students identifying as Latino/Hispanic. Additional student groups include White (4.5%), Black/African American (5.8%), Filipino (0.35%), and other student populations.

The district serves a community with significant socioeconomic need, with approximately 94.3% of students identified as socioeconomically disadvantaged and an unduplicated pupil percentage of approximately 95%. Key student groups include English Learners (20.2%), Long-Term English Learners (3.2%), Students with Disabilities (11%), Foster Youth (1.7%), and Students Experiencing Homelessness (5.5%). The district remains committed to building a coherent, data-informed, and equity-centered system of teaching and learning. GFUSD’s mission, “ALL students are learning at high levels,” and vision, “ALL students will have educational success,” are not only guiding statements, but are operationalized through the goals and actions within this LCAP.

To ensure this vision is realized in practice, the district has organized its work across three interconnected focus areas. Goal 1 reflects the district’s commitment to high levels of learning by strengthening Tier 1 core instruction, expanding data-driven practices, and building staff capacity to meet the academic needs of all students, with a particular focus on unduplicated student groups. Goal 2 supports this work by establishing safe, consistent, and supportive learning environments through strengthened behavioral systems, attendance practices, and coordinated student supports, recognizing that students must feel safe, connected, and engaged in order to learn at high levels. Goal 3 further reinforces the district’s mission by expanding access to enrichment opportunities, strengthening communication with families, and ensuring equitable access to programs and resources that support the whole child.

Together, these goals represent a coherent system in which academic achievement, student well-being, and meaningful engagement are intentionally aligned. Through these goals, the district will strengthen core instruction, expand targeted supports, and improve student engagement systems to accelerate learning and improve outcomes for all students. This structure ensures that the district's mission is reflected not only in its vision statements, but in the specific actions, services, and investments outlined in this LCAP, providing a clear and actionable plan for improving outcomes for all students.

To support the implementation of these goals, GFUSD utilizes a Multi-Tiered System of Support (MTSS), Professional Learning Communities (PLCs), and site-based data cycles informed by quarterly assessment reports. These structures serve as the primary mechanisms through which the district delivers high-quality instruction, monitors student progress, and provides timely intervention, ensuring that the goals of the LCAP are consistently implemented across all schools.

Greenfield Community School (GCS) continues to qualify for Equity Multiplier funding. In alignment with state requirements, the district has developed a focused goal within this LCAP to address the performance of student groups at this site who are performing at the lowest levels on state indicators.

This foundation enables the district to continue advancing a deliberately upstream approach to continuous improvement through the LCAP. Rather than waiting for challenges to fully emerge, the district is working to identify and address underlying causes early, whether academic, behavioral, engagement-related, or access-related. Historically, educational systems have often responded primarily to outcomes themselves rather than examining the conditions and systems contributing to those outcomes. GFUSD's upstream approach recognizes that student performance, attendance, and engagement data are not isolated events, but indicators of broader system conditions that require intentional reflection, coordination, and response. As a result, the district is focused on strengthening the systems, practices, and supports that shape daily student experiences, including high-quality instruction, timely intervention, inclusive practices, and coordinated student support structures. This preventive and improvement-oriented approach emphasizes early identification, shared responsibility across roles, and continuous refinement of district systems in order to create more consistent and equitable outcomes for all students, particularly unduplicated student groups and students with the greatest needs.

Reflections: Annual Performance

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

The district's 2024–2025 California School Dashboard reflects continued improvement in conditions for learning, including student engagement, attendance, and school climate, alongside persistent challenges in academic achievement for historically underserved student groups.

At the district level, GFUSD earned Orange status in English Language Arts, Yellow in Mathematics, Yellow in English Learner Progress, Yellow in Chronic Absenteeism, and Green in Suspension Rate. Growth data indicates accelerated growth in English Language Arts and average growth in Mathematics, suggesting that while student learning is improving, gains have not yet consistently translated into proficiency.

Compared to the prior year, the district demonstrated measurable progress. Mathematics improved from Orange to Yellow, Suspension Rate

improved from Orange to Green, and Chronic Absenteeism decreased while maintaining Yellow status. English Learner Progress remained stable at Yellow. While English Language Arts remained at Orange, accelerated growth indicates improving learning trajectories.

These results demonstrate that the district is strengthening conditions for learning; however, academic outcomes, particularly for high-need student groups, continue to require focused acceleration. Local data sources, including Renaissance Star assessments and quarterly benchmark reports, reflect similar trends, with evidence of academic growth alongside continued gaps in overall proficiency for key student groups. Local measures of student engagement further support this pattern, with district data indicating slight declines in both chronic absenteeism and suspension rates, while reflecting gradual improvement in student attendance and behavior. Taken together, these data suggest that while conditions for learning are improving, continued focus is needed to ensure these gains translate into accelerated academic outcomes for all students.

Student group performance reflects both progress and persistent inequities. English Learners demonstrated growth in English Language Arts and Mathematics, and Long-Term English Learners improved to Green in English Learner Progress. However, Students with Disabilities remain at the Red performance level in both English Language Arts and Mathematics. Foster Youth continue to perform at the Red level in both academic indicators and Suspension Rate. Students Experiencing Homelessness remain at the Red level in Mathematics and Chronic Absenteeism. Additionally, African American students and students identifying as Two or More Races continue to experience high levels of Chronic Absenteeism.

Based on this analysis, the district identified the following key areas of need:

- Strengthening access to rigorous, grade-level Tier 1 core instruction, particularly for Students with - Disabilities
- Expanding targeted academic and engagement supports for Foster Youth and Students Experiencing Homelessness
- Accelerating language development and instructional alignment for English Learners and Long-Term English Learners
- Ensuring systemwide coherence in instructional practices across classrooms and school sites

These identified needs, in combination with input from educational partners, directly informed the development of the LCAP goals and actions focused on instructional coherence, targeted intervention, and improved student engagement outcomes.

Required Identification of 2023 Dashboard Lowest Performance

Consistent with state requirements, the following student groups and schools identified in the 2023 California School Dashboard as performing at the lowest performance level will remain unchanged and continue to be addressed through actions in this LCAP:

Student Groups (LEA-wide):

- Asian: Chronic Absenteeism
- Students with Disabilities: English Language Arts
- Students with Disabilities: Mathematics

Schools:

- Horizon Elementary: English Learner Progress Indicator
- Planz Elementary: Suspension Rate
- Greenfield Middle School: Mathematics
- Greenfield Community School: Suspension Rate

Student Groups within Schools:

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.

Learning Recovery Emergency Block Grant (LREBG)

GFUSD has unexpended Learning Recovery Emergency Block Grant (LREBG) funds and will allocate approximately \$2.1 million for the 2026-2027 school year to accelerate learning recovery and improve outcomes for student groups with the greatest needs.

The district conducted a comprehensive needs assessment aligned to EC Section 32526(d), which identified the following priority areas:

- Low academic performance in English Language Arts and Mathematics, particularly for Students with Disabilities, Foster Youth, and Students Experiencing Homelessness
- High rates of Chronic Absenteeism among Students with Disabilities, Students Experiencing Homelessness, African American students, and students identifying as Two or More Races
- The need to strengthen access to high-quality Tier 1 instruction, targeted intervention supports, and inclusive instructional practices.

In alignment with allowable uses under EC Section 32526(c)(2), LREBG funds will be used to expand and strengthen evidence-based actions that increase instructional quality, accelerate student learning, and improve student engagement through strengthened assessment systems, targeted intervention supports, and expanded instructional capacity.

LREBG funds will support the following actions within the LCAP:

- Goal 1: Action 1.4 – Expansion of Renaissance Star assessment systems and related capacity-building efforts to strengthen data-informed instructional decision-making, instructional planning, and responsive academic support systems.
- Goal 1: Action 1.12 – Expansion of intervention opportunities, including additional instructional time outside of the regular day, informed through data and student needs identified through Action 1.4
- Goal 3: Action 3.11 – Professional learning and co-teaching support designed to strengthen inclusive instructional practices and expand access to rigorous grade-level instruction for students with the greatest academic needs.

These actions were selected based on their alignment to identified needs and their demonstrated ability to improve outcomes for student groups experiencing the greatest disparities, particularly Students with Disabilities, Foster Youth, and Students Experiencing Homelessness. Research supports the use of high-quality Tier 1 instruction, targeted intervention, inclusive instructional practices, job-embedded professional learning, and data-informed decision-making as evidence-based strategies for accelerating learning recovery and improving outcomes for students experiencing the greatest academic need. The selected actions strengthen the district's ability to identify student needs, provide timely intervention, expand access to grade-level instruction, and improve instructional responsiveness across schools. These strategies are aligned with the intent of the Learning Recovery Emergency Block Grant by supporting both immediate learning recovery and the development of sustainable systems that improve long-term student outcomes.

Action 1.4 strengthens the district's instructional and assessment infrastructure through expanded use of Renaissance Star data and related capacity-building efforts, improving the district's ability to identify student needs, monitor progress, and provide timely instructional response

and targeted support.

Action 1.12 expands access to targeted intervention opportunities and additional instructional time outside of the instructional day aligned to student needs identified through district assessment and intervention systems.

Action 3.11 strengthens inclusive instructional practices through job-embedded professional learning, instructional coaching, co-teaching support, collaborative planning structures, and implementation support for general and special education staff designed to expand access to rigorous grade-level instruction and strengthen Tier 1 support for students with the greatest academic needs.

Together, these actions establish a coordinated system for identifying student need, expanding targeted intervention, and strengthening inclusive instructional practices to accelerate learning recovery and improve long-term student outcomes.

Rather than implementing isolated programs, GFUSD will use LREBG funds to deepen and strengthen existing district systems and instructional practices, ensuring sustainable, systemwide impact on student outcomes.

Progress will be monitored through multiple measures, including CAASPP performance, local benchmark assessments, Renaissance Star data, English Language Proficiency Assessments for California (ELPAC) results, English Learner Progress Indicator (ELPI) data, and Chronic Absenteeism rates.

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 Foster Youth and Students Experiencing Homelessness on state indicators, including Academic and Engagement indicators.

During the 2025–2026 school year, district leaders participated in a data analysis session (January 28th 2026) with Kern County Superintendent of Schools, utilizing a structured Dashboard analysis protocol to examine trends across academic, engagement, and climate indicators.

In response to these identified needs, the district has begun implementing and refining targeted improvement efforts during the 2025–2026 school year, with a continued focus on expanding and strengthening these efforts in 2026–2027. Work underway includes strengthening Tier 1 core instruction through professional learning, instructional coaching, and the use of data to inform planning and instructional decision-making, ensuring consistent access to grade-level content for all students. The district has also expanded MTSS-aligned intervention systems to provide more timely and targeted academic support, particularly for Students with Disabilities, Foster Youth, and Students Experiencing Homelessness.

To address identified needs in attendance and engagement, the district has strengthened monitoring systems and implemented more coordinated site-level responses to chronic absenteeism, including increased collaboration between academic, behavioral, and student support teams. In addition, efforts to improve alignment across academic, behavioral, and attendance systems have been prioritized through ongoing collaboration with site leadership teams and structured data cycles.

During the 2026–2027 school year, the district will continue to deepen these efforts by focusing on improving consistency of implementation across school sites, strengthening the integration of academic and support systems, and expanding targeted support for student groups identified through Dashboard data. These efforts are directly aligned to LCAP actions within Goals 1 and 2 and reflect the district’s commitment to continuous improvement through coordinated, systemwide practices.

Ongoing technical assistance efforts include continued collaboration with KCSOS, refinement of MTSS structures, and strengthening of data systems to support timely and coordinated responses to student needs. These efforts are directly reflected in specific actions within Goals 1 and 2 of this LCAP.

Within Goal 1, Actions 1.4 (Data-Driven Instructional Excellence Initiative), 1.9 (Director of Assessment, LCAP, and District Projects), and 1.10 (District Specialists) support the development and implementation of data-driven instructional practices, professional learning, and systemwide coherence in Tier 1 core instruction. Actions 1.11 (Academic Coaches) and 1.12 (Data-Driven Intervention Support) further strengthen MTSS implementation by providing targeted coaching and intervention systems to ensure timely and responsive support for students, particularly for Students with Disabilities, Foster Youth, and Students Experiencing Homelessness.

Within Goal 2, Actions 2.2 (PBIS Systems and Supports), 2.4 (Attendance and Engagement Systems), and 2.6 (Student Support Services) focus on strengthening behavioral, attendance, and engagement systems through coordinated support, consistent implementation practices, and improved monitoring of student needs.

Together, these actions represent the district’s coordinated approach to technical assistance, ensuring alignment between academic, behavioral, and attendance systems, and supporting continuous improvement efforts focused on improving outcomes for identified student groups.

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 Chronic Absenteeism. 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.

GFUSD supports GCS through evidence-based strategies aligned to identified needs, including:

- School-level needs assessment and root cause analysis focused on absenteeism and engagement

- Implementation of evidence-based interventions, including career-connected learning (Paxton Patterson Career Labs), SEL supports, and attendance intervention systems
- Identification and addressing of resource inequities related to student engagement and access to social-emotional supports, structured attendance interventions, and career-connected learning opportunities that strengthen students' connection to school

The district provides coaching, leadership support, and coordinated services to ensure alignment of academic, behavioral, and attendance systems.

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 implementation and effectiveness of CSI efforts using:

- Academic performance data (Renaissance Star, Quarterly Assessment Reports)
- Chronic Absenteeism and attendance trend data
- School climate and SEL data (Panorama surveys)
- Disaggregated student group data

GCS data is reviewed quarterly by the site and district leadership teams to evaluate progress, inform adjustments, and ensure continuous improvement in student outcomes.

The above reflections directly informed the development of the district's goals and actions, which are designed to accelerate academic achievement, strengthen engagement systems, and address persistent disparities for identified student groups while building long-term system coherence across all schools.

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 2026, where questions and comments were encouraged from all attendees. At the subsequent LCAP Adoption Board Meeting also in June of 2026, 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	On March 6th, 2026 GFUSD consulted with the Kern County Superintendent of Schools Special Education Local Plan Area (SELPA) team to seek input regarding the development of the 2026-2027 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 January 22, 2026, 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 21, 2026) 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 2025-26 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 with 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 thirteen schools (approximately 20-30 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 Educational Partner 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 20, 2025 February 3rd , and May 13th 2026 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 2025–26 school year, the DAC played an active role in reviewing and providing input on the LCAP. Meetings were held on November 6, February 26 (which included a presentation of the LCAP Mid-Year Report), and May 21, all at 9:00 AM in the District Office Boardroom. During the May 21, 2026 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 6, February 26 (which included a bilingual presentation of the LCAP Mid-Year Report), and May 21. At the May 22, 2026 meeting, members engaged in a thorough review of the Draft 2026–27 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 2025–26 school year, the district maintained a consistent, multi-layered consultation process to engage all educational partners in the development of the LCAP. Across all partner groups, feedback reflected strong alignment with the district’s focus on student achievement, safety, inclusive learning environments, and access to opportunities students might not otherwise experience. At the same time, a clear and consistent message emerged: while the district’s direction is supported, continued attention is needed to strengthen consistency, clarity, and capacity across systems to ensure effective implementation at all school sites. This feedback directly informed the refinement of LCAP goals, actions, and resource allocation, particularly within Goals 1 and 2.

Educational partners consistently affirmed the strength of relationships across the district, with teachers, classified staff, and administrators described as supportive, responsive, and committed to student success. Parents and students similarly reflected positively on school climate, noting that students feel welcomed, supported, and connected to their school communities. Students, in particular, demonstrated a strong awareness of district efforts, identifying improvements in facilities, access to programs, and enrichment opportunities as meaningful enhancements to their daily experience. Investments in music, physical education, instructional technology, and field trips were consistently identified as valuable and should be sustained, with students emphasizing that these opportunities provide access to experiences that might not otherwise be available. This feedback directly informed the continuation and prioritization of actions within Goals 2 and 3 focused on expanding access to enrichment opportunities, strengthening student engagement, and promoting a sense of belonging. For example, the district prioritized actions supporting expanded access to music, physical education, and field trip opportunities, ensuring that all students have access to enrichment experiences regardless of background, with participation rates and student feedback used to monitor impact.

Alongside these strengths, educational partners across all groups identified the need to strengthen systemwide consistency, particularly in the implementation of behavior systems. Teachers, administrators, and classified staff expressed support for PBIS while noting that inconsistent expectations and responses across classrooms and sites reduce effectiveness and create confusion for students. This feedback reinforced the need to strengthen Tier 1, Tier 2, and Tier 3 systems and ensure that expectations are consistently understood and applied across all roles and school sites. This feedback directly informed actions within Goal 2 to strengthen PBIS implementation, including increased professional learning, clearer expectations, and more consistent systems across school sites. Specifically, the district refined the behavior system and implementation through targeted professional development and aligned expectations across sites, with effectiveness monitored through suspension data and survey results.

Similarly, educational partners emphasized the importance of safety and supervision as foundational conditions for learning. Concerns regarding coverage during arrival, recess, lunch, and dismissal, as well as the need for clear supervision structures and safety supports, informed continued investment in campus supervision systems, safety personnel, and School Resource Officers. These concerns directly informed actions within Goal 2 related to student safety, supervision, and school climate. As a result, the district expanded supervision structures and safety personnel support, with ongoing monitoring through student, staff, and parent perception data related to school safety and campus climate.

A consistent theme across staff and district leadership feedback was the need to strengthen staffing capacity and support systems to better meet the increasing complexity of student needs. Teachers and administrators noted that current staffing structures, including paraprofessionals and intervention supports, do not always fully align with the needs of students with disabilities, behavioral challenges, or significant academic gaps. Classified staff similarly emphasized their role as essential contributors to student safety and support, while identifying the need for role-specific training and consistent expectations across all staff groups. This feedback directly informed continued investment in paraprofessionals, Behavioral Intervention Aides, intervention supports, and expanded student services. These priorities are reflected in Goal 1 and Goal 2 actions focused on targeted academic intervention, student support services, and inclusive practices. This includes the expansion of paraprofessional and Behavioral Intervention Aide (BIA) support to better align staffing structures to student needs, with progress monitored through student growth data, intervention effectiveness, and service delivery metrics.

Educational partners also emphasized the importance of practical, role-specific professional learning and clear communication systems. Staff across roles identified communication and collaboration as critical system inputs, noting the need for improved alignment between teachers, classified staff, and administrators. In addition, both staff and administrators highlighted the need to improve clarity and accessibility of the LCAP itself, noting that the length and complexity of the plan can limit engagement and understanding. This feedback directly informed actions within Goal 1 focused on professional development, instructional coaching, and strengthening Professional Learning Communities, as well as efforts to improve communication and accessibility of district systems. These actions include targeted professional learning and coaching cycles designed to improve instructional consistency, with effectiveness monitored through classroom observation data, PLC artifacts, and student performance trends.

Parents and community members reinforced many of these themes while also identifying operational systems that impact daily student and family experience. The most consistent concern across parent and District Advisory Committee feedback was traffic, parking, and drop-off and pick-up procedures. This feedback informed continued collaboration and planning to improve traffic flow, supervision, and safety procedures as part of Goal 2 actions related to safe and supportive school environments. These efforts include coordination with site leadership and community partners to improve procedures and supervision, with ongoing monitoring through safety reports and stakeholder feedback.

Parents also emphasized the importance of clear communication, well-organized events, and accessible opportunities for engagement. In addition, families highlighted the need for continued attention to student safety, anti-bullying efforts, and supervision, as well as expanded academic supports, including tutoring and clearer communication of student progress throughout the school year. This input directly informed actions within Goals 1, 2, and 3 focused on family engagement, communication systems, and expanded academic support for students. For example, the district strengthened communication systems and access to academic supports, including improved progress monitoring and family outreach practices, with effectiveness measured through attendance data, academic progress indicators, and parent feedback surveys.

Student feedback provided additional insight into the importance of daily learning conditions, emphasizing the need for safe, functional, and comfortable environments. Students consistently identified access to clean restrooms, working water fountains, shaded seating areas, and well-maintained outdoor spaces as essential to their ability to focus and participate in learning. This feedback informed continued investment in facilities, maintenance, and student-centered campus improvements within Goal 2. These improvements are monitored through facilities work order systems and student feedback regarding campus conditions.

Students also expressed interest in expanded opportunities for clubs, athletics, and academic support, as well as improved cafeteria options and continued access to enrichment experiences. In addition, students emphasized the importance of communication and visibility of district efforts, noting that while many improvements have been made, not all students are aware of ongoing projects or timelines. This feedback directly informed actions within Goals 2 and 3 to expand student engagement opportunities, extracurricular programs, and communication of district initiatives. Participation data and student feedback are used to monitor the effectiveness of these expanded opportunities. Input from advisory groups further informed the development of the LCAP. Feedback from the District Advisory Committee emphasized the importance of transparency, communication, and equitable access to student opportunities, including enrichment programs such as music and field trips. This feedback directly informed Goal 3 actions focused on equitable access and communication.

Feedback from the District English Learner Advisory Committee focused on the need for clear and accessible communication regarding eligibility for services and supports, particularly related to socioeconomic disadvantage and English learner programs. This input directly informed actions within Goal 1 related to strengthening instructional support and access for English Learners, Goal 2 actions focused on improving communication and engagement systems, and Goal 3 actions aimed at increasing equitable access to programs and services for students and families. These actions include improved communication of program eligibility and services, with effectiveness monitored through English Learner progress data and family engagement metrics.

Consultation with the Special Education Local Plan Area further emphasized the importance of aligning academic, behavioral, and support systems to effectively serve students with disabilities. Data reviewed through Continuous Improvement Model guidance and Root Cause Analysis identified areas of need, including Orange status in English Language Arts and Red status in Mathematics, reinforcing the need for targeted interventions, strengthened inclusive practices, and improved access to grade-level content. This feedback directly informed Goal 1 actions focused on strengthening Tier 1 instruction, targeted interventions, and inclusive practices for students with disabilities. Progress is monitored through academic performance data and access to grade-level instruction indicators for students with disabilities.

Certificated staff provided additional targeted feedback aligned to LCAP goals, affirming strengths in instructional programs, curriculum adoption, and teacher support systems, while identifying the need for expanded access to instructional resources, continued refinement of intervention structures, and clarity in support roles. Classified staff reinforced the importance of consistent implementation of behavior systems and highlighted the positive impact of initiatives such as the “Bus Marshal” pilot program in supporting student safety and school climate. This feedback informed continued refinement of actions within Goals 1 through 3 related to instructional supports, intervention systems, and student safety. These refinements are monitored through behavioral data specific to transportation, academic outcomes, and feedback from staff and students.

Educational partner engagement specific to Greenfield Community School remained focused on strengthening systems that support student engagement and attendance. With the school identified for Comprehensive Support and Improvement due to chronic absenteeism, feedback emphasized the importance of relationship-based supports, mentorship structures, and coordinated academic, behavioral, and social-emotional services. Educational partners consistently noted that improving attendance is closely tied to students feeling connected, supported, and engaged in meaningful learning experiences. This input directly informed Equity Multiplier-aligned actions within Goal 2 focused on attendance, engagement, and targeted support for students with the greatest needs. These efforts are monitored through chronic absenteeism data, engagement indicators, and student support outcomes.

Across all educational partner groups, feedback reflects a system that is aligned in purpose and direction, with a clear opportunity to strengthen coherence, consistency, and capacity to ensure that district priorities are implemented effectively across all schools. This collective input directly informed the development and refinement of LCAP actions, with educational partner input playing a central role in shaping the district's priorities, resource allocation, and actions, ensuring alignment between identified needs and planned strategies.

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
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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.	2025-2026 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%
1.2	Based on instructional materials counts in	2023-2024 Baseline Data:	2024-2025 Data (B) 100% of students district	2025-2026 Data (B) 100% of students district	(B) 100% of students district wide have access	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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.	(B) 100% of students district wide have access to standards aligned instructional materials.	wide have access to standards aligned instructional materials.	wide have access to standards aligned instructional materials.	to standards aligned instructional materials.	
1.3	Based on an evaluation using a rubric within the Facilities Inspection Tool (FIT). (1C) School facilities are maintained and in good repair as per (local data) FIT Reports.	2023-2024 Baseline Data: (C) "Good Repair" Status for all school sites.	2024-2025 Data (C) "Good Repair" Status for all school sites.	2025-2026 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.	2025-2026 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
1.5	Based on % of English learners.	2023-2024 Baseline Data: (B)	2024-2025 Data: (B)	2025-2026 Data: (B)	(B) Maintain: 100% of English learners will have access to	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(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.	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.	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.	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.	CCSS and ELD Standards.	
1.6	Based on Distance from Standard (DFS) on the California School Dashboard. Priority 4: Student Achievement (4A) Student performance on 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) Students with Disabilities: -110.7 (red) African American: -49.9 (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)	2025-2026 (from 2024-2025 school year) ELA: DFS All Students: -22.1 (orange) English Learner: -44.3 (yellow) Long Term EL: -93.2 (red) Foster Youth: -70.2 (red) Homeless / McKinney Vento: -60.9 (orange) Socioeconomically Disadvantaged: -24.3 (orange) Students with Disabilities: -124.1 (red)	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) Students with Disabilities: -65.7 (yellow) African American: -19.9 (yellow/green)	2025-2026 Data (from 2024-2025 School year): ELA: DFS All Students: increased 1.7 (orange) English Learner: increased 18.1 (yellow) Long Term EL: Increased 8.4 (orange) Foster Youth: decreased 5.6 (red) Homeless / McKinney Vento: increased 4.1 (orange) Socioeconomically Disadvantaged:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		See the attached LCAP Addendum for lowest performing student group information.	African American: - 60.4 (orange) See the attached LCAP Addendum for lowest performing student group information.	African American: - 53.4 (orange) See the attached LCAP Addendum for lowest performing student group information.		increased 1.6 (orange) Students with Disabilities: declined 13.4 (red) African American: decreased 3.5 (orange)
		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.	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) African American: - 102.2 (red) See the attached LCAP Addendum for lowest performing student group information.	Math: DFS All Students: -60.0 (yellow) English Learner: - 74.6 (orange) Long Term EL: - 154.7 (red) Foster Youth: - 102.4 (red) Homeless / McKinney Vento: - 95.4 (red) Socioeconomically Disadvantaged: - 62.0 (orange) Students with Disabilities: -156.5 (red) African American: - 88.3 (orange) See the attached LCAP Addendum for lowest performing student group information.	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)	Math: DFS All Students: increased 6.3 (yellow) English Learner: increased 16.7 (yellow) Long Term EL: increased 10.5 (orange) Foster Youth: decreased 14.1 (red) Homeless / McKinney Vento: increased 5.3 (red) Socioeconomically Disadvantaged: increased 6.6 (orange) Students with Disabilities: decreased 11.2 (red) African American: increased 11.6 (yellow)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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: 27.57% English Learner: 2.75% Long Term EL: 0% Foster Youth: 8.77% Homeless / McKinney Vento: 16.19% Socioeconomically Disadvantaged: 19.32% Students with Disabilities: 6.21% African American: 23.81%	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%	Science: (Met/Exceeded %) All Students: decreased 2.61% English Learner: increased 4.3% Long Term EL: No Difference Foster Youth: increased .03% Homeless / McKinney Vento: increased 3.15% Socioeconomically Disadvantaged: increased 7.56% Students with Disabilities: increased 2.49% African American: increased 9.65%
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	NA
1.8	(4C) Percentage of students who have successfully completed courses that satisfy the	NA	NA	NA	NA	NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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.					
1.9	(4D) Percentage of students who have successfully completed both types of courses described above in (B and (C).	NA	NA	NA	NA	NA
1.10	Based on % of English learners making at least one level of growth via ELPAC. (4E) Percentage of English learner students who make progress toward English proficiency as measured by the English Language Proficiency Assessment for California via the CA School Dashboard. (4F) Percentage of English learner students who make progress toward English proficiency for Long Term English Learners as measured by the	2023-2024 Baseline Data: (E) 52.6% (yellow) of students made progress toward English proficiency See the attached LCAP Addendum for lowest performing student group information.	2024-2025 Data: (from 2023-2024 school year): (E) 47.2% (orange) of students made progress toward English proficiency See the attached LCAP Addendum for lowest performing student group information. (F) Establishing Baseline. LTEL 53.5 (orange)	2025-2026 Data (from the 2024-2025 school year) (E) 48% (yellow) of students made progress toward English proficiency See the attached LCAP Addendum for lowest performing student group information. (F) (from 2024-2025 school year) LTEL 55.5% (green)	(E) 57% (yellow/green) of students will have made progress toward English proficiency. (F) LTEL: 75% (yellow/green) of students will have made progress toward English proficiency.	(E) decreased 4.6% (orange) (F) Increased 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	English Language Proficiency Assessment for California via the CA School Dashboard.					
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.	2024-2025 Data: (from 2023-2024 school year): 16.15% of students were reclassified.	2025-2026 Data (from the 2024-2025 school year)a 15.99% of students were reclassified.	18% of students will be reclassified.	Increased 1.69%
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	NA
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	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	2023-2024 Baseline Data: (A) 100% of students (grades 1st -8th) have access to the following courses: English language arts, mathematics, social science/history,	2024-2025 Data: (A) 100% of students (grades 1st -8th) have access to the following courses: English language arts, mathematics, social science/history,	2025-2026 Data (A) 100% of students (grades 1st -8th) have access to the following courses: English language arts, mathematics, social science/history,	(A) Maintain 100% of students (grades 1st -8th) will have access to the following courses: English language arts, mathematics, social science/history,	(A) No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	6 and/or the adopted course of study for grades 7-12, as applications as measured by (local data) master schedules.	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	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	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	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	
1.15	Based on % of students who have access to a broad course of study. (7B) programs and services developed and provided to low income, English learner, and foster youth as measured by (local data) master schedules.	2023-2024 Baseline Data: (B) 100% of English learners are provided with designated and integrated English learner instruction. All low-income, English learner and foster youth pupils have access to a Multi-Tiered System of Support, and are given for extended day programs. The YES program is offered to all foster youth at all three middle schools sites.	2024-2025 Data: (B) 100% of English learners are provided with designated and integrated English learner instruction. All low-income, English learner and foster youth pupils have access to a Multi-Tiered System of Support, and are given for extended day programs. The YES program is offered to all foster youth at all three middle schools sites.	2025-2026 Data (B) 100% of English learners are provided with designated and integrated English learner instruction. All low-income, English learner and foster youth pupils have access to a Multi-Tiered System of Support, and are given for extended day programs. The YES program is offered to all foster youth at all three middle schools sites.	(B) Maintain 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.	(B) No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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).	2025-2026 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. 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% Students with Disabilities: 92.1% African American: 92.3%	2024-2025 Baseline Data: (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%	2025-2026 Data (A) All Students: 93.9% English learner: 94.1% Long Term EL 93.5% Foster Youth: 94% Homeless / McKinney Vento: 91.6% Socioeconomically Disadvantaged: 94% Students with Disabilities: 92.8% African American: 91.8%	(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 .3% English learner: increased .2% LTEL: increased 2.1% Foster Youth: Increased 1.4% Homeless / McKinney Vento: increased 1.1% Socioeconomically Disadvantaged: increased .4% Students with Disabilities: increased .6% African American: decreased .5%
1.18	Based on count of school days missed.	2023-2024 Baseline Data:	2024-2025 Data:	2025-2026 Data	(B)	(B)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(5B) Chronic Absenteeism rates as measured by the CA School Dashboard	(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)	(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)	(from 2024-2025 school year): (B) All Students: 19.3% (yellow) English Learner: 16.9% (yellow) Long Term EL: 23.8% (orange) Foster Youth: 24.1% (orange) Homeless / McKinney Vento: 35.3% (red) Socioeconomically Disadvantaged: 19.8% (yellow) Students with Disabilities: 28.4% (yellow) African American: 31.4% (red) See the attached LCAP Addendum for lowest performing student group information.	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)	All Students: decreased 5.9% (yellow) English learner: decreased 5.8% (yellow) Long Term EL: decreased 2.2% (orange) Foster Youth: increased 1.3% (red) Homeless / McKinney Vento: decreased 12.7% (red) Socioeconomically Disadvantaged: decreased 5.9% (yellow) Students with Disabilities: decreased 5.2% (yellow) African American: decreased 2.2% (red)
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)	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)	2025-2026 Data (from 2024-2025 school year) (A) All Students: 1.5% (green) English Learner: 0.8% (green) Long Term EL: 3.0% (green)	(A) All Students: .75% (yellow/green) English learner: .75% (yellow/green) Long Term EL: 1% (yellow/green)	(A) All Students: increased .3% (green) English learner: No difference (green) Long Term EL: declined 2.7% (green)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless / McKinney Vento: 1.7% (green) Socioeconomically Disadvantaged: 1.3% (yellow) Students with Disabilities: 2.5% (yellow) African American: 4.0% (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)	Foster Youth: 8.2% (red) Homeless / McKinney Vento: 1.4% (green) Socioeconomically Disadvantaged: 1.6% (green) Students with Disabilities: 2.6% (green) African American: 5.2% (yellow) 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 5.1% (red) Homeless / McKinney Vento: decreased .3% (green) Socioeconomically Disadvantaged: increased .3% (green) Students with Disabilities: increased .1% (green) African American: increased 1.2% (yellow)
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	2025-2026 Data NexGen Math: Unique students that have used the platform: 3,000 Unique teachers that have used the platform: 53 Total student logins to the platform: 201,840 Total teacher logins to the platform: 6,689	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	NexGen Math: Unique students that have used the platform: decreased 81 Unique teachers that have used the platform: decreased 4 Total student logins to the platform: increased 22,142 Total teacher logins to the platform: increased 421

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.)	(This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)
1.21	Based on a count of student and teacher logins of academic software. Priority 8: (Local data 1.1) Implementation Metric: Monitoring usage statistics to inform system decisions.	2023-2024 Baseline Data: Lexia Power Up Unique students that have used the platform: 3,115 Unique teachers that have used the platform: 55 Total student logins to the platform: 13,131 Total teacher logins to the platform: 119	2024-2025 Data: Lexia Power Up Unique students that have used the platform: 3,195 Unique teachers that have used the platform: 52 Total student logins to the platform: 10,662 Total teacher logins to the platform: 55	2025-2026 Data Lexia Power Up Unique students that have used the platform: 3,125 Unique teachers that have used the platform: 60 Total student logins to the platform: 12,000 Total teacher logins to the platform: 89	Maintain: Lexia Power Up Unique students that have used the platform: 3,115 Unique teachers that have used the platform: 55 Total student logins to the platform: 13,131 Total teacher logins to the platform: 119 (This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)	Lexia Power Up Unique students that have used the platform: increased 10 Unique teachers that have used the platform: increased 5 Total student logins to the platform: decreased 1131 Total teacher logins to the platform: decreased 30 (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
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 the needs of the teacher candidates." (A) Mentor perceptions (B) Teacher Candidate perceptions	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 GFUSD Induction Program supports their development as a new teacher.	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% state that the GFUSD Induction Program supports their development as a new teacher.	2025-2026 Data (RENEE NEED NUMBERS) (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 GFUSD Induction Program supports their development as a new teacher.	(A) Mentors: Maintain 100% state that the G-TIP Program is responsive to the needs of the teacher candidates. (B) Teacher Candidates: 100% will state that the GFUSD Induction Program supports their development as a new teacher.	(A) No Difference (B) No Difference
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.	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%	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%	2025-2026 Data (A) STAR Reading: All Students: 33% English learner: 11% Long Term EL: 7% Foster Youth: 12.9% Homeless / McKinney Vento: 23.4% Socioeconomically Disadvantaged: 32% Students with Disabilities: 5%	(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%	(A) STAR Reading: All Students: increased 2.94% English learner: increased 2% LTEL: increase 4% Foster Youth: increased .7% Homeless / McKinney Vento: increased .7% Socioeconomically Disadvantaged: increased 2.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(A) Reading (B) Math	(B) STAR Math: All Students: 23.7% English learner: 11.13% Foster Youth: 7.7% Homeless / McKinney Vento: 12.23% Socioeconomically Disadvantaged: 23.4% Students with Disabilities: 6.02% African American: 15.78%	Students with Disabilities: 5.33% African American: 23.17% (B) STAR Math: All Students: 23.85% English learner: 11.92% 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%	African American: 21% (B) STAR Math: All Students: 27% English learner: 15% Long Term EL: 5% Foster Youth: 8.1% Homeless / McKinney Vento: 12.93% Socioeconomically Disadvantaged: 26% Students with Disabilities: 8% African American: 16%	African American: 50% (B) STAR Math: All Students: 50% English learner: 15% LTEL: 10% Foster Youth: 20% Homeless / McKinney Vento: 35% Socioeconomically Disadvantaged: 50% Students with Disabilities: 20% African American: 50%	Students with Disabilities: increased .3% African American: decreased 3.24 (B) STAR Math: All Students: increased 3.3% English learner: increase 3.87% LTEL: increase 5% Foster Youth: increased .4% Homeless / McKinney Vento: increased .7% Socioeconomically Disadvantaged: increased 2.6% Students with Disabilities: increased 1.98% African American: increased .22%
1.24	Based on % of teachers with appropriate credential. Priority 8: (Local data 1.15) Implementation Metric: Monitoring credential status for Bilingual Authorization Spanish.	2023-2024 Baseline Data: (A) 100% (4 classrooms)	2024-2025 Data: (A) 100% (4 classrooms)	2025-2026 Data (A) 100% (4 classrooms)	(A) Maintain 100%	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(A) Rate of teachers teaching possessing the BAS teaching in Dual Language classrooms.					
1.25	Based on % first grade students at or above benchmark, on watch, and students in need of intervention as per 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	2023-2024 Baseline Data: (A) Winter Screening 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%	2024-2025 Data: (A) Discontinued this Metric Winter Screening 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	2025-2026 Data (A) Discontinued this Metric Winter Screening 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	(A) Winter Screening 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	Discontinued Metric

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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) 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..	NA	2024-2025 (BASELINE) Data (from 2023-2024 School year): (A) 3rd Grade - Well Developed: 8% 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%	2025-2026 Data (from 2024-2025 school year) (A) 3rd Grade - Well Developed: 9% 4th Grade - Well Developed: 14% 5th Grade - Well Developed: 8% 6th Grade - Well Developed: 33% 7th Grade - Well Developed: 17% 8th Grade - Well Developed: 3%	(A) 3rd Grade - Well Developed: 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	(A) 3rd Grade - Well Developed: increased .1% 4th Grade - Well Developed: decreased 13% 5th Grade - Well Developed: decreased 20% 6th Grade - Well Developed: increased 14% 7th Grade - Well Developed: increased 8% 8th Grade - Well Developed

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(B) 6th Grade - Well Developed: 17% 7th Grade - Well Developed: 15% 8th Grade - Well Developed: 15%	(B) 6th Grade - Well Developed: 37% 7th Grade - Well Developed: 23% 8th Grade - Well Developed: 5%	d: at least 30% (B) 6th Grade - Well Developed: at least 35% 7th Grade - Well Developed: at least 35% 8th Grade - Well Developed: at least 35%	decreased 8% (B) 6th Grade - Well Developed: increased 20% 7th Grade - Well Developed: increased 8% 8th Grade - Well Developed: decreased 10%
1.27	Based on % first grade students at or above benchmark as per 40th Percentile Renaissance Star State Benchmark Q3. (Replaces Metric 1.25)	NA	2024-2025 (BASELINE) All Students: 36% Low Income: 36% English Learner: 18% Foster/Homeless: 0%	2025-2026 Data All Students: 37% Low Income: 37% English Learner: 19% Foster/Homeless: 5%	All Students: at least 50% Low Income: at least 50% English Learner: at least 40%	All Students: increased 1% Low Income: increased 1% English Learner: increased 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 8: (Local data 1.5) Outcome Metric: Monitoring student projected proficiency in Reading % proficient.		Students with Disabilities: 8% African American: 28%	Students with Disabilities: 9% African American: 30%	Foster/Homeless: at least 40% Students with Disabilities: at least 40% African American: at least 50%	Foster/Homeless: increased 5% Students with Disabilities: increased 1% African American: increased 2%

Goal Analysis [2025-26]

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

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

In 2025–2026, implementation of Goal 1 continued focusing on strengthening a coherent, data-informed instructional system grounded in instructional quality, early identification of student needs, responsive intervention structures, and improved instructional decision-making across classrooms, grade levels, and school sites. Educational partner feedback consistently emphasized the importance of systems that provide earlier visibility into student learning, strengthen instructional responsiveness, and support more timely action aligned to identified student needs.

Across advisory committees, staff meetings, and school site engagements, educational partners affirmed the district’s continued investment in Quarterly Assessment Reports, Renaissance Star data, local progress monitoring systems, instructional coaching, intervention supports, English learner systems, early literacy implementation, mathematics and STEM programming. Educational partners described these systems as helping staff move beyond simply identifying learning gaps and toward deeper reflection about where growth is occurring, which instructional practices may be contributing to that growth, and how effective practices can be strengthened and scaled across the district.

Educational partner feedback also highlighted early literacy as an area of continued progress, particularly in the primary grades, where foundational reading skills are improving more rapidly than in previous years. At the same time, educational partners emphasized the need to continue strengthening mathematics systems and writing instruction, where implementation depth and consistency have not yet produced the level of systemwide impact desired by the district.

Implementation Status

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
1.14 STEM Pathways Initiative: Unlocking Potential for Students
1.16 Long Term English Learner Acceleration

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
1.15 Dual Language Immersion Initiative

For purposes of clearer analysis and stronger organizational coherence, Goal 1 implementation is organized into three interconnected instructional workstreams that together represent the district's operational framework for academic improvement in Year 3 of the LCAP cycle:

- Instructional Coherence, Data and Technology Systems, and Building Adult Capacity
- Literacy, Language, and Learning Access Systems
- Mathematics, STEM, and Future Readiness Systems

This structure preserves action-level accountability while recognizing that Goal 1 actions function together as a coordinated instructional system designed to identify student needs earlier, strengthen instructional responsiveness, improve implementation coherence, and accelerate student learning outcomes across the district.

Instructional Coherence, Data and Technology Systems, and Building Adult Capacity Workstream:

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

This workstream represents the adult-facing instructional framework of Goal 1. These actions strengthen instructional coherence across schools by integrating data systems, instructional technology, coaching structures, intervention coordination, and adult learning systems

designed to improve instructional responsiveness and student support districtwide.

During 2025–2026, the district continued strengthening its use of Renaissance Star Reading and Star Math data, Quarterly Assessment Reports, local progress monitoring systems, coaching cycles, Tiered Instructional Matrices, and intervention coordination processes. As implementation progressed, these structures became more embedded within districtwide and site-level improvement cycles. Administrators, Curriculum Specialists, Academic Coaches, intervention staff, and site teams increasingly used data to monitor progress, identify bright spots, examine areas of need, and support instructional adjustments.

A significant success was the continued refinement of the district's quarterly data-review process (1.4). Quarterly Assessment Reports became a more established tool for helping district and site leaders analyze student growth, proficiency movement, student group performance, and local gap closure patterns. These reports supported deeper conversations about where students were accelerating, where additional support was needed, and how instructional practices could be refined in response to student data.

The district also strengthened its use of local progress monitoring aligned to Level 3 proficiency. This allowed staff to identify students and student groups approaching proficiency earlier and make more timely instructional decisions. This work reflects the district's upstream approach of using data not only to describe outcomes, but to proactively identify where instructional adjustments may help prevent learning gaps from becoming more deeply established.

Assistant Principals (1.8) continued serving as key site-level leaders responsible for coordinating academic, behavioral, and social-emotional supports while aligning site-level practices with district priorities and implementation expectations. Their ongoing visibility and monitoring contributed to stronger coherence between district priorities and school-level implementation.

The Director of Assessment, LCAP, and District Special Projects (1.9) continued supporting system-level coherence through data analysis, quarterly presentations, LCAP alignment, and districtwide instructional planning. This role helped translate complex assessment data into more actionable information for administrators, coaches, and teachers while also supporting the district's continued identification and analysis of instructional bright spots demonstrating strong student growth, engagement, and learning outcomes across classrooms, grade levels, and school sites. A continued challenge remains the limitation of usable vendor data systems at the site level, requiring the district to develop more user-friendly systems for organizing, visualizing, and communicating actionable instructional data.

District Curriculum Specialists (1.10) continued providing targeted instructional and operational support across school sites through professional learning, intervention refinement, early literacy implementation, English learner support, and coaching systems. Academic Coaches (1.11) continued serving as site-based instructional leaders through coaching cycles, instructional modeling, collaborative data analysis, and support for instructional planning.

Action 1.1 supported this workstream through continued implementation of instructional technology tools such as Starfall, ESGI, Lexia, and PowerUp. These platforms functioned as districtwide supplemental instructional infrastructure supporting differentiated instruction, progress monitoring, intervention alignment, and targeted skill development across literacy and mathematics systems. Over time, staff increasingly integrated these tools into broader instructional and intervention systems rather than utilizing them solely as supplemental programs.

The district also continued implementing data-driven intervention support (1.12) through site-level intervention staff, progress monitoring

systems, and the ongoing identification of instructional bright spots demonstrating strong student growth and learning acceleration. Intervention support remained closely aligned to the district's MTSS framework through timely entry points, progress monitoring, coordinated supports, and clearer exit criteria. Continued refinement of data visualization tools strengthened the district's ability to monitor student progress, identify emerging patterns of effective instructional practice, and adjust supports more precisely across classrooms, grade levels, and school sites.

Beginning Teacher Integration and Support (1.2) further strengthened this workstream by supporting instructional stability and long-term teacher capacity. A total of 66 Beginning teachers, interns, and temporary-contract teachers continued receiving individualized mentoring (51 mentors), classroom observation support, coaching, and district-aligned professional learning designed to strengthen instructional practice and implementation consistency across classrooms.

Overall, implementation of this workstream continued strengthening during 2025–2026, with increasing evidence of instructional coherence, stronger data-use routines, improved coordination among district and site leaders, and increased integration of coaching and intervention systems. Ongoing challenges included implementation variability across classrooms and sites, staffing limitations, balancing professional learning with instructional continuity, and continuing to strengthen staff fluency with data systems so that instructional insights consistently translate into effective classroom action.

Literacy, Language, and Learning Access Systems Workstream

1.3 Enhancing English Learner Success

1.5 First Grade Reading Mastery Initiative

1.6 Literacy Advancement: Elevating District-Wide Skills and Support

1.13 School Libraries to Improve Engagement in Learning

1.15 Dual Language Immersion Initiative

1.16 Long Term English Learner Acceleration

This workstream represents how the district supports student access to learning through literacy, language development, biliteracy, foundational reading, writing, differentiated tools, and reading engagement. These actions are grouped together because they address the skills and supports students need to access grade-level learning and develop long-term academic independence.

During 2025–2026, the district continued strengthening literacy, language acquisition, biliteracy, foundational reading, and learning access systems through aligned assessments, intervention supports, multilingual instructional practices, literacy engagement opportunities, and expanded access to reading materials.

The district also continued strengthening foundational literacy systems through the use of Heggerty, CORE Phonics diagnostics, UFLI, STAR Reading, and early literacy progress monitoring. While Action 1.5 remained partially implemented due to the ongoing need for a clearer shared definition of first-grade reading proficiency, implementation efforts reflected stronger alignment between assessment, instruction, and targeted support. Educational partners identified early literacy as one of the district's strongest areas of growth, particularly in the primary grades.

School libraries (1.13) continued serving as important literacy hubs across all sites. Librarians supported students through targeted

programs, reading activities, and access to diverse and culturally relevant texts. These efforts helped increase access to literacy materials and strengthen student engagement with reading beyond the classroom.

The district also continued implementing Thinking Maps and Write from the Beginning and Beyond as part of its literacy advancement work (1.6). While foundational training structures remained in place for newly hired teachers, including beginning-of-year training and follow-up professional development, implementation depth and consistency varied across classrooms and school sites. We have successfully scaled Thinking Maps and Write from the Beginning and Beyond across the entire district. However, full implementation is ongoing as we actively identify a consistent method to monitor and track student writing progress.

English learner support (1.3) continued through bilingual program assistants at school sites, professional development in ELD strategies, expanded use of Ellevation, EL bootcamp and additional classified staff training focused on English learner support. During 2025–2026, sites serving grades 3–8 were required to implement EL bootcamp. Several sites extended these supports into the primary grades. This reflected growing site-level ownership of language development and recognition that earlier support may strengthen long-term English learner outcomes.

Action 1.16 strengthened support for Long-Term English Learners and English Learners at risk of becoming LTELs through targeted monitoring, after-school intervention, ELPAC-focused training, and greater integration of LTEL data into quarterly data review cycles. Sites identified students for intervention support and began after-school services as early as November, with districtwide implementation required by January. A continued challenge was transportation, which limited consistent participation for some students in after-school intervention.

The Dual Language Immersion (1.15) program continued its phased implementation through the addition of three first-grade classrooms and continued planning for future grade levels. Implementation included professional learning in partnership with the Center for Teaching for Biliteracy, development of biliteracy instructional units, release time for collaborative planning, training for future second-grade DLI teachers, classroom learning walks, and preparation for LAS LINKS as an annual language assessment. The district also began using Renaissance Star to monitor Spanish literacy, English literacy, and mathematics for DLI students. While implementation continued as designed, the action remained partially implemented due to the program's multi-year rollout and ongoing challenges in recruiting and retaining qualified bilingual educators.

Overall, implementation of this workstream showed meaningful progress, particularly in foundational literacy, English learner monitoring, and biliteracy system development. Ongoing challenges included variability in classroom implementation, the need for clearer writing benchmarks and progress monitoring, the need for stronger alignment in designated and integrated ELD practices, transportation barriers for LTEL intervention, and staffing challenges connected to DLI expansion.

Mathematics, STEM, and Future Readiness Systems Workstream

1.7 Empowering Math Excellence: Targeted Support for Students

1.14 STEM Pathways Initiative: Unlocking Potential for Students

This workstream represents the district's work to strengthen mathematical reasoning, problem-solving, STEM engagement, science instruction, and future-ready academic skills. These actions are grouped together because they support student development in quantitative reasoning, conceptual understanding, inquiry, innovation, and applied learning.

During 2025–2026, the district continued implementing key components of its mathematics support program (1.7), including professional development, digital platforms, intervention opportunities, and instructional strategies such as Number Talks. The district also expanded mathematics intervention opportunities outside of the instructional day to provide additional targeted support for students.

As implementation progressed, the district engaged a team of educators in a comprehensive mathematics curriculum review process for the 2026–2027 school year. The goal of this process was to identify a high-quality, research-based mathematics program aligned to the California Mathematics Framework and High Quality Instructional Materials standards. This process was intended to strengthen instructional consistency, improve professional learning structures, and better support intervention and Tier 1 mathematics instruction across the system.

The district also identified a need for additional support in Transitional Kindergarten mathematics instruction. While TK classrooms currently utilize the Preschool Foundations as a core resource, student outcome analysis shows that supplemental supports are needed to strengthen early number sense and build a stronger mathematical foundation in the primary grades.

STEM implementation continued through PLTW, robotics, coding, science fair participation, classroom project support, and Science Nights at elementary and middle school sites. During 2025–2026, Action 1.14 was fully implemented as planned, with all teachers participating in required science training focused on California Science Standards, instructional resources, vertical alignment, and increasing teacher confidence with science content and delivery.

This workstream remains an emerging area of district acceleration. While implementation structures are in place and developing, mathematics outcomes remain below desired levels, and STEM programming has not yet demonstrated clear measurable academic impact as it is intertwined through literacy, math, ELD, and science. Focused improvement efforts are still needed to strengthen Tier 1 mathematics instruction, establish clearer STEM outcome measures, and improve implementation consistency across classrooms and school sites.

Overall Implementation Reflection

Overall, Goal 1 implementation reflected continued progress toward a more coherent and aligned instructional system. The majority of actions were fully implemented, with partial implementation primarily connected to phased rollouts, instructional pacing, implementation variability, and the need for deeper integration across classrooms and school sites.

The three workstreams reflect different outcomes with interconnected parts of the district’s academic improvement and achievement system. The first workstream strengthened the adult capacity, data systems, leadership structures, coaching, and intervention processes needed to support instructional coherence. The second workstream strengthened student access to literacy, language development, biliteracy, and foundational learning. The third workstream continued developing the district’s mathematics, STEM, and future readiness systems, while also identifying areas requiring additional acceleration and refinement.

The district will continue refining the system to ensure that implementation leads not only to growth, but to stronger consistency, acceleration, and 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 difference between the planned expenditures of \$13,204,849 and the estimated actual expenditures of \$12,946,887 was approximately \$257,962, or about 2% of the goal budget. This variance was primarily related to staffing adjustments, timing differences in implementation, and minor expenditure shifts across actions and services during the 2025–26 school year. Overall, expenditures remained closely aligned to the actions and services originally planned within Goal 1, and the variance did not significantly impact the district's ability to implement the goal as intended.

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

In 2025–2026, the effectiveness of Goal 1 actions reflected a district system that is continuing to strengthen instructional coherence, progress monitoring, coordinated student supports, and the use of local data to improve student outcomes through more aligned instructional practices and responsive intervention systems.

Local assessment and Dashboard data demonstrated gradual academic improvement across multiple measures. Compared to baseline performance levels, STAR Reading proficiency increased approximately 2.94% for all students, while STAR Math proficiency increased approximately 3.3%. English Learners also demonstrated academic growth compared to baseline, including approximately 2% improvement in reading proficiency and approximately 3.87% improvement in mathematics proficiency. African American students also demonstrated meaningful improvement in Dashboard performance compared to the prior year, with ELA DFS improving 7 points and mathematics DFS improving 13.9 points, suggesting stronger academic growth trends within this student group.

Distance from Standard (DFS) also improved in both ELA and mathematics. Districtwide ELA DFS improved from -24.8 to -22.1, while Math DFS improved from -63.8 to -60.0. English Learners demonstrated particularly strong DFS improvement, with ELA improving from -56.5 to -44.3 and mathematics improving from -84.2 to -74.6. Socioeconomically Disadvantaged students also demonstrated improvement in both content areas, with ELA DFS improving from -25.7 to -24.3 and mathematics DFS improving from -64.7 to -62.0. Students with Disabilities demonstrated stabilization in both ELA and mathematics performance, maintaining ELA DFS at -124.1 and maintaining mathematics DFS at -156.5 following the prior year decline, suggesting that while substantial performance gaps remain, academic regression was largely prevented during the reporting period.

Local Renaissance Star data further contextualized these outcomes. Screening participation remained relatively consistent across assessment windows, supporting the district's ability to monitor trends, identify areas demonstrating evidence of growth, and provide earlier instructional support where needed. Reading proficiency on the STAR Benchmark increased over multiple years from approximately 28.7% to 34.6%, while STAR Math proficiency increased from approximately 19.6% to 28.1%.

Student Growth Percentile trends indicate that students are making typical to above-typical growth in reading and mathematics, even where proficiency has not yet been reached. Local gap closure analysis aligned to Level 3 proficiency expectations also demonstrated continued movement toward proficiency. In reading, the districtwide gap closure trend improved from approximately -76 at baseline to approximately -39 by Quarter 3. In mathematics, the gap improved from approximately -87 to approximately -46 over the same period. Dashboard Growth data further reflected these trends, with 71.5% of students improving their ELA performance from the prior year and 68.3% improving in mathematics. English Learners demonstrated particularly strong growth patterns, with 74.4% improving in ELA and 70.1% improving in

mathematics, while Socioeconomically Disadvantaged students demonstrated accelerated ELA growth and average mathematics growth.

Student engagement indicators also improved. Compared to baseline levels, chronic absenteeism decreased from 25.2% to 19.3% districtwide, attendance improved across multiple student groups, and suspension rates declined from 2.0% to 1.5% compared to the prior year. Chronic absenteeism also improved for several unduplicated student groups, including English Learners, whose chronic absenteeism rate declined from 18.7% to 16.9%, Socioeconomically Disadvantaged students, whose rate declined from 21.5% to 19.8%, and Students with Disabilities, whose chronic absenteeism declined from 31.7% to 28.4%. Suspension rates also declined from the prior year for multiple student groups, including African American students, Students with Disabilities, Homeless students, and Long-Term English Learners.

At the same time, effectiveness remains uneven across student groups and content areas. Foster Youth experienced declines in both ELA and mathematics, English Learner progress toward English proficiency declined from 52.6% to 48%, and mathematics performance remains substantially below standard across multiple student groups, particularly Students with Disabilities. Homeless students also continued demonstrating significant academic and engagement challenges, including ELA DFS at -60.9, mathematics DFS at -95.4, and chronic absenteeism remaining high at 35.3%. Foster Youth continued demonstrating some of the district's most significant academic needs, including ELA DFS declining to -70.2 and mathematics DFS declining to -102.4. These results reveal that while district systems are producing measurable growth, additional acceleration and greater consistency are needed to ensure stronger and more equitable outcomes.

Action Effectiveness Classification

Effective Actions

- 1.1 Academically Centered Technology Support Software
- 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

Partially Effective Actions

- 1.3 Enhancing English Learner Success
- 1.5 First Grade Reading Mastery Initiative
- 1.7 Empowering Math Excellence
- 1.14 STEM Pathways Initiative
- 1.16 Long Term English Learner Acceleration
- 1.6 Literacy Advancement: Writing
- 1.15 Dual Language Immersion Initiative

To evaluate the impact of Goal 1 with greater precision and organizational coherence, the effectiveness of progress is analyzed through the lens of the same three interconnected instructional workstreams that define the district's operational framework for academic improvement in Year 3 of the LCAP cycle:

- Instructional Coherence, Data and Technology Systems, and Adult Capacity
- Literacy, Language, and Learning Access Systems
- Mathematics, STEM, and Future Readiness Systems

This evaluative structure recognizes both the specific outcomes of individual actions and the collective impact of how these actions function together as a coordinated instructional system. Through this approach, the district is better able to evaluate whether instructional systems are improving responsiveness, strengthening implementation coherence, identifying student needs earlier, and accelerating student learning outcomes across the district.

Instructional Coherence, Data and Technology Systems, and Building Adult Capacity Workstream

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

This workstream was effective in strengthening instructional coherence, data-informed decision-making, adult capacity, and intervention responsiveness across the district. Collectively, these actions supported earlier identification of student needs, more timely instructional adjustments, and stronger alignment between district priorities and site-level implementation.

The impact of this work is reflected across multiple districtwide indicators, including ELA DFS improvement from -24.8 to -22.1, Math DFS improvement from -63.8 to -60.0, STAR Reading proficiency increasing from approximately 32.75% to 33%, and STAR Math proficiency increasing from approximately 23.85% to 27%. Improvement trends were also evident across several unduplicated student groups and historically underperforming student groups. English Learners demonstrated particularly strong academic growth, with ELA DFS improving from -56.5 to -44.3 and mathematics DFS improving from -84.2 to -74.6. African American students also demonstrated meaningful improvement, with ELA DFS improving 7 points and mathematics DFS improving 13.9 points. Socioeconomically Disadvantaged students demonstrated continued improvement in both ELA and mathematics, while Students with Disabilities demonstrated stabilization in academic performance, suggesting district systems are helping reduce regression while strengthening access to instructional and intervention supports. In addition, Student Growth Percentile trends and local gap closure data illustrate the fact that students are moving closer to proficiency over time, even where overall proficiency levels remain below district goals. Dashboard Growth data further reflected these trends, with 71.5% of students improving in ELA and 68.3% improving in mathematics from the prior year. English Learners demonstrated particularly strong growth patterns, with 74.4% improving in ELA and 70.1% improving in mathematics.

Action 1.1 strengthened differentiated instruction, intervention alignment, progress monitoring, and targeted skill development across literacy and mathematics systems through the district's continued use of instructional technology tools. These systems expanded staff access to timely student performance information and increased opportunities for more precise instructional support.

Through Action 1.4, the district's use of Renaissance Star, Quarterly Assessment Reports, and local progress monitoring systems strengthened staff capacity to identify student needs earlier and make more timely instructional adjustments. Consistent screening participation across assessment windows further improved the reliability and usefulness of these systems for monitoring student progress and instructional responsiveness.

Assistant Principals, through Action 1.8, continued strengthening site-level leadership through monitoring Tiered Instructional Matrices and coordinating academic, behavioral, and social-emotional supports. Improvements in chronic absenteeism and suspension rates suggest stronger student engagement and improved conditions for learning that support academic progress.

Action 1.9 strengthened coherence between district priorities, site-level implementation, and instructional decision-making through centralized data analysis, quarterly reporting structures, and system-level planning support. These efforts improved communication of districtwide trends and strengthened consistency in data analysis across schools.

District Curriculum Specialists supported instructional alignment, professional learning, intervention refinement, and foundational literacy implementation through Action 1.10, contributing to stronger implementation of district instructional priorities and increased support for teachers and site-based instructional teams.

Academic Coaches, through Action 1.11, strengthened classroom instructional practices through coaching cycles, instructional modeling, collaborative data analysis, and instructional planning support. Local growth trends in reading and mathematics suggest that increased attention to instructional consistency and student performance data contributed to measurable academic improvement.

Intervention systems under Action 1.12 became increasingly aligned to data-informed decision-making, progress monitoring, and timely student support structures. Year-over-year gains for English Learners in both ELA DFS and Math DFS, along with improved growth trends, suggest targeted intervention systems are contributing to accelerated growth for students receiving additional support.

Action 1.2 supported instructional stability and long-term teacher capacity through structured induction and mentorship supports. Survey data indicated that 100% of mentors reported the induction program was responsive to candidate needs, while 98% of teacher candidates reported that the program effectively supported their professional growth. These supports contributed to continuity in instructional practice and gradual academic improvement over time.

While this workstream demonstrated strong overall effectiveness, continued stabilization is still needed. Depth and reliability of implementation continue varying across classrooms and school sites, and the district must continue strengthening staff fluency with data systems, coaching cycles, intervention processes, and consistent instructional application.

Literacy, Language, and Learning Access Systems Workstream

1.3 Enhancing English Learner Success

1.5 First Grade Reading Mastery Initiative

1.6 Literacy Advancement: Elevating District-Wide Skills and Support
1.13 School Libraries to Improve Engagement in Learning
1.15 Dual Language Immersion Initiative
1.16 Long Term English Learner Acceleration

This workstream was partially effective overall. It produced some of the district's strongest evidence of growth in foundational literacy and English Learner academic performance while also revealing continued challenges in writing outcomes, English language proficiency growth, and measurable Dual Language Immersion outcomes.

School libraries, through Action 1.13, strengthened literacy engagement, expanded student access to reading materials, and increased exposure to diverse and culturally relevant texts. Continued growth in STAR Reading and improved IRL trends suggest that increased reading access and engagement are contributing positively to literacy development across student groups.

Foundational literacy data associated with Action 1.5, including Heggerty and CORE Phonics measures, reflected some of the strongest growth among the district's youngest learners. IRL trends further suggest students are progressing through reading levels more efficiently, indicating stronger acquisition of foundational reading skills. However, implementation depth continues varying across classrooms and school sites, limiting full systemwide impact. Additional alignment is needed to better define first-grade reading proficiency and strengthen connections between assessment, instruction, and intervention systems.

English Learners demonstrated strong academic gains through Action 1.3, including ELA DFS improvement from -56.5 to -44.3 and Math DFS improvement from -84.2 to -74.6. These trends suggest instructional supports and intervention systems are contributing positively to academic growth. However, English Learner progress toward English proficiency declined from 52.6% to 48%, indicating that academic growth is not yet consistently translating into improved language acquisition outcomes. Greater consistency in designated and integrated ELD implementation remains necessary.

Action 1.16 contributed to modest improvement for Long-Term English Learners. LTEL progress toward English proficiency improved from 53.5% to 55.5%, while local gap closure data reflected gradual improvement in reading and mathematics. Expanded after-school intervention opportunities and increased monitoring strengthened the district's ability to identify and respond to LTEL needs earlier. At the same time, academic gaps remain significant, and transportation barriers continue limiting consistent participation in some intervention opportunities.

While foundational implementation structures remain in place under Action 1.6, available local data does not demonstrate measurable year-over-year improvement in writing-related outcomes. Unlike reading and mathematics, writing indicators have not demonstrated comparable upward trends or consistent evidence of growth connected to writing instruction. This limited measurable impact, combined with continued variability in implementation, demonstrates that the action has not yet produced a broader system-level instructional effect.

The Dual Language Immersion program under Action 1.15 continued phased implementation through expansion of grade levels, professional learning, and biliteracy system development. However, measurable outcome metrics directly tied to student achievement, language acquisition, reclassification rates, or academic performance are not yet sufficiently developed to demonstrate clear impact. Because the program remains in an early multi-year implementation stage, the district anticipates stronger evidence of effectiveness as longitudinal outcome measures become more established over time.

Overall, this workstream demonstrated meaningful progress, particularly in foundational literacy and English Learner academic growth. Continued improvement efforts will focus on strengthening writing instruction, improving language acquisition outcomes, establishing clearer DLI outcome measures, and increasing implementation reliability across classrooms and school sites.

Mathematics, STEM, and Future Readiness Systems Workstream

1.7 Empowering Math Excellence: Targeted Support for Students

1.14 STEM Pathways Initiative: Unlocking Potential for Students

This workstream was partially effective. Mathematics outcomes demonstrated gradual improvement, and STEM implementation showed positive staff engagement and expanded student opportunities. However, the overall impact remains limited because mathematics performance is still below desired levels and STEM participation has not yet translated into measurable academic outcomes.

Action 1.7 was partially effective. Math DFS improved from -63.8 to -60.0, and STAR Math proficiency increased from approximately 23.85% to 27%. Several student groups also demonstrated measurable improvement in mathematics DFS, including English Learners, whose mathematics DFS improved from -84.2 to -74.6, African American students, whose mathematics DFS improved 13.9 points, and Long-Term English Learners, whose mathematics DFS improved from -165.2 to -154.7. Socioeconomically Disadvantaged students also demonstrated continued improvement, with mathematics DFS improving from -64.7 to -62.0. These results imply gradual progress and suggest that mathematics support structures are contributing to student growth. However, overall performance remains low, and achievement gaps persist, particularly for Students with Disabilities, whose mathematics DFS remained significantly below standard at -156.5 despite slight stabilization during the reporting period. Foster Youth and Homeless students also continued demonstrating significant mathematics performance gaps, indicating that greater acceleration and more consistent Tier 1 instructional access remain necessary across student groups. The district also identified the need to strengthen instructional rigor, productive struggle, mathematical reasoning, and consistency within Tier 1 instruction.

The district's pilot of supplemental TK mathematics practices during the final months of the school year produced positive early feedback from participating teachers. Teachers reported increased opportunities for students to explain their thinking and engage more deeply in mathematical problem-solving. These early signals are promising, but broader implementation and stronger progress monitoring will be needed before the district can determine systemwide impact.

Action 1.14 was partially effective. The action was fully implemented from an operational standpoint, with all teachers participating in required science training and expanded opportunities for science fair participation, classroom project support, robotics, coding, and STEM-related engagement. Staff feedback demonstrates increased confidence and renewed engagement with science instruction.

However, science performance data did not show significant year-over-year improvement, and the district does not yet have clearly defined outcome measures directly tied to STEM participation and student achievement. As a result, the impact of this action on academic outcomes remains undetermined.

Overall, the flow of this work reflects an emerging area of district improvement. Structures are in place, but deeper integration, stronger Tier 1 instructional consistency, clearer metrics, and more sustained implementation are needed to move mathematics and STEM from partial

effectiveness toward stronger measurable impact.

In addition to the academic, engagement, and workstream data described above, the district reviewed the remaining metrics connected to contributing actions to ensure a complete analysis of implementation and progress. Teacher credentialing remained strong, with 99% of teachers appropriately assigned and fully credentialed, supporting instructional stability and access to qualified staff. Bilingual Authorization staffing also remained stable, with 100% of Dual Language classrooms staffed by teachers holding the appropriate authorization. These staffing metrics indicate that the district maintained the personnel conditions necessary to support implementation of instructional, language development, and biliteracy actions.

English learner outcome metrics reflected mixed effectiveness. English Learner Progress Indicator performance declined from 52.6% to 48%, showing that while English Learners demonstrated academic growth in ELA and mathematics, progress toward English proficiency did not improve at the same rate. Reclassification increased from 14.3% to 15.99%, indicating modest progress toward reclassification outcomes, but not yet at the level needed to meet the district's target. ELPAC writing data for English Learners at risk of becoming LTELs and current LTELs also reflected uneven results across grade levels, with some grades improving and others declining. These data indicate that English learner and LTEL actions were partially effective and require continued refinement in designated ELD, integrated ELD, academic language development, writing instruction, and progress monitoring.

Implementation metrics for instructional technology and supplemental academic supports also showed mixed results. NexGen Math usage reflected decreased numbers of unique student and teacher users compared to baseline, while total student and teacher logins increased, indicating that fewer users accessed the platform but those using it engaged more frequently. Lexia PowerUp data showed a slight increase in unique student and teacher users compared to baseline, while total student and teacher logins remained below baseline. These data suggest that academic technology tools continue to support differentiated instruction and intervention, but implementation consistency and usage expectations need continued refinement across classrooms and school sites.

Attendance data connected to Goal 1 contributing actions also showed progress. Districtwide attendance increased from 93.6% to 93.9%, with increases for English Learners, Long-Term English Learners, Foster Youth, Students Experiencing Homelessness, Socioeconomically Disadvantaged students, and Students with Disabilities. African American student attendance declined slightly, indicating the need for continued targeted monitoring and engagement support. These results suggest that Goal 1 academic support systems are occurring within improving conditions for learning, although attendance remains an area requiring continued attention for specific student groups.

Teacher development and induction metrics remained positive. Mentor perception data remained at 100%, and teacher candidate perception data remained strong, indicating that beginning teacher support structures continued to contribute to adult capacity, instructional stability, and implementation coherence. Taken together, these additional metrics confirm that Goal 1 actions were generally effective in maintaining core implementation conditions and producing gradual academic growth, while also showing that English language proficiency, writing, technology implementation consistency, and outcomes for specific student groups require further refinement.

Overall Goal 1 Effectiveness Reflection

Overall, Goal 1 actions produced measurable year-over-year growth, particularly in foundational literacy, English Learner academic outcomes, local gap closure trends, and student engagement indicators. Analysis of DFS, Student Growth Percentile, STAR proficiency, and

Level 3 gap closure data signals that students are making meaningful progress and moving closer to proficiency over time. English Learners demonstrated particularly strong academic improvement, including ELA DFS improvement from -56.5 to -44.3 and mathematics DFS improvement from -84.2 to -74.6, while African American students demonstrated meaningful growth in both ELA and mathematics performance. Dashboard Growth data further reflected these trends, with 71.5% of students improving in ELA and 68.3% improving in mathematics from the prior year.

At the same time, growth remains incremental rather than accelerated. The district has not yet achieved sufficient impact to close achievement gaps or significantly increase overall proficiency across all student groups. Mathematics, writing, English language proficiency, DLI outcome monitoring, and outcomes for high-need student groups remain areas requiring additional refinement. Students with Disabilities, Foster Youth, and Homeless students continue demonstrating some of the district's most significant academic and engagement needs, particularly in mathematics performance and chronic absenteeism indicators.

The three interconnected instructional workstreams that constitute the operational framework for Goal 1 clarifies where the district is strongest and where further work is needed. The Instructional Coherence, Data and Technology Systems, and Adult Capacity workstream is functioning as an increasingly effective engine for system improvement. Literacy, Language, and Learning Access is producing strong early literacy and English Learner academic growth, but requires deeper refinement in writing, ELD, LTEL support, and DLI measurement. Mathematics, STEM, and Future Readiness is developing and showing signs of progress, but remains less mature and requires stronger integration into core instruction.

These findings reinforce the district's next phase of work: accelerate growth, deepen implementation consistency, strengthen Tier 1 instruction, improve progress monitoring, and continue learning from areas demonstrating evidence of success.

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.

Based on analysis of implementation and effectiveness during 2025–2026, the district will maintain the overall structure of Goal 1 while continuing to refine specific actions, implementation strategies, metrics, and monitoring systems designed to strengthen instructional responsiveness and student outcomes across the district. This ongoing improvement process reflects the district's broader upstream approach of using implementation evidence, student outcome data, and emerging instructional bright spots to identify practices demonstrating stronger impact and strengthen the reliability and scalability of those practices across classrooms, grade levels, and school sites.

Within the Instructional Coherence, Data and Technology Systems, and Adult Capacity workstream, the district will maintain and continue refining Actions 1.2, 1.4, 1.8, 1.9, 1.10, 1.11, and 1.12. These actions are contributing to measurable student growth and stronger instructional responsiveness across the system. Continued improvement efforts will focus on strengthening staff fluency with data systems, improving connections between data analysis and instructional planning, refining coaching cycles, and ensuring intervention supports remain aligned to clearly identified student needs through more reliable entry, progress monitoring, and exit processes. The district will also continue strengthening its ability to identify and analyze instructional bright spots in order to better understand which instructional practices, support structures, and implementation conditions are contributing to stronger student growth and improved learning outcomes.

Within the Literacy, Language, and Learning Access workstream, the district will refine several actions based on evidence of both progress and need. Action 1.5 will be adjusted to include a more clearly defined profile of first-grade reading proficiency, stronger alignment between assessment and instruction, and more consistent implementation of foundational literacy practices across sites. Action 1.6 will be revised to include clearer expectations for writing instruction, defined benchmarks for student performance, and more structured progress monitoring. Additional coaching and follow-up support will be implemented to improve consistency across school sites and strengthen replication of emerging literacy bright spots demonstrating stronger student engagement and achievement outcomes.

Action 1.3 will be refined to increase emphasis on designated and integrated ELD practices, strengthen monitoring of language development, and improve alignment between academic support and language acquisition outcomes. Action 1.16 will continue to be refined through stronger LTEL monitoring, targeted support structures, and improved participation systems for after-school intervention. Action 1.15 will continue its phased implementation, with increased attention to establishing clearer outcome measures for biliteracy, language development, and academic progress, while also continuing to identify instructional approaches associated with stronger student language growth and access to learning.

Within the Mathematics, STEM, and Future Readiness workstream, the district will refine Action 1.7 to focus more explicitly on strengthening Tier 1 mathematics instruction, increasing instructional rigor, supporting productive struggle and mathematical reasoning, and improving implementation consistency across classrooms. The district will also continue preparing for implementation of a new mathematics curriculum aligned to the California Mathematics Framework and High Quality Instructional Materials standards. Action 1.14 will continue with refinements focused on strengthening STEM integration and establishing clearer metrics to monitor student participation, engagement, and academic impact. As implementation continues to mature, the district will also work to identify and scale mathematics and STEM instructional bright spots associated with stronger student reasoning, engagement, and academic growth.

Several Goal 1 actions also reflect expenditure adjustments for 2026–2027. These adjustments primarily reflect updated staffing allocations, salary and benefit increases, contractual cost adjustments, expanded implementation supports, and revised service projections aligned to identified student needs. While expenditures have been refined across several actions, these adjustments do not represent material changes to the overall scope of services provided. Instead, they primarily reflect operational refinements necessary to sustain and strengthen implementation of existing services and supports while maintaining alignment with identified student needs and district priorities.

Across all three workstreams, the district will continue focusing on implementation consistency, progress monitoring, and the relationship between student growth and proficiency. The district's approach for 2026–2027 reflects a continued commitment to refining systems based on evidence, identifying and learning from instructional bright spots across the organization, strengthening instructional coherence, accelerating academic growth, and improving equitable outcomes for all student groups.

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.	\$149,701.00	Yes
1.2	Beginning Teacher Integration and Support	The district will continue to enhance and extend the support system for beginning teachers (1 district administrator) , with a strategic focus on fostering strong student engagement and educational excellence specifically designed to meet the needs of foster youth, English language learners, and socioeconomically disadvantaged students. This program not only supports new teachers through mentorship (65 mentors, sub days included) and training but also integrates a comprehensive evaluation and feedback loop to refine instructional strategies continuously.	\$798,010.00	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 teachers and Bilingual Program Assistants, expanded use of the Ellevation data management platform, and targeted language acquisition supports designed to accelerate English proficiency and academic success. 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. These supports are designed to strengthen English language acquisition while ensuring access to rigorous grade-level content and instruction. Professional learning for teachers and Bilingual Program Assistants will focus on Integrated English Language	\$502,825.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Development (ELD), instructional strategies that accelerate English language acquisition, promote academic engagement, support language development across content areas, and ensure that EL students have full access to grade-level standards and curriculum. Through this action, the district will provide efficient, equitable, and individualized educational experiences to improve English learner outcomes, increase English proficiency, 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)		
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 partially supported with Learning Recovery Emergency Block Grant (LREBG) funds. Research supports the use of universal screening systems, formative assessment practices, and data-driven instructional cycles as evidence-based strategies for accelerating learning recovery, strengthening Tier 1 instruction, and improving academic outcomes for historically underserved student groups. Expanded use of STAR Reading and STAR Mathematics assessments, combined with aligned instructional response systems and educator collaboration, will strengthen the district's	\$488,772.00	Yes

Action #	Title	Description	Total Funds	Contributing
		ability to identify learning needs, monitor student progress, and provide timely intervention and instructional adjustment. Metrics used to monitor the effectiveness of this action include STAR Reading and STAR Mathematics benchmark performance, CAASPP English Language Arts and Mathematics outcomes, progress monitoring data, and local benchmark assessment results for unduplicated student groups. Approximately \$500,000 in LREBG funds will support this action during the 2026–27 LCAP year. This action is designed to address the specific needs of the students who performed at the lowest performance level (red) on the California School Dashboard released in December 2023 and focuses on the Academic Indicator for: English Language Arts and Math: Fairview: ELA: English Learners and Students with Disabilities Granite Pointe: ELA: Students with Disabilities Horizon: ELA: Students with Disabilities Palla: ELA: Students with Disabilities Greenfield Middle School: ELA: English Learners and Students with Disabilities McKee Middle School: ELA: Students with Disabilities and English Learners Fairview: Math: Students with Disabilities. Greenfield Middle School: Math: English Learners, Students with Disabilities, Hispanic, and Socioeconomically Disadvantaged. McKee Middle School: Math: Students with Disabilities and English Learners Oliver Middle School: Math: English Learners		
1.5	First Grade Reading Mastery Initiative	This action aims to establish a strong foundation in phonemic awareness and phonics for the youngest students by the end of first grade, promoting lifelong reading success. The costs associated with this action include training (extra duty and substitutes) and materials (including copies and necessary paper, books, and classrooms supplies). It integrates the Heggerty diagnostic, Core Phonics diagnostic, and STAR Reading to develop a systematic approach to early reading from kindergarten through	\$90,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		third grade. The strategic focus on leveraging comprehensive diagnostic data to monitor progress exists to ensure all students become proficient readers. This includes repeated phonics instruction, assessments, and targeted interventions to enhance decoding and encoding skills, ensuring success for every student, but especially for socioeconomically disadvantaged students, English learners and foster and McKinney-Vento youth.		
1.6	Literacy Advancement: Elevating District-Wide Skills and Support	This action builds on the integration of Thinking Maps and Write from the Beginning and Beyond Writing Program (WTFBB) to enhance reading comprehension and writing skills district-wide, with a specific focus on foster and McKinney-Vento youth, English language learners, and socioeconomically disadvantaged students. It involves the continued integration of reading and writing resources and training methodologies, providing targeted support, and offering extensive professional development on a three year cycle to ensure all teachers are trained and supported to best meet the needs of their students. The district aims to establish a cohesive reading and writing environment which surpasses traditional literacy goals, ensuring robust and effective teaching and learning across the district. This action is designed to address the specific needs of the students who performed at the lowest performance level (red) on the California School Dashboard released in December 2023 and focuses on the Academic Indicator for English Language Arts: Fairview: ELA: English Learners and Students with Disabilities Granite Pointe: ELA: Students with Disabilities Horizon: ELA: Students with Disabilities Palla: ELA: Students with Disabilities Greenfield Middle School: ELA: English Learners and Students with Disabilities McKee Middle School: ELA: Students with Disabilities and English Learners	\$143,937.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Empowering Math Excellence: Targeted Support for Students	This action is focused on boosting math proficiency district-wide specifically for socioeconomically disadvantaged students, English learners, and foster and McKinney-Vento youth by implementing an additional math support program including targeted interventions and number talks for students below grade level, utilizing evidence-based practices to develop essential foundational math skills. Teachers will receive ongoing professional development (associated costs include trainers, substitutes and extra duty) to enhance their ability to deliver effective math instruction using innovative teaching strategies. The will also introduce math talks, competitions, and practical activities designed to engage and motivate students in mathematics. To ensure the curriculum meets diverse needs, it will be aligned with state standards and enriched with resources tailored for various learning styles, particularly addressing the challenges faced by unduplicated students. The integration of effective online platforms such as IXL Learning, Freckle, and Next Gen Math, along with engaging strategies like Number Talks, will further support these efforts. This action is designed to address the specific needs of the students who performed at the lowest performance level (red) on the California School Dashboard released in December 2023 and focuses on the Academic Indicator for Math: Fairview: Math: Students with Disabilities. Greenfield Middle School: Math: English Learners, Students with Disabilities, Hispanic, and Socioeconomically Disadvantaged. McKee Middle School: Math: Students with Disabilities and English Learners Oliver Middle School: Math: English Learners	\$201,642.00	Yes
1.8	Assistant Principals Drive Success for Students	This action highlights the essential role of (12) assistant principals in driving improvements for unduplicated students at each district school site. By continuously developing their leadership skills, assistant principals (APs) are better equipped to manage diverse student needs and foster an inclusive school environment. They are tasked with focusing on the academic and social-emotional support of foster youth, English learners, and socioeconomically disadvantaged students, ensuring equitable access to high-quality educational resources. Ongoing professional development	\$3,196,697.00	Yes

Action #	Title	Description	Total Funds	Contributing
		is provided to keep APs updated with the latest best practices in educational leadership and student support. Their role also includes using data-driven strategies to facilitate and manage behavioral and academic interventions which effectively improve student outcomes.		
1.9	Director of Assessment, LCAP, and District Special Projects	This action leverages the role of the Director of Assessment, LCAP, and District Projects (1 person) to drive district-wide improvements and adopt a data-driven approach to enhance teaching and learning environments, particularly for teaching foster youth, English language learners (ELLs), and socioeconomically disadvantaged students. By utilizing advanced data analytics and visualizations, targeted professional development, and increased systemic coherence, the action aims to boost academic achievement and equity across the district. It focuses on supporting the creation of a robust district-wide framework to support high-quality instruction and equitable opportunities for all students, emphasizing continuous improvement and systems thinking. This action includes professional development and supplies/materials and copies.	\$290,267.00	Yes
1.10	District Specialists	This action highlights the crucial role of the district's (9) Curriculum Specialists who drive multiple district wide initiatives based on the specialist's individual areas of expertise. They address diverse learning needs across the district, with a focus on English language learners, socioeconomically disadvantaged students, students with disabilities, and foster and McKinney-Vento youth. The specialists aim to refine and enhance their coordination with school sites by providing support and professional development for administration and academic coaches. The Curriculum Specialists also streamline data analysis, which then optimize professional development and intervention strategies in key academic areas. These positions represent a strategic advancement in educational support, striving to create an inclusive, effective, and responsive learning environment tailored to the needs of all students, especially those facing significant academic challenges.	\$1,353,790.00	Yes
1.11	Academic Coaches	This action ensures each school site has an Academic Coach (12) to strengthen teaching and learning outcomes. Academic coaches receive	\$2,175,675.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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. This action is partially supported with Learning Recovery Emergency Block Grant (LREBG) funds. Research supports the use of targeted academic intervention, extended learning opportunities, progress monitoring systems, and multi-tiered systems of support (MTSS) as evidence-based practices for accelerating learning recovery and improving outcomes for students performing below grade level. The expansion of intervention staffing, restorative supports, systematic progress monitoring practices, and real-time student data analysis will strengthen the district's ability to provide timely and responsive intervention aligned to identified student needs.	\$4,238,297.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Metrics used to monitor the effectiveness of this action include STAR Reading and STAR Mathematics benchmark growth, CAASPP English Language Arts and Mathematics outcomes, intervention progress monitoring data, course performance, and rates of chronic absenteeism and student engagement for unduplicated student groups receiving intervention support. Approximately \$300.000 in LREBG funds will support this action during the 2026–27 LCAP year.		
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.	\$440,943.00	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.	\$40,968.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.15	Dual Language Immersion Initiative	This action supports the continued expansion and refinement of the district's Dual Language Immersion (DLI) Program. Initially launched at Crescent Elementary School, the program continues to grow through the addition of new student cohorts and grade levels as students progress through the system. For the 2026–2027 school year, the program will include three Transitional Kindergarten classrooms, three Kindergarten classrooms, three First Grade classrooms, and three newly added Second Grade classrooms, reflecting the district's ongoing commitment to phased expansion and long-term sustainability. The district remains committed to providing equitable access to bilingual and biliterate learning opportunities while building the instructional systems necessary to support program quality, continuity, and growth. The DLI program is open to all district students and is designed to expand annually through the addition of new Transitional Kindergarten and Kindergarten cohorts while advancing existing students through subsequent grade levels. This action supports ongoing program implementation through professional learning, instructional coaching, collaborative planning, substitute release time, curriculum development, instructional materials, and resources necessary to strengthen bilingualism, biliteracy, academic achievement, and cross-cultural competence. As the program matures, district efforts will increasingly focus on strengthening instructional consistency, refining program monitoring systems, supporting biliteracy pathway development, and establishing longitudinal outcome measures to evaluate student achievement, language acquisition, biliteracy outcomes, and overall program effectiveness over time.	\$335,786.00	Yes
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	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		

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.	2023-2024 Baseline: (A) All Students: 93.6% English learner: 93.9%	2024-2025: (A) All Students: 93.78%	2025-2026 Data (A) All Students: 93.9%	(A) All Students: 96.6%	(A) All Students: increased .3%

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.	Foster Youth: 92.6% Homeless / McKinney Vento: 90.5% Socioeconomically Disadvantaged: 93.6% Students with Disabilities: 92.1% African American: 92.3%	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: 94.1% Long Term EL 93.5% Foster Youth: 94% Homeless / McKinney Vento: 91.6% Socioeconomically Disadvantaged: 94% Students with Disabilities: 92.8% African American: 91.8%	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 .2% LTEL: increased 2.1% Foster Youth: Increased 1.4% Homeless / McKinney Vento: increased 1.1% Socioeconomically Disadvantaged: increased .4% Students with Disabilities: increased .6% African American: decreased .5%
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) Students with Disabilities: 33.6% (yellow) African American: 33.6% (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) Students with Disabilities: 31.7% (yellow) African American: 31.5% (orange)	2025-2026 (B) All Students: 19.3% (yellow) English Learner: 16.9% (yellow) Long Term EL: 23.8% (orange) Foster Youth: 24.1% (orange) Homeless / McKinney Vento: 35.3% (red) Socioeconomically Disadvantaged: 19.8% (yellow) Students with Disabilities: 28.4% (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) Students with Disabilities: 15% (yellow)	(B) All Students: decreased 5.9% (yellow) English learner: decreased 5.8% (yellow) Long Term EL: decreased 2.2% (orange) Foster Youth: increased 1.3% (red) Homeless / McKinney Vento: decreased 12.7% (red) Socioeconomically Disadvantaged:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		See the attached LCAP Addendum for lowest performing student group information.	See the attached LCAP Addendum for lowest performing student group information.	African American: 31.4% (red) See the attached LCAP Addendum for lowest performing student group information.	African American: 15% (yellow)	decreased 5.9% (yellow) Students with Disabilities: decreased 5.2% (yellow) African American: decreased 2.2% (red)
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%	2025-2026 Data 0%	Maintain 0%	No Difference
2.4	(5D) high school dropout rates.	NA	NA	NA	NA	NA
2.5	(5E) high school graduation rates.	NA	NA	NA	NA	NA
2.6	Based on % of students suspended at least one time during a school year. Priority 6: School Climate (6A) Student Suspension rates as measured by CA School Dashboard.	2023-2024 Baseline: (A) All Students: 1.2% (yellow) English learner: .8% (yellow) Foster Youth: 3.1% (orange) Homeless / McKinney Vento: 1.7% (green) Socioeconomically Disadvantaged: 1.3% (yellow)	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)	2025-2026 Data (from 2024-2025 school year) (A) All Students: 1.5% (green) English Learner: 0.8% (green) Long Term EL: 3.0% (green) Foster Youth: 8.2% (red) Homeless / McKinney Vento: 1.4% (green)	(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)	(A) All Students: increased .3% (green) English learner: No difference (green) Long Term EL: declined 2.7% (green) Foster Youth: increased 5.1% (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: 2.5% (yellow) African American: 4.0% (orange) See the attached LCAP Addendum for lowest performing student group information.	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.	Socioeconomically Disadvantaged: 1.6% (green) Students with Disabilities: 2.6% (green) African American: 5.2% (yellow) See the attached LCAP Addendum for lowest performing student group information.	Socioeconomically Disadvantaged: .75% (yellow/green) Students with Disabilities: 1% (yellow/green) African American: 1.5% (yellow/green)	decreased .3% (green) Socioeconomically Disadvantaged: increased .3% (green) Students with Disabilities: increased .1% (green) African American: increased 1.2% (yellow)
2.7	Based on % of students expelled. (6B) student expulsion rates as measured by (local data) KiDS.	(B) 0%	(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 data) GFUSD Needs Assessment Surveys.	2023-2024 Baseline: (C) Results from the 2023-24 Student District Needs Assessment for grades 4th through 8th show that: -54 % of our students report they look forward to participating in school each day. -80% of our students report teachers keep them informed of their academic progress.	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	2025-2026 Data (C) Results from the 2025-26 Student District Needs Assessment for grades 4th through 8th show that: -75 % of our students report they look forward to participating in school each day. -81% of our students report teachers keep them informed of	(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	(C) Look forward to participating in school each day: 21% increase Report teachers keep them informed of their academic progress: 1% increase Students feel safe at school: 14% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-64% of our students feel safe at school.	their academic progress. -72% of our students feel safe at school.	their academic progress. -78% of our students feel safe at school.	teachers keep them informed of their academic progress. -85% of our students will feel safe at school.	
2.9	Based on number of occurrences for a visitor signing in to school sites as a visitor to engage in school related activities/involvement as well as the number of students signed out of their school site before dismissal time. Priority 8: (Local data: 2.1) Implementation Metric: Raptor Visitor Management - count of sign ins for (A) visitors and (B) student early sign outs district wide through April over three consecutive years to inform general operations at school sites.	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	2025-2026 Data (A) Total visitor sign ins: 62,908 (B) Total student sign outs: 129,636	(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 33,093 (B) increased 66,652 (This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)
2.10	Based on number of minor and major office discipline referrals.	2023-2024 Baseline: (A)	2024-2025: (A)	2025-2026 Data (A)	Reduce totals from:	(A)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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	Elementary Minors: 4990 Elementary Majors: 1576 (B) Middle Minors: 1599 Middle Majors: 952	Elementary Minors: 7138 Elementary Majors: 2861 (B) Middle Minors: 3475 Middle Majors: 923	Elementary Minors: 6066 Elementary Majors: 1621 (B) Middle Minors: 4434 Middle Majors: 709	(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.)	Elementary Minors: increased 1076 Elementary Majors: increased 45 (B) Middle Minors: increased 2835 Middle Majors: decrease 243 (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: Monitoring Tiered Fidelity Inventory of PBIS practices tiers 1 and 2 to inform systematic behavioral and social emotional related decisions. A: Elementary Sites	2023-2024 Baseline: (A) Elementary Sites: Tier 1 Implementation Score: 85% Tier 2 Implementation Score: 67% (B) Middle School Sites: Tier 1 Implementation Score: 78% Tier 2 Implementation Score: 64% (C) District Wide Aggregate:	2024-2025: (A) Elementary Sites: Tier 1 Implementation Score: 87 Tier 2 Implementation Score: 76% (B) Middle School Sites: Tier 1 Implementation Score: 88%	2025-2026 Data (A) Elementary Sites: Tier 1 Implementation Score: 87% Tier 2 Implementation Score: 79% (B) Middle School Sites: Tier 1 Implementation Score: 92%	(A) Elementary Sites: Tier 1 Implementation Score: Maintain between 80% and 85% Tier 2 Implementation Score: at least 80% (B) Middle School Sites: Tier 1 Implementation	(A) Elementary Sites: Tier 1 Implementation Score: increased 2% Tier 2 Implementation Score: increased 12% (B) Middle School Sites: Tier 1 Implementation

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	B: Middle School Sites C: District Wide Aggregate	Tier 1 Implementation Score: 83% Tier 2 Implementation Score: 67%	Tier 2 Implementation Score: 78% (C) District Wide Aggregate: Tier 1 Implementation Score: 87% Tier 2 Implementation Score: 77%	Tier 2 Implementation Score: 79% (C) District Wide Aggregate: Tier 1 Implementation Score: 89% Tier 2 Implementation Score: 79	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.)	Score: increased 14% Tier 2 Implementation Score: increased 15% (C) District Wide Aggregate: Tier 1 Implementation Score: increased 6% Tier 2 Implementation Score: increased 12% (This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)
2.12	Based on referral count by student and overall % of all students by Tier. Priority 8: (Local data 2.2) Implementation Metric: SWIS Triangle:	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:	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%	2025-2026 Data (A) Elementary Sites: Tier 1: 0-1 Referrals: 85.33% Tier 2: 2-5 Referrals: 9.37% Tier 3: 6+ Referrals: 5.31%	(A) Elementary Sites: Tier 1: 0-1 Referrals: 80%-85% Tier 2: 2-5 Referrals: 10%-15% Tier 3: 6+ Referrals: 5% or lower.	(A) Elementary Sites: Tier 1: increased .1% Tier 2: decreased .03% Tier 3: decreased .06%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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	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%	(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%	(B) Middle School Sites: Tier 1: 0-1 Referrals: 76.65% Tier 2: 2-5 Referrals: 14.97% Tier 3: 6+ Referrals: 8.38% (C) District Wide Aggregate: Tier 1: 0-1 Referrals: 82.38% Tier 2: 2-5 Referrals: 11.27% Tier 3: 6+ Referrals: 6.35%	(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. (This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)	(B) Middle School Sites: Tier 1: decreased 5.45% Tier 2: increased 2.34% Tier 3: increased 3.18% (C) District Wide Aggregate: Tier 1: decreased 1.83% Tier 2: increased .79% Tier 3: increased 1.04% (This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)
2.13	Based on student days attended within middle school Restorative Classrooms.	2023-2024 Baseline: Restorative Classrooms	2024-2025 Restorative Classrooms	2025-2026 Data Restorative Classrooms	Maintain: Total attendance days in restorative	Total attendance days in restorative classroom (GMS):

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 8: (Local data 2.2) Implementation Metric: Monitoring Restorative Classroom attendance to inform systems decisions regarding effectiveness of behavior support systems.	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	Total attendance days in restorative classroom (GMS): 871 Total attendance days in restorative classroom (OMS): 655 Total attendance days in restorative classroom (MMS): 497	Total attendance days in restorative classroom (GMS): 761 Total attendance days in restorative classroom (OMS): 416 Total attendance days in restorative classroom (MMS): 302	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.)	decreased 249 Total attendance days in restorative classroom (OMS): decreased 256 Total attendance days in restorative classroom (MMS): decreased 237 (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. 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.	2023-2024 Baseline: (A) Current class size average: 24:1 (B) Current class size average: 30:1 (C) Current class size average: 28:1	2024-2025: (A) Current class size average: 23.8:1 (B) Current class size average: 30:1 (C) Current class size average: 27.2:1	2025-2026: (A) Current class size average: 23:1 (B) Current class size average: 30:1 (C) Current class size average: 29:1	(A) Maintain class size average at 26:1 or under. (B) Maintain class size average at 32:1 or under. (C) Maintain class size average at 32:1 or under. (This metric is designed for implementation	(A) Maintain class size average at 26:1 or under: decreased .2 (B) Maintain class size average at 32:1 or under: No Difference (C) Maintain class size average at 32:1 or under: decreased .8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(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.				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.)
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 %. (A) Planning and Design (B) Permitting and Approvals (C) Groundbreaking and Site Preparation (D) Construction and structural Development (E) Final Inspection and Handover	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 (E) Final Inspection and Handover - NO Total % Complete: 0%	2024-2025: (A) Planning and Design Completion - Yes (B) Permitting and Approvals - Yes (C) Groundbreaking and Site Preparation - NO (D) Construction and structural Development - NO (E) Final Inspection and Handover - NO Total % Complete: 40%	2025-2026 Data (A) Planning and Design Completion - Yes (B) Permitting and Approvals - Yes (C) Groundbreaking and Site Preparation - YES (D) Construction and structural Development - In Progress (E) Final Inspection and Handover - NO Total % Complete: 60%	(A) Planning and Design Completion - YES (B) Permitting and Approvals - YES (C) Groundbreaking and Site Preparation - YES (D) Construction and structural Development - YES (E) Final Inspection and Handover - YES Total % Complete: 100% (This metric is designed for implementation purposes and will	(A) Planning and Design Completion: Complete (no change) (B) Permitting and Approvals: Complete (no change) (C) Groundbreaking and Site Preparation: Complete (changed) (D) Construction and structural Development: In progress (changed) (E) Final Inspection and Handover: Incomplete (no change)

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.)	Total % Complete: increase increased 60% (increased 20%) (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 years to inform engagement at the school sites as per KiDS. (A) Attendance % (B) Chronic Absenteeism %	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% Foster Youth: 16.67% Homeless / McKinney Vento: 33.87% Socioeconomically Disadvantaged: 17.24%	2024-2025: (A) Attendance Rate: All Students: 95% English learner: 94% Foster Youth: 93% Homeless / McKinney Vento: 91% Socioeconomically Disadvantaged: 95% (B) Chronic Absenteeism Rate: All Students: 16% English learner: 19% Foster Youth: 17% Homeless / McKinney Vento: 36%	2025-2026 Data (A) Attendance Rate: All Students: 94.8% English learner: 95% Foster Youth: 89% Homeless / McKinney Vento: 93% Socioeconomically Disadvantaged: 95% (B) Chronic Absenteeism Rate: All Students: 15.52% English learner: 14.01% Foster Youth: 62.5%	(A) Attendance Rate: All Students: 97% English learner: 97% Foster Youth: 97% Homeless / McKinney Vento: 95% Socioeconomically Disadvantaged: 97% (B) Chronic Absenteeism Rate: All Students: 10% English learner: 15% Foster Youth: 12%	(A) Attendance Rate: All Students: increased .8% English learner: decreased .4% Foster Youth: decreased 7.9% Homeless / McKinney Vento: increased 2.2% Socioeconomically Disadvantaged: increased .6% (B) Chronic Absenteeism Rate: All Students: decreased .22% English learner: decreased 6.15% Foster Youth: increased 45.83%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socioeconomically Disadvantaged: 15%	Homeless / McKinney Vento: 27.78% Socioeconomically Disadvantaged: 15.51%	Homeless / McKinney Vento: 15% Socioeconomically Disadvantaged: 10% (This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)	Homeless / McKinney Vento: decrease 6.09% Socioeconomically Disadvantaged: decreased 1.73% (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 versus actual completion benchmarks for a completion %. (A) Planning and Design (B) Permitting and Approvals (C) Groundbreaking and Site Preparation	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 (E) Final Inspection and Handover - NO Total % Complete: 0%	2024-2025 (A) Planning and Design Completion - Yes (B) Permitting and Approvals - No (C) Groundbreaking and Site Preparation - NO (D) Construction and structural Development - NO (E) Final Inspection and Handover - NO	2025-2026 Data (A) Planning and Design Completion - Yes (B) Permitting and Approvals - No (C) Groundbreaking and Site Preparation - NO (D) Construction and structural Development - NO (E) Final Inspection and Handover - NO	(A) Planning and Design Completion - YES (B) Permitting and Approvals - YES (C) Groundbreaking and Site Preparation - YES (D) Construction and structural Development - YES (E) Final Inspection and Handover - YES	(A) Planning and Design Completion: Complete (B) Permitting and Approvals: Incomplete (C) Groundbreaking and Site Preparation: Incomplete (D) Construction and structural Development: Incomplete (E) Final Inspection and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(D) Construction and structural Development (E) Final Inspection and Handover		Total % Complete: 20%	Total % Complete: 20%	Total % Complete: 100% (This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)	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 Chronic Absenteeism as of end of April over three consecutive school years to inform engagement at the school sites as per KiDS. (A) Attendance % (B) Chronic Absenteeism %	2023-2024 Baseline: (A) Attendance Rate: All Students: 93% English learner: 93% Foster Youth: 87.6% Homeless / McKinney Vento: 88.6% Socioeconomically Disadvantaged: 93% (B) Chronic Absenteeism Rate: All Students: 20% English learner: 26.09% Foster Youth: 40% Homeless / McKinney Vento: 36.84% Socioeconomically Disadvantaged: 27.52%	2024-2025 (A) Attendance Rate: All Students: 94% English learner: 93% Foster Youth: 95% Homeless / McKinney Vento: 92% Socioeconomically Disadvantaged: 94% (B) Chronic Absenteeism Rate: All Students: 16% English learner: 21% Foster Youth: 20%	2025-2026 Data (A) Attendance Rate: All Students: 94.4% English learner: 94% Foster Youth: 96.8% Homeless / McKinney Vento: 93.2% Socioeconomically Disadvantaged: 94.5% (B) Chronic Absenteeism Rate: All Students: 17.33% English learner: 25.52%	(A) Attendance Rate: All Students: 96% English learner: 96% Foster Youth: 87.6% Homeless / McKinney Vento: 92% Socioeconomically Disadvantaged: 96% (B) Chronic Absenteeism Rate: All Students: 10% English learner: 15% Foster Youth: 20%	(A) Attendance Rate: All Students: increased 1.4% English learner: increase 1% Foster Youth: increased 9.2% Homeless / McKinney Vento: increased 4.6% Socioeconomically Disadvantaged: increased 1.5% (B) Chronic Absenteeism Rate: All Students: decreased 2.67% English learner: decreased .57%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Homeless / McKinney Vento: 30% Socioeconomically Disadvantaged: 17%	Foster Youth: 20.0% Homeless / McKinney Vento: 30.95% Socioeconomically Disadvantaged: 16.62%	Homeless / McKinney Vento: 20% Socioeconomically Disadvantaged: 15% (This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)	Foster Youth: decreased 20% Homeless / McKinney Vento: decreased 5.89% Socioeconomically Disadvantaged: decreased 10.9% (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 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	NA	2024-2025 (Baseline) Number of observed BIAs: 26 (A) Behavior specific praise (5 to1) September: 0% March 78% Average Growth: 78% (B) Precorrection (frontloading) September 0% March: 80%	2025-2026 Data Number of observed BIAs: 26 (A) Behavior specific praise (5 to1) September: 0% March: 70% Average Growth: 70% (B) Precorrection (frontloading) September: 68% March: 80% Average Growth 12%	Based on ending status (March) % application (A) at least 85% (B) at least 85% (C) at least 85% (D) at least 85%	(A) -15% (B) -5% (C) +15% (D) No change (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
	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)		Average Growth 80% (C) Active Supervision (scanning) September:45% March: 80% Average Growth: 35% (D) September: 36% March:85% Average Growth: 44%	(C) Active Supervision (scanning) September: 85% March: 100% Average Growth: 15% (D) September:100% March: 85% Average Growth: - 15%		

Goal Analysis [2025-26]

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

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

In 2025–2026, implementation of Goal 2 continued to reflect the district’s commitment to strengthening safe, supportive, inclusive, and engaging learning environments. Educational partner feedback consistently emphasized the importance of maintaining proactive systems that identify barriers to attendance, engagement, behavior, and connectedness earlier so schools can respond before challenges become more significant.

Across advisory committees, staff meetings, and school site engagements, educational partners affirmed the district’s continued focus on attendance systems, PBIS implementation, behavioral support structures, campus supervision, student services, social-emotional supports,

and facilities improvements. Educational partners described these systems as becoming more embedded within daily operations, helping staff identify patterns, respond more proactively to student needs, and strengthen expectations across school sites.

A key area of positive feedback centered on improvements in student engagement indicators, particularly attendance and chronic absenteeism. Staff noted that increased clarity around attendance expectations, more consistent follow-up, and site-based attendance initiatives are contributing to stronger student participation. Educational partners also highlighted ongoing efforts to refresh PBIS practices, including strengthening site-based matrices, reinforcing common behavioral language, and improving alignment across district programs and departments.

At the same time, educational partners identified continued challenges related to implementation consistency. While structures are in place, implementation depth varies across school sites, particularly in PBIS fidelity, supervision practices, behavioral data use, and participation in professional learning. These challenges argue that the district's next phase of work must focus not only on maintaining systems, but on ensuring that effective practices are implemented with greater consistency and experience more reliably by students across all schools.

Implementation Status

Fully Implemented

2.1 Positive Behavior and Safety Centered Support Software for Creating and Maintaining a Safe and Orderly Learning Environment (Student Support and Safety Software 2.1)

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

For purposes of clearer analysis and stronger coherence, Goal 2 implementation is organized into three interconnected workstreams that constitute the operational framework for the district's proactive conditions-for-learning system:

- Engagement, Attendance, and Student Support Systems
- PBIS, Behavior, and Campus Climate Systems
- Facilities and Physical Learning Environment Systems

This structure preserves action-level accountability while recognizing that the actions within Goal 2 do not operate in isolation. Instead, they function together as a coordinated system designed to strengthen attendance, belonging, safety, behavior, relationships, and the learning

conditions necessary for student success.

Engagement, Attendance, and Student Support Systems Workstream

2.1 Positive Behavior and Safety Centered Support Software for Creating and Maintaining a Safe and Orderly Learning Environment

2.3 Targeted Attendance Enhancement

2.5 Integrating School Social Workers for Student Support

2.8 Improved Class Sizes Maintained for Enhanced Student Support and Equity

This workstream represents the district's efforts to strengthen student engagement, attendance, connectedness, and access to support. These actions support the conditions that help students attend school consistently, feel connected to adults and peers, access social-emotional supports, and participate more fully in learning. In practical terms, this workstream serves as the district's engagement and connection system.

During 2025–2026, Positive Behavior and Safety Centered Support Software for Creating and Maintaining a Safe and Orderly Learning Environment (2.1) continued to connect attendance, behavior, and social-emotional supports more intentionally across school sites. As implementation progressed, site teams used attendance and behavior data with greater consistency to identify students in need of support earlier and coordinate appropriate interventions. These systems helped shift the district's work from responding after patterns were deeply established toward identifying barriers to engagement sooner.

Targeted Attendance Enhancement (2.3) continued through structured attendance monitoring, targeted intervention, site-based incentives, and districtwide efforts to strengthen attendance awareness. During the year, schools continued implementing attendance incentives and intervention strategies, including the district's "Strive for Five" attendance challenge. Participation varied by site, but schools that participated demonstrated stronger average attendance gains overall. Participating schools averaged a 1.63% increase in attendance compared to a 0.71% increase among non-participating schools, and no participating school demonstrated a decrease in attendance during the challenge window. Participating schools also demonstrated positive outcomes for targeted student groups, including Homeless Youth and Foster Youth.

Integrating School Social Workers for Student Support (2.5) continued providing targeted student support through counseling, family outreach, and coordination of services. The district maintained a full staffing model with a dedicated school social worker assigned to every school site, increasing access to mental health, behavioral, attendance, and social-emotional support services for students and families. During the reporting period, school social workers provided approximately 1,934 student touchpoints through counseling, intervention, check-in/check-out systems, and case management support, along with 906 crisis-related drop-in services for students requiring immediate emotional or behavioral support during the school day. As implementation has progressed, these supports have become more integrated within school site systems and site-based MTSS structures and have contributed to improved access to social-emotional and engagement supports for students and families. School social workers also supported high-needs student groups through ongoing monitoring and case management for McKinney-Vento and Foster Youth students, while coordinating more than 300 referrals to the Family Resource Center to help connect students and families to community-based wraparound services. A continued area of focus remains ensuring equitable access across all sites and strengthening alignment between social-emotional supports, attendance systems, and student connectedness efforts.

Improved Class Sizes Maintained for Enhanced Student Support and Equity (2.8) continued supporting more positive classroom conditions,

relationship-building, and student engagement. Manageable class sizes and improved learning environments supported stronger opportunities for student-teacher relationships, proactive classroom management, and individualized support. Staff continued reporting that smaller class sizes and more supportive classroom environments contributed to improved student engagement and stronger connections between students and adults.

Implementation successes within this workstream included stronger attendance monitoring, increased use of attendance incentives, more integrated student support software systems, improved student perception data, and stronger relationships between engagement systems and site-level practices. Schools demonstrating positive attendance and engagement outcomes are helping inform broader district conversations about which practices may be contributing to stronger student participation and connectedness.

Ongoing challenges include variability in site participation in attendance initiatives, uneven implementation of student support practices, and the need to more consistently connect attendance, social-emotional support, and student connectedness data across school sites. A continued focus on implementation consistency is needed to ensure that all schools implement engagement strategies with sufficient consistency and that successful practices can be strengthened and scaled across the district.

PBIS, Behavior, and Campus Climate Systems Workstream
2.2 Enhancing School Climate with Data Driven PBIS Strategies
2.4 Enhanced School Safety and Student Services
2.6 Supplemental Behavior Intervention Supports at School Sites
2.7 Positive Behavioral Engagement and School Safety

This workstream represents the district's behavioral coherence and proactive support system. These actions support how the district strengthens PBIS implementation, improves campus supervision, builds staff capacity, coordinates behavioral supports, strengthens school safety, and responds to student needs through preventative and restorative practices. In practical terms, this workstream serves as the district's system for improving behavioral conditions for learning.

During 2025–2026, Enhancing School Climate with Data Driven PBIS Strategies (2.2) continued across all school sites, with increased attention to reinforcing behavioral expectations, strengthening Tier 1 supports, monitoring implementation fidelity, and aligning behavioral systems across district programs. Schools refreshed PBIS matrices, embedded social-emotional behavioral language into expectations, and continued refining common behavioral practices across school environments.

The district also expanded PBIS alignment across multiple departments and programs, including school sites, State Preschool, After School Success Programs, transportation, restorative programs, and student intervention systems. With support from a PBIS consultant, district and site teams engaged in monthly collaboration focused on strengthening Tier 1 systems, improving behavioral decision-making, and increasing fidelity of implementation through the Tiered Fidelity Inventory (TFI 3.0).

Enhanced School Safety and Student Services (2.4) continued supporting coordination between district leadership, site leadership, restorative programs, the community school, and comprehensive school sites. District leadership supported PBIS implementation through TFI 3.0, with Cohort 2 schools completing Tier 1 implementation work and preparing for expanded Tier 2 implementation in 2026–2027. This action also supported alignment of behavioral and student support systems as students transitioned between settings.

Supplemental Behavior Intervention Supports at School Sites (2.6) continued providing targeted behavioral support to students through behavior plans, proactive strategies, and PBIS-aligned interventions. Implementation included ongoing monthly training and on-site coaching focused on behavioral function, intervention planning, and targeted behavioral support. The district's implementation approach reflected an "Observe, Train, Coach" model, which provides staff with practice-based feedback and coaching rather than relying only on training sessions. This model is intended to build stronger implementation capacity and improve fidelity of behavior support practices at the site level.

Positive Behavioral Engagement and School Safety (2.7) continued through efforts to strengthen the capacity of Student Intervention Facilitators and Campus Supervisors to support noon aides, security staff, and other supervision teams. A cyclical professional development calendar was established around foundational PBIS practices, including PBIS 101, behavior-specific praise, active supervision, precorrection, relationship-building, and de-escalation strategies. PBIS and active supervision training were also incorporated into onboarding processes for new hires, and a centralized PBIS training hub was developed to support access to required training materials and resources.

Implementation successes within this workstream included stronger PBIS alignment across programs, increased use of behavior-specific praise, stronger active supervision practices, improved BIA implementation practices, expanded use of behavioral data systems, and clearer professional learning structures for staff supporting student behavior. The district also continued its partnership with the Bakersfield Police Department to employ two full-time School Resource Officers supporting both regular day and extended day programs. School Resource Officers contribute to school safety through immediate emergency response, mentoring, relationship-building, and opportunities for early intervention.

Ongoing challenges remain significant. PBIS fidelity collection continues to require improvement, and school teams need continued support to develop meaningful precision problem statements using behavioral data. BIA training participation averaged approximately 65–70%, limiting consistency of implementation and staff capacity development. Site-level coaching and administrator participation also varied, which affected alignment between intervention practices and broader school support systems. Continued demand for Tier 2 and Tier 3 supports suggest that Tier 1 behavioral practices are not yet consistently reducing behavioral need across all sites.

Overall, this workstream was implemented with meaningful progress, but implementation depth remains uneven. Continued collaboration and implementation coaching is needed to strengthen fidelity collection, improve data-based action planning, increase staff training participation, and ensure that Tier 1, Tier 2, and Tier 3 behavioral systems are implemented more consistently across all sites.

Facilities and Physical Learning Environment Systems Workstream

2.9 Enhancing Facilities for Comprehensive Student and Community Engagement

This workstream represents the district's efforts to improve physical learning environments through facilities planning, modernization, and construction projects. These efforts support the broader conditions for learning by improving the spaces in which students and staff learn, work, and interact.

During 2025–2026, Enhancing Facilities for Comprehensive Student and Community Engagement (2.9) continued through planned modernization and construction projects at Ollivier Middle School and Middle School #4. At Ollivier Middle School, planning and design completion, permitting and approvals, and groundbreaking/site preparation benchmarks were completed, while construction and structural

development moved into active progress. Overall project completion increased from 40% to 60%. At Middle School #4, planning and design completion benchmarks were completed, maintaining overall project completion progress at 20% while permitting and future construction phases remained in progress.

Although facilities improvements continued to move forward, this action remained partially implemented because construction and modernization efforts are multi-year in nature and have not yet reached full completion. While these facilities projects support the district's broader effort to strengthen learning environments, the direct connection to measurable student outcome indicators (such as changes in attendance, behavior, or student perception outcomes) remains emerging at this stage.

Continued work is needed to complete planned projects and strengthen the district's ability to evaluate how physical learning environments contribute to student engagement, safety, and overall conditions for learning.

Overall Implementation Reflection

Overall, Goal 2 implementation reflected continued progress toward a more proactive and coherent conditions-for-learning system. The majority of actions were fully implemented, with partial implementation connected primarily to ongoing facilities projects and the need for stronger implementation coherence across systems.

The three workstreams reflect different but interconnected parts of the district's engagement and school climate strategy. The Engagement, Attendance, and Student Support Systems workstream strengthened attendance monitoring, student support coordination, relationship-centered practices, and engagement structures. The PBIS, Behavior, and Campus Climate Systems workstream strengthened behavioral systems, safety supports, adult capacity, supervision practices, and implementation fidelity structures. The Facilities and Physical Learning Environment Systems workstream continued improving the physical conditions that support learning.

The district will continue refining these systems to ensure that implementation leads not only to improved engagement and climate indicators, but also to stronger consistency, prevention, early intervention, and equitable learning conditions 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 difference between the planned expenditures of \$29,299,264 and the estimated actual expenditures of \$27,566,422 was approximately \$1,732,842, or about 6% of the goal budget. This variance was primarily associated with staffing vacancies, adjustments in operational expenditures, implementation timing differences, and cost savings realized across several actions during the 2025–26 school year. Despite these differences, the district continued implementation of the planned actions and services associated with Goal 2, and the overall variance did not substantially alter the intended scope of services provided to students.

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

In 2025–2026, the effectiveness of Goal 2 actions reflected a district system that is continuing to strengthen conditions for learning through improved attendance, reduced chronic absenteeism, reduced suspension, stronger student perceptions of safety and engagement, and increased alignment of behavioral support systems.

Local data and California School Dashboard indicators demonstrated continued improvement across several key measures. Attendance increased from 93.78% to 93.9%, while chronic absenteeism decreased from 21.4% to 19.3%, reflecting sustained progress from prior years. Chronic absenteeism also improved across several unduplicated student groups and historically underserved student groups, including English Learners, whose chronic absenteeism rate declined from 18.7% to 16.9%, Socioeconomically Disadvantaged students, whose rate declined from 21.5% to 19.8%, and Students with Disabilities, whose rate declined from 31.7% to 28.4%. Foster Youth also demonstrated slight improvement, with chronic absenteeism declining from 24.7% to 24.1%. Suspension rates improved from the prior year, declining from 2.0% to 1.5% , indicating recovery from the prior year increase and improved behavioral conditions for learning. Suspension rates also declined across multiple student groups, including African American students, Students with Disabilities, Homeless students, and Long-Term English Learners, suggesting that behavioral intervention and engagement systems are contributing to improved conditions for learning across multiple student populations.

Student perception data also improved. The percentage of students who reported looking forward to school increased from 71% to 75%, and the percentage of students reporting that they feel safe increased from 72% to 78%. Local connectedness survey data further contextualized these improvements. Between October 2025 and February 2026, overall favorability increased from 2.62 to 3.04 on a 5-point scale. Growth was particularly strong in areas related to adult relationships and support, including students' ability to talk to adults, which increased from 2.55 to 3.06, and perceptions that adults care about them, which increased from 2.71 to 3.15. Students also reported increased participation in school activities, increasing from 2.35 to 3.09.

These patterns suggest that students are experiencing stronger relationships, increased participation, and more positive interactions with adults across school sites. The district views these indicators as important leading measures because they provide earlier insight into the effectiveness of engagement systems, relationship-centered practices, and overall school climate.

At the same time, effectiveness remains uneven across sites, student groups, and support systems. Behavioral data indicates that Tier 1 practices are not yet consistently reducing demand for Tier 2 and Tier 3 supports, particularly at the middle school level. While PBIS fidelity improved, implementation depth continues to vary across sites. Student connectedness data also shows more moderate growth in perceptions of belonging and access to opportunities, indicating that students are engaging with existing systems but do not yet consistently experience strong belonging and access across all schools.

These findings suggest that Goal 2 actions are producing measurable progress , especially in attendance, chronic absenteeism, suspension, and student perception data. Additional focus on specific student groups is needed to deepen implementation consistency, strengthen staff capacity, improve fidelity monitoring, and ensure that positive conditions for learning are experienced more consistently across the district.

Action Effectiveness Classification

Effective Actions

- 2.1 Positive Behavior and Safety Centered Support Software for Creating and Maintaining a Safe and Orderly Learning Environment (Student Support and Safety Software 2.1)
- 2.3 Targeted Attendance Enhancement

2.5 Integrating School Social Workers for Student Support
2.8 Improved Class Sizes Maintained for Enhanced Student Support and Equity
Partially Effective Actions
2.2 Enhancing School Climate with Data Driven PBIS Strategies
2.4 Enhanced School Safety and Student Services
2.6 Supplemental Behavior Intervention Supports at School Sites
2.7 Positive Behavioral Engagement and School Safety

Actions Demonstrating Limited Measurable Outcome Evidence

2.9 Enhancing Facilities for Comprehensive Student and Community Engagement

To evaluate the impact of Goal 2 with greater precision and coherence, the effectiveness of our progress is analyzed through the lens of the same three interconnected workstreams that define the district's proactive conditions-for-learning framework. By assessing the collective impact of these workstreams, the district can better evaluate the effectiveness of its systems for strengthening student engagement, connectedness, behavior, safety, and overall conditions for learning during Year 3 of the LCAP cycle:

Engagement, Attendance, and Student Support Systems

PBIS, Behavior, and Campus Climate Systems

Facilities and Physical Learning Environment Systems

This evaluative structure recognizes the specific outcomes of individual actions while also measuring how these actions function together as a coordinated support system designed to improve student engagement, strengthen implementation consistency, increase proactive and preventative supports, and create safer, more supportive learning environments across all school sites. This approach provides a clearer understanding of whether district systems are successfully identifying barriers earlier, improving responsiveness to student needs, and strengthening the conditions necessary for student learning and success.

Engagement, Attendance, and Student Support Systems Workstream

2.1 Student Support and Safety Software

2.3 Targeted Attendance Enhancement

2.5 Social Workers

2.8 Class Size / Learning Environment

This workstream was effective in strengthening student engagement, attendance, connectedness, and access to supportive learning conditions. The combined effect of these actions supported earlier identification of student needs, more coordinated attendance and support systems, improved student perceptions of safety and belonging, and stronger conditions for learning.

Student Support and Safety Software (2.1) strengthened the district's ability to align attendance, behavior, and social-emotional supports. Chronic absenteeism decreased from 21.4% to 19.3%, and attendance improved from 93.78% to 93.9%, indicating improved student engagement and stronger coordination of student support systems. These results suggest that students are being identified earlier and connected to more targeted supports.

Action 2.3 (Targeted Attendance Enhancement) was effective in improving attendance patterns and reducing chronic absenteeism. Districtwide attendance improved, chronic absenteeism decreased, and local implementation evidence from the “Strive for Five” attendance challenge demonstrated positive results at participating schools. Schools participating in the challenge averaged a 1.63% increase in attendance compared to a 0.71% increase among non-participating schools, and participating sites demonstrated positive outcomes for Homeless Youth and Foster Youth. California School Dashboard data also reflected improvement across several student groups, including English Learners, whose chronic absenteeism rate declined from 18.7% to 16.9%, Socioeconomically Disadvantaged students, whose rate declined from 21.5% to 19.8%, and Students with Disabilities, whose chronic absenteeism rate declined from 31.7% to 28.4%. Foster Youth also demonstrated slight improvement, with chronic absenteeism declining from 24.8% to 24.1% . These results suggest that attendance incentives, structured monitoring, and site-based engagement strategies are contributing to improved attendance outcomes when implemented with consistency.

Social Workers (2.5) supported improved engagement and connection to school through counseling, family outreach, service coordination, and social-emotional support. Improvements in student perception data, including increases in students reporting that they look forward to school and feel safe at school, suggest that more accessible and integrated student supports are contributing to stronger school climate and connectedness. The implementation of school social workers at every school site also increased the district’s capacity to proactively identify and respond to student mental health, behavioral, attendance, and basic needs concerns. During the reporting period, school social workers documented approximately 1,934 student touchpoints through counseling, intervention, and case management support, while also providing 906 crisis-related drop-in services for students requiring immediate support during the school day. School social workers additionally participated in more than 100 risk assessments and 111 threat assessments in collaboration with school teams to support coordinated crisis response and student safety systems across sites.

Class Size / Learning Environment (2.8) supported improved classroom conditions, student-teacher relationships, and engagement. Student perception data showed improvement in students reporting that they look forward to participating in school each day and feel safe at school. Local class size data also demonstrates that district targets were maintained across grade spans, with Kindergarten through grade 3 averages improving from 23.8:1 to 23:1, grades 4 through 6 maintaining an average of 30:1, and grades 7 through 8 maintaining an average of 29:1. It is also important to note that district class sizes continued operating below allowable CBA maximums across grade spans, reflecting the district’s continued emphasis on maintaining smaller learning environments districtwide.

Overall, this workstream was effective because attendance, engagement, and connectedness indicators moved in a positive direction. Ongoing refinement is needed to increase participation in districtwide attendance initiatives, strengthen subgroup monitoring, and ensure engagement strategies are implemented consistently across school sites.

PBIS, Behavior, and Campus Climate Systems Workstream

2.2 PBIS Implementation

2.4 Enhanced School Safety and Student Services

2.6 Behavioral Intervention Assistants

2.7 Supervision and Campus Climate

This workstream was partially effective. Districtwide data shows improved suspension rates, stronger student perceptions of safety, increased PBIS fidelity, and improved staff implementation practices. However, Tier 1 implementation remains uneven, and demand for Tier

2 and Tier 3 behavioral supports continues to show that behavioral systems are not yet consistently producing the intended impact across all sites.

PBIS Implementation (2.2) strengthened behavioral expectations and support systems across the district. PBIS Tier 1 fidelity improved from 87% to 89%, indicating stronger implementation of core behavioral practices. Half of district school sites refined PBIS systems to better align with TFI 3.0 expectations, including redesigning PBIS behavior matrices, incorporating social-emotional behavioral language, and strengthening behavior-specific praise, precorrection, and active supervision practices. Districtwide suspension rates also improved from 2.0% to 1.5%, with suspension declines evident across several student groups, including African American students, Students with Disabilities, Homeless students, and Long-Term English Learners, suggesting behavioral support systems and restorative practices are contributing to improved conditions for learning across multiple student populations. However, Tier distribution data indicates an increased proportion of students requiring Tier 2 and Tier 3 supports, suggesting that Tier 1 practices are not yet consistently reducing behavioral need across all sites.

Enhanced School Safety and Student Services (2.4) contributed to improved coordination across attendance, behavior, student services, restorative supports, and school safety systems. Chronic absenteeism declined from 21.4% to 19.3%, and suspension rates declined from 2.0% to 1.5%. Several student groups demonstrated improved suspension outcomes, including African American students, students with disabilities, and socioeconomically disadvantaged students. These trends suggest that stronger coordination of school safety systems and student services is contributing to improved conditions for learning. At the same time, outcome variability persists for some student groups, including increases in chronic absenteeism among students identifying as Two or More Races and increases in suspension rates among Foster Youth. Ongoing strengthening of targeted supports, training participation, and staff capacity remains necessary.

Behavioral Intervention Assistants (2.6) demonstrated improved implementation of preventative behavioral practices. Local implementation data showed substantial improvement between October and March, including behavior-specific praise increasing from 0% in October to 70% in March, precorrection increasing from 68% to 80%, active supervision increasing from 85% to 100%, while PBIS foundational knowledge had a slight decrease from 100% to 90%, primarily as a result of staff turnover. These trends suggest that BIAs applied core preventative behavior strategies with greater consistency during the year. However, BIA training participation averaged approximately 65–70%, limiting districtwide consistency. SWIS Triangle data also showed Tier 1 rates decreased from 83.00% to 80.68%, while Tier 2 and Tier 3 percentages increased modestly, particularly at the elementary school level. These results demonstrate that targeted interventions are improving, but systemwide impact remains uneven.

Supervision and Campus Climate (2.7) strengthened proactive supervision practices, behavior-specific praise, and active supervision strategies. Site administrators reported stronger implementation of proactive supervision practices among support staff compared to prior years, and student perception data showed improvement in students reporting that they look forward to school and feel safe at school. Overall suspension rates also improved from 2.0% to 1.5%. However, behavioral variability across sites and office discipline referral trends reveal that supervision practices are not yet consistently impacting student behavior outcomes districtwide. Noon aide turnover also continues to create challenges in sustaining consistent supervision practices across all sites.

Overall, this workstream showed meaningful progress but remained partially effective because implementation fidelity, training participation, and Tier 1 consistency remain uneven. Additional work is needed to strengthen fidelity collection systems, improve precision problem solving with behavioral data, increase participation in professional learning, and better align Tier 2 and Tier 3 supports with core Tier 1 practices.

Actions Demonstrating Limited Measurable Outcome Evidence

This workstream demonstrated strong implementation progress, though measurable connections to student outcome indicators remain emerging at this stage. Facilities improvement efforts continued and implementation benchmarks demonstrated progress, however, available data does not yet demonstrate a clear measurable impact on attendance, behavior, student perception, or other conditions-for-learning outcomes.

Facilities (2.9) continued through planned modernization and construction projects at Ollivier Middle School and Middle School #4. At Ollivier Middle School, planning and design completion, permitting and approvals, and groundbreaking/site preparation benchmarks were completed, while construction and structural development moved into active progress. Overall project completion increased from 40% to 60%. At Middle School #4, planning and design completion benchmarks were completed, with overall project completion remaining at 20% while permitting and future construction phases continue. While implementation benchmarks demonstrate continued progress toward improving physical learning environments, clearer evidence connecting facilities improvements to attendance, behavior, student perception, and other conditions-for-learning indicators has not yet emerged. Continued project development and refinement of evaluation metrics will be necessary to better understand the long-term contribution of facilities improvements to student learning conditions over time.

In addition to the attendance, behavior, student perception, PBIS, BIA, class size, and facilities data described above, the district reviewed the remaining Goal 2 metrics connected to contributing actions to ensure a complete analysis of implementation and progress. Middle school dropout rates and expulsion rates remained at 0%, indicating that the district maintained key engagement and school climate outcomes while continuing to strengthen preventative and restorative systems. Raptor Visitor Management data showed decreased visitor sign-ins and increased early student sign-outs compared to baseline, suggesting that school safety and front-office systems remain operationally important but require continued monitoring to better understand patterns related to family access, student movement, and school-day interruptions. Restorative classroom attendance declined at all three middle schools, which may reflect fewer days assigned to restorative classroom settings as suspension and behavioral outcomes improved; however, the district will continue monitoring this data to ensure restorative systems are supporting successful student reintegration rather than simply reducing documented placement time.

Site-specific attendance and chronic absenteeism data connected to facilities and engagement metrics also reflected mixed progress. Ollivier Middle School maintained relatively stable overall attendance and improved chronic absenteeism for several student groups, but Foster Youth attendance and chronic absenteeism remained areas of concern. McKee Middle School demonstrated stronger attendance and chronic absenteeism trends across multiple student groups, including Foster Youth, Students Experiencing Homelessness, and Socioeconomically Disadvantaged students. These site-specific results indicate that engagement systems are improving in some settings while continued targeted attention is needed where student group outcomes remain uneven. Taken together, these remaining metrics reinforce that Goal 2 actions were generally effective in improving conditions for learning, while also showing the need for continued refinement in attendance intervention, restorative systems, safety operations, and consistent implementation across school sites.

Overall Goal 2 Effectiveness Reflection

Overall, Goal 2 actions produced measurable improvements in attendance, chronic absenteeism, suspension, student safety, and student connectedness. These improvements signal that the district's proactive conditions-for-learning system is moving in a positive direction.

The Engagement, Attendance, and Student Support Systems workstream is producing clear evidence of effectiveness, particularly through improved attendance, reduced chronic absenteeism, stronger student perception data, and increased student connectedness. The PBIS, Behavior, and Campus Climate Systems workstream shows meaningful progress but remains partially effective due to uneven Tier 1 implementation, inconsistent fidelity collection, varying training participation, and continued demand for Tier 2 and Tier 3 supports. The Facilities and Physical Learning Environment Systems workstream is progressing operationally, but has not yet demonstrated measurable student outcome impact.

These findings suggest that while the district has successfully established key systems, the next phase of work must focus on increasing consistency, strengthening adult capacity, improving fidelity monitoring, and ensuring that implementation depth matches system design. The district will continue learning from schools and teams demonstrating stronger attendance, engagement, behavior, and connectedness outcomes in order to better understand which practices and implementation conditions can be strengthened and scaled across the system.

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.

Based on analysis of implementation and effectiveness during 2025–2026, the district will maintain the overall structure of Goal 2 while refining specific actions, implementation strategies, and monitoring systems to improve consistency and impact. The district’s refinements for 2026–2027 will focus on strengthening proactive systems, improving fidelity of implementation, building staff capacity, and ensuring that positive conditions for learning are experienced more consistently across school sites.

Within the Engagement, Attendance, and Student Support Systems workstream, the district will maintain and refine Actions 2.1, 2.3, 2.5, and 2.8. The district will continue strengthening coordinated student support systems that connect attendance, behavior, social-emotional support, and student connectedness. Targeted Attendance Enhancement (2.3) will be refined by continuing the “Strive for Five” attendance challenge and increasing participation across school sites. The district will also consider broader implementation of site-developed attendance challenges, such as “March Madness,” when local evidence indicates positive results. The intended outcome is to increase consistency of attendance practices districtwide, improve attendance and chronic absenteeism outcomes across sites, and strengthen attendance growth for targeted student groups, including Homeless Youth and Foster Youth.

Integrating School Social Workers for Student Support (2.5) will continue through the district’s site-based staffing model while increasing focus on preventative and early intervention practices aligned to student behavioral, attendance, and social-emotional needs. Planned refinements include increased push-in support within classrooms and school environments, expanded coordination through the Children and Youth Behavioral Health Initiative (CYBHI), increased use of Wellness Centers and structured wellness supports, and continued refinement of intervention systems to ensure students receive appropriate levels of support based on identified needs and emerging trends across school sites. The intended outcome is to strengthen preventative intervention systems, improve student engagement and connectedness, and maintain responsive support structures for students requiring more intensive Tier III services.

Within the PBIS, Behavior, and Campus Climate Systems workstream, the district will maintain and refine Actions 2.2, 2.4, 2.6, and 2.7. PBIS Implementation (2.2) will be refined by continuing to build the capacity of school teams to use behavioral data more deeply, develop meaningful precision problem statements, create action plans, and monitor implementation fidelity. The district will increase support for

fidelity collection to ensure PBIS systems are being implemented as intended. The intended outcome is for school teams to more effectively and efficiently develop action plans and monitor fidelity at the Tier 1 and Tier 2 levels.

Enhanced School Safety and Student Services (2.4) will continue to emphasize quarterly site data discussions and action planning using KiDS data. The district will also strengthen preventative and restorative supports for students who feel disconnected from school by incorporating relationship-building and engagement strategies, creating clearer processes to welcome students back into the school community after suspension or placement in alternate settings, and continuing to build stronger Tier 1 and Tier 2 systems.

Behavioral Intervention Assistants (2.6) will continue using the Observe, Train, Coach model to build implementation capacity. To strengthen participation and fidelity, the district will move back to morning professional learning structures to support full BIA attendance. Sites will also identify mentors to support BIA implementation of behavior plans and reinforce PBIS practices at the school level. The intended outcome is 100% participation in BIA training sessions districtwide and at least 85% implementation fidelity across sites.

Supervision and Campus Climate (2.7) will continue through implementation of the established professional development plan, further development of the PBIS training hub, and continued partnership with the Bakersfield Police Department to employ two full-time School Resource Officers. School Resource Officers will continue supporting school safety through immediate emergency response, mentoring, positive relationship-building, and early intervention opportunities. The district will also continue strengthening active supervision, behavior-specific praise, precorrection, and relationship-centered campus practices across school sites.

Within the Facilities and Physical Learning Environment Systems workstream, the district will continue implementation of Facilities (2.9), including modernization and construction projects at Ollivier Middle School and Middle School #4. Because facilities improvements have not yet demonstrated measurable impact through available student outcome data, the district will continue developing clearer metrics to evaluate how physical learning environment improvements may contribute to attendance, behavior, safety, and student perception outcomes over time.

Several Goal 2 actions also reflect expenditure adjustments for 2026–2027 resulting from ongoing implementation and operational needs, updated staffing allocations, salary and benefit increases, contractual cost adjustments, operational cost changes, facility and infrastructure needs, and revised implementation projections aligned to district priorities.. While expenditures have been refined across several actions, these adjustments do not represent material changes to the overall scope of services provided. Instead, they primarily reflect operational refinements necessary to sustain, strengthen, and improve the district's learning environments, student support systems, safety initiatives, facilities, and operational services while maintaining alignment with identified student needs and district priorities.

Across all three workstreams, the district will continue focusing on implementation consistency, early identification, proactive support, staff capacity, fidelity monitoring, and the relationship between student engagement and academic access. The district's approach for 2026–2027 reflects a continued commitment to refining systems based on evidence, identifying and learning from emerging bright spots, strengthening conditions for learning, and improving equitable outcomes across all school sites and student groups.

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.	\$263,649.00	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 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	\$280,138.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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	\$1,050,385.00	Yes
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	\$262,107.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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.	\$1,941,731.00	Yes
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	\$1,561,516.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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 to create a safer, more supportive educational atmosphere conducive to student well-being and learning.	\$1,855,336.00	Yes
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).	\$11,952,787.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 action will significantly enhance the educational experience for unduplicated students, ensuring they have equitable access to the resources needed for success.	\$17,351,036.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Based on a five point self reflection rubric. Priority 3: Parental Involvement and Family Engagement: (3A) The efforts the school district makes to seek parent input in making decisions for the LEA and each individual school site as per (local data) Local Indicator	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. Rating: 4 (Full Implementation)	2024-2025 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. Rating: 4 (Full Implementation)	2025-2026 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. Rating: 4 (Full Implementation)	(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
	Priority 3 Self Reflection Tool.					
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)	2025-2026 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/ District English learner 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 Council and the District Advisory Committee/ District English learner Advisory Committee.	2025-2026 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/ District English learner Advisory Committee.	(C) Maintain all outreach efforts: (flyers, messages to phone and email, recruitment at school sites) targeting parents of students with disabilities is used to encourage participation in School Site Council and the District Advisory Committee/ District English learner Advisory Committee.	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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) Homeless / McKinney Vento:-100.7 (orange) Socioeconomically Disadvantaged: - 68.6 (yellow) Students with Disabilities: -145.3 (red)	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 All Students: -63.8 (orange) English Learner: - 84.2 (yellow) Long Term EL: - 165.2 (Red)	2025-2026 (from 2024-2025 school year) ELA: DFS All Students: -22.1 (orange) English Learner: - 44.3 (orange) Long Term EL: - 93.2 (red) Foster Youth: - 70.2 (red) Homeless / McKinney Vento: - 60.9 (orange) Socioeconomically Disadvantaged: - 24.3 (orange) Students with Disabilities: -124.1 (red) African American: - 53.4 (orange) See the attached LCAP Addendum for lowest performing student group information. Math: DFS All Students: -60.0 (yellow) English Learner: - 74.6 (orange) Long Term EL: - 154.7 (red)	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) Socioeconomically Disadvantaged: - 48.6 (yellow) Students with Disabilities: --95 (orange) African American: - 69.9 (yellow)	2025-2026 Data (from 2024-2025 School year): ELA: DFS All Students: increased 1.7 (orange) English Learner: increased 18.1 (yellow) Long Term EL: Increased 8.4 (orange) Foster Youth: decreased 5.6 (red) Homeless / McKinney Vento: increased 4.1 (orange) Socioeconomically Disadvantaged: increased 1.6 (orange) Students with Disabilities: declined 13.4 (red) African American: decreased 3.5 (orange) Math: DFS All Students: increased 6.3 (yellow) English Learner: increased 16.7 (yellow)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%	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: 19.3% Students with Disabilities: 8.7%	Foster Youth: - 102.4 (red) Homeless / McKinney Vento: - 95.4 (red) Socioeconomically Disadvantaged: - 62.0 (orange) Students with Disabilities: -156.5 (red) African American: - 88.3 (orange) See the attached LCAP Addendum for lowest performing student group information. Science: (Met/Exceeded %) All Students: 27.57% English Learner: 2.75% Long Term EL: 0% Foster Youth: 8.77% Homeless / McKinney Vento: 16.19% Socioeconomically Disadvantaged: 19.32% Students with Disabilities: 6.21%	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%	Long Term EL: increased 10.5 (orange) Foster Youth: decreased 14.1 (red) Homeless / McKinney Vento: increased 5.3 (red) Socioeconomically Disadvantaged: increased 6.6 (orange) Students with Disabilities: decreased 11.2 (red) African American: increased 11.6 (yellow) Science: (Met/Exceeded %) All Students: decreased 2.61% English Learner: increased 4.3% Long Term EL: No Difference Foster Youth: increased .03% Homeless / McKinney Vento: increased 3.15% Socioeconomically Disadvantaged: increased 7.56%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			African American: 14.2%	African American: 23.81%		Students with Disabilities: increased 2.49% African American: increased 9.65%
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% Students with Disabilities: 92.1% African American: 92.3%	2024-2025 Data: (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%	2025-2026 Data (A) All Students: 93.9% English learner: 94.1% Long Term EL 93.5% Foster Youth: 94% Homeless / McKinney Vento: 91.6% Socioeconomically Disadvantaged: 94% Students with Disabilities: 92.8% African American: 91.8%	(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 .3% English learner: increased .2% LTEL: increased 2.1% Foster Youth: Increased 1.4% Homeless / McKinney Vento: increased 1.1% Socioeconomically Disadvantaged: increased .4% Students with Disabilities: increased .6% African American: decreased .5%
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)	2024-2025 Data: (from 2023-2024 school year): (B) All Students: 21.4% (yellow) English Learner: 18.7% (yellow) Long Term EL: 26% (Red)	2025-2026 (from 2024-2025 school year) (B) All Students: 19.3% (yellow) English Learner: 16.9% (yellow) Long Term EL: 23.8% (orange)	(B) All Students: 10% (green) English learner: 10% (green) Long Term EL: 15% (yellow) Foster Youth: 10% (green)	(B) All Students: decreased 5.9% (yellow) English learner: decreased 5.8% (yellow) Long Term EL: decreased 2.2% (orange)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged: 25.7% (yellow) Students with Disabilities: 33.6% (yellow) African American: 33.6% (yellow)	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)	Foster Youth: 24.1% (orange) Homeless / McKinney Vento: 35.3% (red) Socioeconomically Disadvantaged: 19.8% (yellow) Students with Disabilities: 28.4% (yellow) African American: 31.4% (red)	Homeless / McKinney Vento: 20% (yellow) Socioeconomically Disadvantaged: 10% (green) Students with Disabilities: 15% (yellow) African American: 15% (yellow)	Foster Youth: increased 1.3% (red) Homeless / McKinney Vento: decreased 12.7% (red) Socioeconomically Disadvantaged: decreased 5.9% (yellow) Students with Disabilities: decreased 5.2% (yellow) African American: decreased 2.2% (red)
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)	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)	2025-2026 Data: (from 2024-2025 school year) (A) All Students: 1.5% (green) English Learner: 0.8% (green) Long Term EL: 3.0% (green) Foster Youth: 8.2% (red) Homeless / McKinney Vento: 1.4% (green) Socioeconomically Disadvantaged: 1.6% (green)	(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)	(A) All Students: increased .3% (green) English learner: No difference (green) Long Term EL: declined 2.7% (green) Foster Youth: increased 5.1% (red) Homeless / McKinney Vento: decreased .3% (green)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American: 4.0% (orange)	Students with Disabilities: 3.3% (orange) African American: 4.0% (orange)	Students with Disabilities: 2.6% (green) African American: 5.2% (yellow)	Students with Disabilities: 1% (yellow/green) African American: 1.5% (yellow/green)	Socioeconomically Disadvantaged: increased .3% (green) Students with Disabilities: increased .1% (green) African American: increased 1.2% (yellow)
3.8	Based on % of students expelled. (6B) student expulsion rates as measured by (local data) KiDS	2023-2024 Baseline Data: (B) 0%	2024-2025 Data: (B) 0%	2025-2026 Data (B) 0%	(B) Maintain 0%	No Difference
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.	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.	2025-2026 Data (C) Results from the 2025-26 Student District Needs Assessment for grades 4th through 8th show that: -75 % of our students report they look forward to participating in school each day. 81% of our students report teachers	(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	(C) Look forward to participating in school each day: 21% increase Report teachers keep them informed of their academic progress: 1% increase Students feel safe at school: 14% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-64% of our students feel safe at school.	80% of our students report teachers keep them informed of their academic progress. 72% of our students feel safe at school.	keep them informed of their academic progress. 78% of our students feel safe at school.	them informed of their academic progress. -85% of our students will 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%	2025-2026 Data: LRE District Wide Aggregate: 80 - 100%: 64% 40 - 79%: 12% 0 - 39%: 24%	LRE District Wide Aggregate: 80 - 100%: 70% 40 - 79%: 25% 0 - 39%: 5%	LRE District Wide Aggregate: 80 - 100%: increased 10.6% 40 - 79%: decreased 14.3% 0 - 39%: increased 3.7% (This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.11	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	2025-2026 Data GoGuardian: Number of scheduled sessions: 45,216 Number of manual sessions: 26,499	Maintain: GoGuardian: Scheduled Sessions: 45,755 Manual Sessions 32,106	GoGuardian: Scheduled Sessions: decreased 539 Manual Sessions: decreased 5,609 (This metric is designed for implementation purposes and will be monitored to ensure optimal system
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	2025-2026 Data Clever: Unique students that have used the platform: 8,045 Unique teachers that have used the platform: 375 Total student logins to all applications on the platform: 3,498,608 Total teacher logins to all applications on the platform: 110,759	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	Unique students that have used the platform: decreased 1189 Unique teachers that have used the platform: decreased 36 Total student logins to all applications on the platform: increased 281,038 Total teacher logins to all applications on the platform: increased 28,909 (This metric is designed for implementation

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						purposes and will be monitored to ensure optimal system performance.)
3.13	Based on logon to platform sessions during learning sessions online. Priority 8: (Local data: 3.1) Implementation Metric: Monitoring usage statistics to inform system decisions for technology district wide.	2023-2024 Baseline Data: Zoom Total meetings/webinars: 3,343 Total participants in all meetings/webinars: 26,589 Total duration in minutes of all meetings/webinars: 893,164	2024-2025 Data: Zoom Total meetings/webinars : 4,342 Total participants in all meetings/webinars : 24,610 Total duration in minutes of all meetings/webinars : 885,000	2025-2026 Data Zoom: Total meetings/webinars : 8,710 Total participants in all meetings/webinars : 26,199 Total duration in minutes of all meetings/webinars : 1,107,199	Maintain: Zoom: Total meetings/webinars : 3,343 Total participants in all meetings/webinars : 26,589 Total duration in minutes of all meetings/webinars : 893,164	Zoom: Total meetings/webinars : increase 5,367 Total participants in all meetings/webinars : decrease 390 Total duration in minutes of all meetings/webinars : increase 214,035 (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	2023-2024 Baseline Data: Aeries SIS: Total Parent Portal logins: 93,432 Total Student Portal logins: 460,512 Total staff logins: 309,832	2024-2025 Data: Aeries SIS: Total Parent Portal logins: 61,940 Total Student Portal logins: 497,049 Total staff logins: 313,882	2025-2026 Data Aeries SIS: Total Parent Portal logins: 50,386 Total Student Portal logins: 562,479 Total staff logins: 407,343	Maintain: Aeries SIS: Total Parent Portal logins: 93,432 Total Student Portal logins: 460,512 Total staff logins: 309,832	Total Parent Portal logins: decreased 43,046 Total Student Portal logins: increased 101,967 Total staff logins: increased 97,511 Total online student

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	system decisions for technology district wide.	Total online student enrollments: 2,794	Total online student enrollments: 1,747	Total online student enrollments: 1,285	Total online student enrollments: 2,794	enrollments: decreased 1,509 (This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)
3.15	Based on logon to platform sessions during learning sessions online. Priority 8: (Local data 3.1) Implementation Metric: 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	2025-2026 Data Parent Square: Total posts: 6,562 Total direct messages: 52,888	Maintain: Parent Square: Total posts: 4,939 Total direct messages: 49,903	Parent Square: Total posts: increased 1623 Total direct messages: increase 2985 (This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)
3.16	Based on logon to platform sessions during learning sessions online. Priority 8: (Local data 3.2) Implementation Metric: Monitoring usage statistics to inform	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	2024-2025 Data: Google All the below metrics were based on the date range August 14, 2024 - April 30, 2025	2025-2026 Data Google: All the below metrics were based on the date range August 14, 2025 - April 30, 2026	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	Google: All the below metrics were based on the date range Dec 1, 2023 - Apr 30, 2024 Total number Google Classroom posts: increased 47,806

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	system decisions for technology district wide.	Largest number of active Google Classroom classes in a 14-day period: 838 Average total monthly active Google Drive users: 8,949 Total Google Drive files created: 1,152,563 Largest number of active Chromebooks in a 7-day period: 11,436	Total number Google Classroom posts: 52,221 Largest number of active Google Classroom classes 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	Total number Google Classroom posts: 98,694 Largest number of active Google Classroom classes in a 14-day period: 747 Average total monthly active Google Drive users: 8249 Total Google Drive files created: 1,104,506 Largest number of active Chromebooks in a 7-day period: 10963	Largest number of active Google Classroom classes in a 14-day period: 838 Average total monthly active Google Drive users: 8,949 Total Google Drive files created: 1,152,563 Largest number of active Chromebooks in a 7-day period: 11,436	Largest number of active Google Classroom classes in a 14-day period: decreased 91 Average total monthly active Google Drive users: decreased 700 Total Google Drive files created: decreased 48,057 Largest number of active Chromebooks in a 7-day period: decreased 473 (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:	2023-2024 Baseline Data: Service Desk Reports Total support incidents by category: Hardware - 6870 - 55.50% Applications - 2002 - 16.17% Other - 1504 - 12.15%	2024-2025 Data: Service Desk Reports Total support incidents by category: Hardware - 5854 - 55.02% Applications - 1808 - 16.99%	2025-2026 Data Service Desk Reports Total support incidents by category: Hardware - 51.06% Applications - 17.62%	Maintain: Service Desk Reports: Total support incidents by category: Hardware - 6870 - 55.50% Applications - 2002 - 16.17%	Service Desk Reports: Total support incidents by category: Hardware - decreased 4.44% Applications - increased 1.45%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Monitoring technology support incidents by category to inform system decisions district wide as per Service Desk Reports from July through April.	Network - 906 - 7.32% Software - 492 - 3.97% Curriculum Applications - 401 - 3.24% Website - 76 - 0.61% Data Services - 28 - 0.23% No Category - 100 - 0.81%	Other - 1142 - 10.73% Network - 879 - 8.26% Software - 326 - 3.06% Curriculum Applications - 474 - 4.46% Website - 63 - 0.59% Data Services - 11 - 0.10% No Category - 82 - 0.77	Other - 14.63% Network - 9.67% Software - 2.78% Curriculum Applications - 3.82% Website - 0.59% Data Services - 0.10% No Category - 1.30%	Other - 1504 - 12.15% Network - 906 - 7.32% Software - 492 - 3.97% Curriculum Applications - 401 - 3.24% Website - 76 - 0.61% Data Services - 28 - 0.23% No Category - 100 - 0.81%	Other - increase 2.48% Network - increased 2.35% Software - decreased 1.19% Curriculum Applications - increased .58% Website - decreased .02% Data Services - decreased .13% No Category - increase .49% (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:	2023-2024 Baseline Data: (A) 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: (A) Total support incidents by category: Hardware - 5854 - 55.02% Applications - 1808 - 16.99% Other - 1142 - 10.73% Network - 879 - 8.26%	2025-2026 Data (A) Total support incidents by category: Hardware - 1530 - 56.86% Applications - 371 - 13.79% Other - 306 - 11.37% Network - 247 - 9.18%	Maintain: Service Desk Reports: Total support incidents by category: Hardware - 6870 - 55.50% Applications - 2002 - 16.17% Other - 1504 - 12.15%	Service Desk Reports: Total support incidents by category: Hardware - increase 1.36% Applications - decreased 2.38% Other - decreased 1.42%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(A) Category of service requested by number and percent of total services.	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%	Software - 92 - 3.42% Curriculum Applications - 114 - 4.24% Website - 18 - 0.67%	Network - 906 - 7.32% Software - 492 - 3.97% Curriculum Applications - 401 - 3.24%	Network - increased 1.86% Software - decreased .55% Curriculum Applications - increased 1%
	(B) Count of support incidents by site and total	(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	(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	(B) Crescent Elementary: 274 Curriculum Support: 30 District Office: 581 Fairview Elementary: 94 Granite Pointe Elementary: 231 Greenfield Middle School: 135 Horizon Elementary: 121 Kendrick Elementary: 161 McKee Middle School: 101 Ollivier Middle School: 191 Palla Elementary: 186 Planz Elementary: 291	(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	(B) Crescent Elementary: decreased 916 Curriculum Support: decrease 71 District Office: decreased 2341 Fairview Elementary: decreased 622 Granite Pointe Elementary: decreased 725 Greenfield Middle School: decreased 600 Horizon Elementary: decreased 513

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Prosperity Elementary: 655 Valle Verde Elementary: 484 Total: 10,639	Prosperity Elementary: 165 Valle Verde Elementary: 118 Total: 2691	Planz Elementary: 873 Prosperity Elementary: 490 Valle Verde Elementary: 618 Total: 12,389	Kendrick Elementary: decreased 941 McKee Middle School: decreased 480 Ollivier Middle School: decreased 706 Palla Elementary: No difference Planz Elementary: decreased 582 Prosperity Elementary: decreased 325 Valle Verde Elementary: decreased 500 Total: decreased 9,698 (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:	2023-2024 Baseline Data: 4th Grade La Purisima or Gold Rush: 88%	2024-2025 Data: 4th Grade La Purisima or Gold Rush: 88% 5th Grade	2025-2026 Data (ELVA) 4th Grade La Purisima or Gold Rush: 88%	4th Grade La Purisima or Gold Rush: 100% 5th Grade Reagan Library: 100%	4th Grade La Purisima or Gold Rush: No Difference 5th Grade Reagan Library:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Monitoring field trip completion based on grade level and trip location.	5th Grade Reagan Library: 100% 6th Grade Camp KEEP: 100% 7th Grade CA Science Center: 100% 8th Grade College or University: 100%	Reagan Library: 67% 6th Grade Camp KEEP: 100% 7th Grade CA Science Center: 100% 8th Grade College or University: 100%	5th Grade Reagan Library: 100% 6th Grade Camp KEEP: 100% 7th Grade CA Science Center: 100% 8th Grade College or University: 100%	6th Grade Camp KEEP: 100% 7th Grade CA Science Center: 100% 8th Grade College or University: 100%	No Difference 6th Grade Camp KEEP: No Difference 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:	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%	2024-2025 Data: (A) Number of participants: 1043 Aerobic Capacity: 99% Abdominal Strength: 99.5% Trunk Strength: 99.6% Upper Body Strength: 99.4%	2025-2026 Data (A) Number of participants: 971 Aerobic Capacity: 99% Abdominal Strength: 99% Trunk Strength: 99% Upper Body Strength: 99%	(A) Number of participants: ALL Aerobic Capacity: 100% Abdominal Strength: 100% Trunk Strength: 100% Upper Body Strength: 100% Flexibility: 100%	(A) Number of participants: ALL Aerobic Capacity: decreased .1% Abdominal Strength: decrease .5% Trunk Strength: decreased .5% Upper Body Strength: decreased .3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(A) 5th Graders number and % (B) 7th Graders number and %	Flexibility: 99.4% (B) Number of participants: 1018 Aerobic Capacity: 96.9% Abdominal Strength: 97.1% Trunk Strength: 97.2% Upper Body Strength: 97% Flexibility: 97.3%	Flexibility: 99.5% (B) Number of participants: 1019 Aerobic Capacity: 92% Abdominal Strength: 93% Trunk Strength: 93% Upper Body Strength: 92% Flexibility: 92%	Flexibility: 99% (B) Number of participants: 957 Aerobic Capacity: 97% Abdominal Strength: 96% Trunk Strength: 97% Upper Body Strength: 95% Flexibility: 97%	 (B) Number of participants: ALL Aerobic Capacity: 100% Abdominal Strength: 100% Trunk Strength: 100% Upper Body Strength: 100% Flexibility: 100%	Flexibility: decreased .4% (B) Number of participants: ALL Aerobic Capacity: increased .1% Abdominal Strength: decreased .1% Trunk Strength: decreased .2% Upper Body Strength: decreased 2% Flexibility: decreased .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	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	2025-2026 Data 282,384 Second Chance Breakfast meals served in 2025-26.	Maintain: 350,000 Second Chance Breakfast meals served (This metric is designed for implementation purposes and will be monitored to	increased 13,421

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	general operations for feeding students effectively.		2023–2024 LCAP (350,000) has 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.		ensure optimal 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	2025-2026 Data Harvest of the Month: Student Participation: 2,536 Nutrition Classes: Parent participation: 330	Maintain: Harvest of the Month: Student participation: 2,065 Nutrition Classes: Parent participation: 316	Harvest of the Month: Student participation: increased 471 Nutrition Classes: Parent participation: increased 4 (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:	2025-2026 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	Anti-Substance Abuse Education: Student Participation: 953	Student participation: 2,865	Student participation: decreased 1912 (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	2025-2026 Data (A) Family Newsletters: Distributed monthly (Aug 2025 - May 2026) for a total of 10 newsletters. (B) CARES Award ceremonies: Award ceremonies held: 8 Total Students honored:80 (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: increased 30 (C) DAAPAC Meetings: Meetings Held: NA Average attendance: 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	Average Attendance: NA (D) Equity and Achievement Task Force: Meetings Held: 4 (in person) Average Attendance: 9 parents	(D) Equity and Achievement Task Force: Meetings Held: 5 (in person) Average Attendance: 20 parents	(D) Equity and Achievement Task Force: Meetings Held: decreased 1 (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. (A1) Activity miles are actual miles driven by	2023-2024 Baseline Data: (A) 2022 - 2023 Total District Mileage 346,419 (B) 8:30 AM - 1:30 PM (5 hours) for trips to leave the district office and return to the district office due to constraints on drivers.	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 the district office due to constraints on drivers.	2025-2026 Data (A) 2024 - 2025 Total District Total Mileage: Discontinued Metric A1 (BASELINE) Activity Trip Mileage: 18,000 (B) 7:30 AM - 2:30 PM (8 hours) for trips to leave the district office and return to the district office due to constraints on drivers.	(A) This metric is for informational purposes only and does not have a specific Year 3 outcome target. The District will be monitoring for maintaining optimal systems performance considering current enrollment year by year. (Discontinued) (B) 6:00 AM - 6:00 PM (12 hours) for trips to leave the district office and return to the district office	(A) (This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.) (Discontinued) A1: Increased 570 miles (B) increased 3 hours (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
	the district fleet exclusive to field trips. (B) Availability of services hours for students to participate in field trips.				due to lack of constraints on drivers.	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: LaPurissima Gold Rush 5th Grade: Ronald Reagan 6th Grade: Camp KEEP 7th Grade: California Science Center 8th Grade: College or University	NA	2024-25 Baseline Data 4th Grade: La Purissima 87% Favorable Gold Rush 82% 5th Grade: Ronald Reagan: 84% Favorable 6th Grade: Camp KEEP: 90% Favorable 7th Grade: California Science Center: 53% Favorable 8th Grade:: College/University: 76% Favorability.	2025-2026 Data 4th Grade: La Purissima (Did not attend) Gold Rush 82% Favorable 5th Grade: Ronald Reagan: 82% Favorable 6th Grade: Camp KEEP: 92% Favorable 7th Grade: California Science Center: 51% Favorable 8th Grade:: College/University: 56% Favorability	4th Grade: La Purissima: 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 8th Grade:: College or University: 90% Favorable	4th Grade: La Purissima: decreased 87% (no trips taken between years) Gold Rush: increased 8% 5th Grade: Ronald Reagan: decreased 2% 6th Grade: Camp KEEP: Established Baseline 7th Grade: California Science Center: decreased 2% 8th Grade:: College or University: decreased 20%

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.)

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

In 2025–2026, implementation of Goal 3 continued to reflect the district’s commitment to expanding equitable access to meaningful opportunities, enrichment experiences, student supports, family engagement systems, and inclusive practices that strengthen student participation, connectedness, and overall educational experience. Educational partner feedback consistently emphasized the importance of ensuring students have access not only to rigorous academic instruction, but also to the experiences, relationships, supports, and opportunities that contribute to long-term engagement and student success.

Across advisory committees, educational partner surveys, student feedback systems, and school site engagement opportunities, students, families, and staff consistently highlighted the value of expanded enrichment experiences, arts and music programs, field trips, transportation access, wellness supports, technology access, and stronger family-school partnerships. Educational partners also emphasized the importance of maintaining layered support systems that ensure students with diverse academic, behavioral, social-emotional, and attendance needs can access appropriate interventions and opportunities within inclusive learning environments.

At the same time, educational partners identified several areas requiring continued refinement. While many programs and opportunities demonstrate strong participation and positive student feedback, implementation consistency and quality continue to vary across sites and grade levels. In some cases, logistical barriers, transportation limitations, staffing capacity, or uneven implementation practices affect the consistency of student experiences across the district. Educational partners also emphasized the need to continue strengthening family engagement systems, communication structures, and integrated support systems to ensure all students and families experience meaningful access to district programs and services.

Implementation Status

Fully Implemented

- 3.1 Technology Devices and Access
- 3.2 Instructional Software and Digital Supports
- 3.3 Foster Youth and Homeless Supports
- 3.4 Field Trips and Enrichment Experiences
- 3.5 Arts and Music Programs
- 3.6 Physical Education and Wellness
- 3.7 Second Chance Breakfast
- 3.8 Health and Wellness / Substance Abuse Programs
- 3.9 Family Engagement and Outreach
- 3.10 Transportation Access

Partially Implemented

3.11 MTSS and Integrated Supports

For purposes of clearer analysis and stronger organizational coherence, Goal 3 implementation is organized into three interconnected workstreams that together represent the district's broader framework for equitable access to meaningful opportunities and supports:

- Student Access, Enrichment, and Opportunity Systems
- Family, Community, and Partnership Systems
- Integrated Support and Inclusive Access Systems

This structure recognizes that the actions within Goal 3 do not operate independently. Instead, they function together as coordinated systems designed to expand access, reduce barriers to participation, strengthen student engagement and belonging, increase family and community connection, and ensure students can access layered supports within inclusive educational environments.

Student Access, Enrichment, and Opportunity Systems Workstream

- 3.1 Technology Devices and Access
- 3.2 Instructional Software and Digital Supports
- 3.4 Field Trips and Enrichment Experiences
- 3.5 Arts and Music Programs
- 3.6 Physical Education and Wellness
- 3.7 Second Chance Breakfast
- 3.10 Transportation Access

This workstream represents the district's coordinated effort to increase equitable access to instructional resources, enrichment opportunities, wellness supports, transportation systems, technology access, and engagement experiences that strengthen participation, connectedness, and overall access to meaningful educational opportunities.

Technology Devices and Access (3.1) continued supporting equitable student access to instructional technology, classroom learning tools, and digital learning environments across the district. Students continued utilizing district-issued devices to access classroom instruction,

digital learning platforms, assessments, intervention systems, and communication tools that support both in-school and extended learning opportunities.

Instructional Software and Digital Supports (3.2) continued through the district's coordinated use of instructional software systems designed to support teaching, learning, engagement, and access to instructional content across multiple grade levels and content areas. These systems supported differentiated access to instruction, progress monitoring, communication, and digital engagement opportunities for students and families.

Field Trips and Enrichment Experiences (3.4) continued providing students with expanded experiential learning opportunities connected to academic content, enrichment exposure, career exploration, and student engagement. During the year, students participated in a wide variety of enrichment experiences across grade spans, including science-based learning opportunities, college and career exposure activities, cultural experiences, outdoor education, and community-connected learning experiences. The district also continued collecting student feedback and implementation evidence related to field trip experiences in order to better understand which experiences produce the strongest student engagement and instructional relevance.

Arts and Music Programs (3.5) continued expanding access to music, visual arts, and performing arts opportunities across school sites. Educational partner feedback consistently identified arts and music programming as one of the district's strongest areas of student engagement and participation. Programs continued providing students with opportunities for creativity, self-expression, collaboration, and increased connection to school.

Physical Education and Wellness (3.6) continued supporting student wellness, physical activity, and healthy participation through physical education programming and wellness opportunities across grade spans. Students continued accessing physical activity opportunities designed to support both physical health and overall student well-being.

Second Chance Breakfast (3.7) continued providing students with increased access to nutritional supports during the school day. The district served approximately 260,000 Second Chance Breakfast meals in 2023–2024, 273,421 meals in 2024–2025, and 282,384 meals in 2025–2026, reflecting increased utilization of the program over time. This action continued helping reduce barriers to student access to breakfast and supported readiness for learning throughout the school day.

Transportation Access (3.10) continued serving as an equity access infrastructure supporting student participation in educational opportunities, programs, enrichment activities, interventions, and school-connected experiences. Transportation systems continued helping reduce barriers to participation by ensuring students could access field trips, extracurricular opportunities, intervention supports, and other district programs that may otherwise be difficult for some students and families to access consistently.

Implementation successes within this workstream included strong student participation in enrichment experiences, increased utilization of Second Chance Breakfast services, sustained access to technology systems and instructional software, high student engagement within arts and music programs, and increased district understanding of which enrichment experiences produce the strongest engagement and instructional relevance for students.

At the same time, implementation challenges remain. Educational partner feedback and student survey data indicate that the quality and effectiveness of some enrichment experiences continue to vary across grade levels and sites. Middle school field trip experiences, in

particular, were more heavily impacted by logistical constraints including transportation time, reduced instructional relevance, limited time on site, and scheduling limitations that affected the depth of student engagement during some experiences. Additional refinement is also needed to ensure equitable access to enrichment opportunities and participation systems across all student groups and school sites.

Family, Community, and Partnership Systems Workstream

3.3 Foster Youth and Homeless Supports

3.8 Health and Wellness / Substance Abuse Programs

3.9 Family Engagement and Outreach

This workstream represents the district's efforts to strengthen family engagement systems, community partnerships, student wellness supports, and coordinated outreach structures designed to reduce barriers to participation and strengthen connections between students, families, schools, and community resources.

Foster Youth and Homeless Supports (3.3) continued through targeted monitoring, case management, family outreach, coordination of services, and family-centered support systems designed to improve educational stability and access for students experiencing homelessness, Foster Youth students, and their families or caregivers. Students and families continued receiving support related to transportation coordination, enrollment support, access to educational services, referrals to community-based resources and wraparound services, and assistance designed to reduce barriers impacting educational continuity, participation, and access to school-connected opportunities.

Health and Wellness / Substance Abuse Programs (3.8) continued supporting student wellness, prevention education, and awareness related to substance abuse prevention and healthy decision-making. Programs continued providing students with access to informational resources, prevention activities, and school-based wellness supports intended to strengthen student well-being and reduce barriers impacting student participation and connectedness.

Family Engagement and Outreach (3.9) continued through parent engagement opportunities, educational partner input systems, communication structures, and outreach efforts designed to strengthen family participation and improve communication between schools and families. Families continued participating in district advisory groups, school events, parent education opportunities, and educational partner engagement activities that informed district decision-making and program refinement.

Implementation successes within this workstream included continued family participation in district engagement opportunities, sustained support systems for vulnerable student populations, increased coordination between schools and community-based resources, and stronger integration of educational partner feedback into district planning processes.

Educational partner feedback also helped the district identify areas requiring continued refinement. Families expressed the need for stronger consistency in communication practices across sites, additional opportunities for meaningful engagement, and improved clarity regarding available student support services and district programs. Continued refinement is also needed to strengthen proactive outreach systems and ensure that engagement opportunities are accessible and meaningful for all families across the district.

Integrated Support and Inclusive Access Systems Workstream

3.11 MTSS and Integrated Supports

This workstream represents the district's long-term effort to strengthen integrated support systems that improve equitable access to instruction, intervention, inclusive educational opportunities, and layered student supports across academic, behavioral, attendance, and social-emotional systems.

MTSS and Integrated Supports (3.11) continued through the district's efforts to strengthen inclusive instructional practices, co-teaching structures, integrated intervention systems, and access to layered student supports within general education environments. During 2025–2026, the district continued supporting professional learning and implementation related to inclusive instructional practices, Universal Design for Learning (UDL), co-teaching systems, and coordinated intervention support designed to increase access to grade-level instruction for students with diverse learning and support needs.

Implementation efforts focused on improving collaboration between general education teachers, special education staff, intervention personnel, and site leadership teams in order to strengthen coordinated support structures and improve consistency of inclusive instructional practices across school sites.

Implementation successes within this workstream included increased district attention to inclusive instructional access, stronger alignment between intervention systems and general education settings, and expanded professional learning related to co-teaching and inclusive instructional practices.

At the same time, implementation remains partially developed. Educational partner feedback and implementation evidence prove that inclusive instructional practices and co-teaching systems continue to vary significantly across classrooms and school sites. Additional refinement is needed to strengthen implementation consistency, improve staff capacity, clarify layered support systems, and ensure students consistently experience access to inclusive educational opportunities and appropriately aligned interventions across the district.

Overall Implementation Reflection

Overall, Goal 3 implementation reflected continued progress toward strengthening equitable access to meaningful opportunities, supports, engagement systems, and inclusive practices across the district. The majority of actions were fully implemented, with partial implementation primarily connected to the district's long-term work related to MTSS alignment, integrated supports, and inclusive instructional access.

The three workstreams reflect interconnected components of the district's broader access and engagement framework. The Student Access, Enrichment, and Opportunity Systems workstream strengthened access to enrichment experiences, technology systems, wellness supports, transportation access, nutrition services, and student engagement opportunities. The Family, Community, and Partnership Systems workstream strengthened communication systems, outreach efforts, community coordination, and support systems for vulnerable student groups. The Integrated Support and Inclusive Access Systems workstream continued strengthening the district's long-term effort to improve layered support systems, inclusive instructional access, and coordinated intervention structures.

The district will continue refining these systems to ensure that students not only have access to opportunities and supports, but also experience those opportunities with greater consistency, relevance, inclusion, and meaningful engagement across all schools and 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 difference between the planned expenditures of \$10,136,658 and the estimated actual expenditures of \$10,045,293 was approximately \$91,365, or about 1% of the goal budget. This minor variance reflected normal fluctuations in expenditures, implementation timing, and operational adjustments during the 2025–26 school year. Overall, expenditures remained highly aligned to the actions and services originally planned under Goal 3, and no material changes to implementation occurred as a result of the variance.

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

In 2025–2026, Goal 3 actions demonstrated positive progress in several key areas related to student engagement, connectedness, participation, enrichment access, and educational partner involvement.

Student perception and connectedness data continued to improve across several measures connected to school participation and student experience. Students reporting that they look forward to participating in school increased from 71% to 75%, while students reporting they feel safe at school increased from 72% to 78%. Connectedness survey data also reflected improvement in students reporting stronger adult relationships, increased participation in school activities, and improved perceptions of support within school environments.

Educational partner feedback further demonstrated strong support for enrichment opportunities, arts and music programs, field trips, and expanded student experiences. Arts and music programs continued receiving some of the highest favorability ratings across district survey systems, while field trip feedback provided valuable implementation evidence helping the district better understand which experiences produced the strongest student engagement and instructional relevance.

The district views these indicators as important leading measures because they provide insight into whether students are experiencing stronger connection to school, increased engagement with educational opportunities, and improved access to meaningful participation systems that contribute to long-term academic and social-emotional success.

At the same time, effectiveness remains uneven in several areas. Student feedback and implementation evidence indicate that some enrichment experiences vary in quality and instructional relevance across grade levels and school sites. Family engagement participation and communication systems also continue to vary across sites, and implementation consistency within inclusive instructional and integrated support systems remains uneven districtwide.

These findings suggest that Goal 3 actions are contributing positively to improved engagement, participation, connectedness, and access to educational opportunities. However, continued refinement is needed to strengthen implementation consistency, reduce participation barriers, improve alignment across systems, and ensure all students and families experience equitable access to opportunities and support across the district.

Action Effectiveness Classification

Effective Actions

- 3.1 Technology Devices and Access
- 3.2 Instructional Software and Digital Supports
- 3.3 Foster Youth and Homeless Supports
- 3.4 Field Trips and Enrichment Experiences
- 3.5 Arts and Music Programs
- 3.6 Physical Education and Wellness
- 3.7 Second Chance Breakfast
- 3.8 Health and Wellness / Substance Abuse Programs
- 3.9 Family Engagement and Outreach
- 3.10 Transportation Access

Partially Effective Actions

- 3.11 MTSS and Integrated Supports

To evaluate the impact of Goal 3 with greater precision and coherence, the effectiveness of our progress is analyzed through the lens of the same three interconnected workstreams that define the district's broader framework for equitable access to meaningful opportunities and supports. By assessing the collective impact of these workstreams, the district can better evaluate the effectiveness of systems designed to strengthen student engagement, participation, enrichment access, family partnership, wellness supports, and integrated access to layered interventions during Year 3 of the LCAP cycle:

- Student Access, Enrichment, and Opportunity Systems
- Family, Community, and Partnership Systems
- Integrated Support and Inclusive Access Systems

This evaluative structure recognizes the specific outcomes of individual actions while also measuring how these actions function together as coordinated systems designed to reduce barriers, strengthen participation, improve connectedness, increase access to meaningful educational experiences, and support equitable access to opportunities and interventions across the district.

Student Access, Enrichment, and Opportunity Systems Workstream

- 3.1 Technology Devices and Access
- 3.2 Instructional Software and Digital Supports
- 3.4 Field Trips and Enrichment Experiences
- 3.5 Arts and Music Programs
- 3.6 Physical Education and Wellness
- 3.7 Second Chance Breakfast
- 3.10 Transportation Access

This workstream was effective in expanding equitable access to enrichment experiences, instructional resources, wellness opportunities, transportation systems, technology access, and engagement structures that support student participation and connectedness.

Technology Devices and Access (3.1) and Instructional Software and Digital Supports (3.2) strengthened equitable student access to instructional content, digital learning systems, communication platforms, and educational resources across school sites. These systems continued supporting access to instruction, progress monitoring, engagement opportunities, and communication systems that help reduce barriers to participation. Increased utilization of districtwide communication and digital learning systems, including ParentSquare, Google Classroom, and student access platforms, reflected continued integration of technology systems designed to improve participation, communication, and instructional access across the district.

Field Trips and Enrichment Experiences (3.4) contributed positively to student engagement, participation, and instructional relevance. Student feedback demonstrated that elementary field trip experiences generally produced stronger engagement and instructional alignment, while some middle school experiences were more heavily impacted by logistical limitations including travel time, reduced time on site, and lower instructional relevance. The district's continued use of student feedback and implementation evidence to analyze which experiences produce the strongest educational impact reflects an increasingly refined approach to improving enrichment quality and relevance over time. Participation data also reflected strong districtwide access to enrichment opportunities across grade levels.

Arts and Music Programs (3.5) continued serving as a significant source of student engagement and school connectedness. Educational partner feedback and local survey data consistently identified arts and music opportunities as highly valued student experiences that strengthen participation, creativity, and connection to school. Student survey results associated with arts, music, and enrichment opportunities remained among the district's highest-rated engagement indicators, with local favorability data averaging approximately 4.18 out of 5, suggesting these programs continue contributing positively to student connectedness and overall school experience.

Physical Education and Wellness (3.6) supported student wellness, participation, and physical engagement opportunities throughout the district. Wellness and physical activity systems continued helping support healthy student participation and overall student well-being. Participation data associated with Physical Fitness Test components and wellness activities reflected continued student access to physical activity opportunities across grade levels.

Second Chance Breakfast (3.7) effectively expanded access to nutritional supports during the school day. Program participation continued increasing over time, with approximately 260,000 meals served in 2023–2024, 273,421 meals served in 2024–2025, and 282,384 meals served in 2025–2026. These trends suggest the program is continuing to reduce barriers to student access to breakfast and support readiness for learning throughout the school day.

Transportation Access (3.10) strengthened equitable access to participation, enrichment opportunities, interventions, and school-connected experiences. Transportation systems continued helping reduce logistical barriers that may otherwise limit student participation in field trips, programs, intervention opportunities, and extracurricular activities, particularly for students who may not otherwise have equitable access to these opportunities.

Overall, this workstream was effective because students continued demonstrating strong participation in enrichment opportunities, increased utilization of support systems, and positive engagement trends connected to meaningful educational experiences. Continued refinement is needed to strengthen consistency of enrichment quality, improve logistical coordination for middle school experiences, and ensure equitable participation opportunities across all school sites and student groups.

Family, Community, and Partnership Systems Workstream

3.3 Foster Youth and Homeless Supports

3.8 Health and Wellness / Substance Abuse Programs

3.9 Family Engagement and Outreach

This workstream was effective in strengthening family connection systems, outreach efforts, community coordination, and supports designed to reduce barriers to participation for students and families.

Foster Youth and Homeless Supports (3.3) strengthened educational stability, family-centered support coordination, and access to services for vulnerable student populations. Ongoing monitoring, outreach, and coordination of services helped improve the district's ability to proactively identify and respond to barriers impacting attendance, participation, educational continuity, and access to school-connected opportunities for students experiencing homelessness, Foster Youth students, and their families or caregivers. District monitoring systems continued supporting more than 400 students identified under McKinney-Vento and approximately 80 Foster Youth students through coordinated outreach, case management, and connection to wraparound services designed to strengthen educational continuity and reduce barriers to participation.

Health and Wellness / Substance Abuse Programs (3.8) supported student wellness and prevention-focused educational efforts related to healthy decision-making and substance abuse awareness. These supports contributed to broader efforts to strengthen student well-being, reduce barriers to participation, and increase access to school-based wellness resources. However, local survey and implementation evidence show that student awareness and utilization of some wellness and prevention supports remain inconsistent across sites and grade levels, suggesting additional refinement is needed to strengthen program visibility, consistency, and student connection to available services.

Family Engagement and Outreach (3.9) strengthened educational partner participation and communication systems across the district. Families continued participating in advisory groups, school events, educational partner feedback opportunities, and outreach activities that informed district decision-making and program refinement. Educational partner participation data reflected continued family involvement across district advisory committees, LCAP engagement opportunities, and school-based activities, while ParentSquare and district communication systems continued expanding family access to school information and engagement opportunities. These systems contributed positively to stronger educational partner voices and increased collaboration between schools and families.

Overall, this workstream was effective because students and families continued accessing coordinated support systems, outreach structures, and engagement opportunities designed to strengthen connection to school and reduce barriers to participation. Continued refinement is needed to improve consistency of communication practices across sites, expand meaningful family engagement opportunities, strengthen awareness of wellness and prevention supports, and ensure all families can access district programs and support systems with greater consistency.

Integrated Support and Inclusive Access Systems Workstream

3.11 MTSS and Integrated Supports

This workstream was partially effective. The district continued strengthening integrated support systems, inclusive instructional practices, and coordinated intervention structures designed to improve equitable access to instruction and layered student supports. However, implementation consistency and staff capacity continue to vary across school sites and classrooms.

MTSS and Integrated Supports (3.11) strengthened districtwide attention to inclusive instructional access, co-teaching systems, coordinated interventions, and layered student supports within general education environments. Professional learning and implementation efforts related to UDL, inclusive instructional practices, co-teaching structures, and integrated intervention systems contributed to increased district awareness and stronger alignment between support systems and inclusive educational opportunities.

At the same time, implementation evidence indicates that inclusive practices and integrated support systems remain inconsistent across classrooms and school sites. Educational partner feedback and implementation observations suggest that co-teaching structures, intervention coordination, and inclusive instructional access continue to vary significantly depending on staff capacity, site implementation practices, and levels of ongoing coaching and support.

Overall, this workstream demonstrated meaningful progress toward strengthening integrated support systems and inclusive instructional access, but remained partially effective because implementation consistency, clarity of layered support structures, and long-term operational coherence continue to require additional development districtwide.

In addition to the access, enrichment, participation, and workstream data described above, the district reviewed the remaining Goal 3 metrics connected to contributing actions to ensure a complete analysis of implementation and progress. Family engagement local indicator metrics remained at Full Implementation, and outreach efforts for families of students with disabilities were maintained, indicating that the district continued to provide structures for parent input, participation, and engagement. Attendance increased slightly from 93.6% to 93.9%, chronic absenteeism decreased from 25.2% to 19.3%, suspension rates declined from 2.0% to 1.5% compared to the prior year, and expulsion rates remained at 0%. These engagement and climate indicators suggest that Goal 3 access and support actions are occurring within improving conditions for student participation, although chronic absenteeism and suspension outcomes remain uneven for some student groups.

Academic and inclusive access metrics connected to MTSS and integrated supports reflected mixed effectiveness. CAASPP Distance from Standard improved in mathematics for several student groups and improved in ELA for English Learners and Socioeconomically Disadvantaged students, but outcomes remained substantially below standard for Students with Disabilities, Foster Youth, and Students Experiencing Homelessness. Least Restrictive Environment data showed an increase in students spending 80–100% of the day in general education settings, from 53.4% to 64%, suggesting progress toward inclusive access. At the same time, the percentage of students in the most restrictive 0–39% setting increased, indicating the need for continued refinement of inclusive practices, co-teaching implementation, intervention alignment, and service coordination.

Technology and communication implementation metrics also reflected mixed progress. Clever, Zoom, ParentSquare, Aeries, Google, GoGuardian, and service desk data indicate that district technology systems continue to support access, communication, digital learning, and operational coherence. Several usage indicators improved, including total Clever student and teacher logins, Zoom meetings and duration, ParentSquare posts and direct messages, Google Classroom posts, and Aeries student and staff logins. Other indicators declined, including GoGuardian sessions, unique Clever users, Aeries Parent Portal logins, and some Google usage measures, suggesting that technology access remains strong but implementation patterns and family-facing platform use require continued monitoring.

Additional participation metrics showed both strengths and areas requiring refinement. Field trip completion remained strong across most grade levels, while field trip favorability data showed stronger results for some elementary experiences and lower favorability for some middle

school experiences, especially where travel time, logistics, or instructional relevance affected the student experience. Physical Fitness Test participation remained high across 5th and 7th grade students. Second Chance Breakfast participation increased from 260,000 to 282,384 meals served, indicating continued expansion of nutritional access. Harvest of the Month student participation increased, while nutrition class parent participation and anti-substance abuse education participation require continued attention due to incomplete or declining participation data. Transportation access improved, with increased activity trip mileage and expanded field trip service hours, suggesting stronger capacity to support student access to enrichment and school-connected opportunities. Taken together, these remaining metrics indicate that Goal 3 actions were generally effective in expanding access and participation, while continued refinement is needed to strengthen family platform use, inclusive implementation, program participation consistency, and the quality of enrichment experiences across grade levels and school sites.

Overall Goal 3 Effectiveness Reflection

Overall, Goal 3 actions demonstrated meaningful progress toward expanding equitable access to meaningful opportunities, supports, engagement systems, and inclusive educational experiences across the district.

The Student Access, Enrichment, and Opportunity Systems workstream strengthened access to enrichment experiences, technology systems, transportation supports, nutrition services, wellness opportunities, and student engagement structures. The Family, Community, and Partnership Systems workstream strengthened educational partner engagement, outreach systems, and coordinated support structures for vulnerable student populations. The Integrated Support and Inclusive Access Systems workstream demonstrated meaningful progress toward improving layered intervention systems and inclusive instructional access while continuing to require additional refinement and implementation consistency.

These findings suggest that the district's broader access and engagement framework is contributing positively to student participation, connectedness, educational opportunity, and family engagement. The district will continue refining these systems to strengthen implementation consistency, improve equitable access to opportunities and supports, reduce participation barriers, and ensure students experience meaningful engagement and inclusive access across all school sites.

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.

Based on analysis of implementation and effectiveness during 2025–2026, the district will maintain the overall structure of Goal 3 while refining specific actions, implementation systems, and engagement practices designed to strengthen equitable access to meaningful opportunities and support. Refinements for 2026–2027 will focus on improving implementation consistency, strengthening participation systems, reducing barriers to access, increasing educational partner engagement, and refining integrated support structures across the district.

Within the Student Access, Enrichment, and Opportunity Systems workstream, the district will maintain and refine Actions 3.1, 3.2, 3.4, 3.5, 3.6, 3.7, and 3.10. The district will continue maintaining equitable access to instructional technology, digital learning systems, wellness opportunities, arts and music programs, nutritional supports, transportation systems, and enrichment experiences.

Field Trips and Enrichment Experiences (3.4) will be refined to strengthen the quality, instructional alignment, and logistical coordination of enrichment opportunities across grade spans. Student feedback and implementation evidence illustrated that elementary experiences generally produced stronger engagement and instructional relevance, while middle school experiences were more heavily impacted by transportation time, limited time on site, and reduced opportunities for meaningful engagement. In response, the district will continue refining enrichment planning systems and using student feedback to better identify which experiences produce the strongest engagement, instructional relevance, and educational value for students.

Arts and Music Programs (3.5) will continue expanding opportunities for creativity, participation, and student engagement while maintaining strong access to arts and music experiences districtwide. Because educational partner feedback consistently identifies arts and music programs as highly valued student experiences, the district will continue maintaining these opportunities while refining implementation consistency across sites.

Transportation Access (3.10) will continue serving as an equity access infrastructure designed to reduce participation barriers and improve student access to programs, enrichment opportunities, interventions, and school-connected experiences. The district will continue refining transportation coordination systems to support equitable participation across student groups and school sites.

Within the Family, Community, and Partnership Systems workstream, the district will maintain and refine Actions 3.3, 3.8, and 3.9. Foster Youth and Homeless Supports (3.3) will continue through targeted monitoring, coordinated outreach, and family-centered support systems designed to improve educational stability and reduce barriers impacting vulnerable student populations. The district will continue strengthening coordination of services, caregiver and family outreach, and wraparound support systems designed to improve educational continuity, access to opportunities, and school participation for students experiencing homelessness, Foster Youth students, and their families or caregivers.

Family Engagement and Outreach (3.9) will continue focusing on strengthening communication systems, increasing meaningful family participation opportunities, improving educational partner engagement processes, and ensuring families have clearer access to district information, services, and support. The district will continue refining outreach practices in response to educational partner feedback requesting stronger communication consistency and increased opportunities for meaningful family engagement.

Within the Integrated Support and Inclusive Access Systems workstream, the district will continue refining MTSS and Integrated Supports (3.11) through expanded implementation of inclusive instructional practices, co-teaching systems, integrated intervention structures, and UDL-aligned instructional supports designed to improve equitable access to grade-level instruction for students with diverse learning and support needs.

The district will continue strengthening collaboration between general education teachers, special education staff, intervention personnel, and site leadership teams in order to improve implementation consistency and operational coherence across layered support systems. Continued refinement will focus on clarifying intervention structures, strengthening inclusive instructional access, increasing staff capacity, and improving consistency of implementation across school sites.

Several Goal 3 actions also reflect expenditure adjustments for 2026–2027 resulting from ongoing implementation needs, updated staffing allocations, salary and benefit increases, contractual cost adjustments, expanded participation opportunities, and revised implementation

projections aligned to district priorities and educational partner feedback. While expenditures have been refined across several actions, these adjustments do not represent material changes to the overall scope of services provided. Instead, they primarily reflect operational refinements necessary to sustain, strengthen, and expand student access to enrichment opportunities, student engagement initiatives, visual and performing arts programs, extracurricular activities, family engagement efforts, and other supports that contribute to a positive and connected school experience while maintaining alignment with identified student needs and district priorities.

Across all three workstreams, the district will continue focusing on equitable access to meaningful opportunities and supports, strengthening student participation and connectedness, improving implementation consistency, reducing barriers to access, and refining systems based on educational partner feedback and implementation evidence. The district will continue using student voice, educational partner feedback, and implementation data to identify successful practices, strengthen engagement systems, and improve access to meaningful educational experiences and support across all schools and student groups.

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 Ensuring District-Wide Coherence in Order to Ensure All Students Have Educational Success	The district will continue to implement and unify the use of a core set of broad based educational technology platforms district-wide to enhance student achievement, ensure a safe and supportive learning environment, and address the opportunity gap for socioeconomically disadvantaged students, foster youth, and English learners. The platforms include: Aeries Student Information and Parent Portal, Parent Square, Zoom, Screencastify, Kern Integrated Data Systems, GoGuardian, Clever.	\$291,760.00	Yes
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	\$3,501,531.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
3.3	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.	\$207,873.00	Yes
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,	\$889,015.00	Yes

Action #	Title	Description	Total Funds	Contributing
		inclusive educational community where every student has the chance to thrive.		
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.	\$3,064,693.00	Yes
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	\$955,619.00	Yes

Action #	Title	Description	Total Funds	Contributing
		on preventive care, chronic condition management, and healthcare navigation, bridging the gap in health education and services.		
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.	\$755,487.00	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 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.	\$1,269,419.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	\$317,898.00	Yes
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	\$381,661.00	Yes

Action #	Title	Description	Total Funds	Contributing
		of their circumstances, have the ability to participate fully in all educational offerings.		
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 drive improved outcomes across all MTSS domains by supporting all educators in meeting the needs of all learners. This action is partially supported with Learning Recovery Emergency Block Grant (LREBG) funds. Research supports the use of inclusive instructional practices, co-teaching models, job-embedded professional learning, and integrated Multi-Tiered System of Supports (MTSS) frameworks as evidence-based strategies for improving access to rigorous grade-level instruction and accelerating learning recovery for students with the greatest academic and behavioral needs. Expanded coaching and collaborative instructional support will strengthen educator capacity to implement differentiated instruction, coordinate services effectively, and improve instructional access and outcomes for unduplicated student groups, including Students with Disabilities.	\$779,204.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Metrics used to monitor the effectiveness of this action include CAASPP English Language Arts and Mathematics outcomes for Students with Disabilities as well as all unduplicated student groups, district benchmark assessment data, inclusive practice walkthrough and observation data, co-teaching implementation measures, suspension rates, and chronic absenteeism indicators. Approximately \$300,000 in LREBG funds will support this action during the 2026–27 LCAP year.		

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 and chronic absenteeism among identified student groups, including socioeconomically disadvantaged students, as measured by the California School Dashboard and local data. Concurrently, GCS will enhance the social-emotional well-being of students by utilizing the Panorama SEL Screener to compare entry and exit survey data, thereby supporting measurable improvements in school engagement, behavior, and 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), along with local suspension, attendance, engagement, and school climate data, highlights the need for targeted behavioral, attendance, and student re-engagement supports. 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.

Educational partner feedback also identified staff turnover, staff capacity, and the need for consistent implementation of behavioral, social-emotional, and intervention systems as significant challenges impacting student outcomes. These concerns informed the development of Goal 4 actions designed to strengthen staff support, improve implementation consistency, expand coaching and professional learning opportunities, and promote greater stability in both staffing and student support systems.

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 school's unduplicated students.

Progress toward this goal will be monitored through suspension data, behavioral referral data, PBIS implementation measures, social-emotional learning indicators, and other local measures of student engagement and school climate, with particular attention given to outcomes for the student groups that contributed to the school's identified needs, including socioeconomically disadvantaged students, students with disabilities, foster youth, and students experiencing homelessness.

Greenfield Community School was identified for Comprehensive Support and Improvement based on the 2024–2025 California School Dashboard due to chronic absenteeism. Based on this current reality, the district added a new Goal 4 metric for 2026–2027 to monitor chronic absenteeism at Greenfield Community School using the most current available Dashboard and local attendance data. This additional metric strengthens the alignment between the school's CSI identification, the Equity Multiplier goal, and the actions designed to improve student engagement and school participation.

Several Goal 4 actions also reflect expenditure adjustments for 2026–2027 resulting from ongoing implementation needs, updated staffing allocations, salary and benefit increases, contractual cost adjustments, expanded coaching and support services, and revised implementation projections aligned to the needs identified through the Equity Multiplier process. While expenditures have been refined across several actions, these adjustments generally do not represent material changes to the overall scope of services provided. Instead, they primarily reflect operational refinements necessary to sustain, strengthen, and improve behavioral support systems, social-emotional learning implementation, coaching and professional learning supports, student engagement efforts, attendance supports, and coordinated intervention structures designed to improve outcomes for students at Greenfield Community School.

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:	2024-2025 Data All Student: 9.5% Socioeconomically Disadvantaged: 9.5%	All Students: 6% or lower Socioeconomically Disadvantaged: 6% or lower	All Students: decrease 14.7 Socioeconomically Disadvantaged: No Difference
4.2	(GCS Specific Metric) Based on count of office discipline referrals (minor and major offenses) per student at GCS. Priority 8: (Local data) Behavioral Incidents (ODRs) as per SWIS (Drill Down Referrals by Type) count pulled last week of April each school year. (Will vary by number of students and staff.)	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 Based on 65 students and 10 staff.	2025-2026 Data Minor Referrals: 54 Major Referrals: 7 Based on 54 students and 10 staff.	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 system performance.)	(This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)
4.3	(GCS Specific Metric)	2023-2024 Baseline Data:	2024-2025 Data:	2025-2026 Data	(A)	(A)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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	(A) Tier 1: 0-1 Referrals: 24% Tier 2: 2-5 Referrals: 70% Tier 3: 6+ Referrals: 21%	(A) Tier 1: 0-1 Referrals: 49% Tier 2: 2-5 Referrals: 29% Tier 3: 6+ Referrals: 22%	(A) Tier 1: 0-1 Referrals: 73.38% Tier 2: 2-5 Referrals: 17.31% Tier 3: 6+ Referrals: 9.62%	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.)	Tier 1: increased 49.38% Tier 2: decreased 52.69% Tier 3: decrease 11.38% (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: Monitoring Tiered Fidelity Inventory of PBIS practices Tiers 1 to inform system decisions. A: Greenfield Community School	2023-2024 Baseline Data: (A) Tier 1 Implementation Score: 73%	2024-2025 Data: (A) Tier 1 Implementation Score: 90%	2025-2026 Data: (A) Tier 1 Implementation Score: 100	(A) Tier 1 Implementation Score: 85% or greater. (This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)	(A) Increased 27% (This metric is designed for implementation purposes and will be monitored to ensure optimal system performance.)
4.5	(GCS Specific Metric) based on 2024-2025 California School Dashboard based on	NA	NA	2025-2026 (Baseline) Data: (A)	(A) All Students: 25% or lower (Yellow)	New Metric as of 2025-2026 NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	number and % of days absent. (A) Chronic Absenteeism rates for GCS schoolwide as well as for Socioeconomically Disadvantaged and Hispanic student groups as measured by the CA School Dashboard.			All Students: 57.4% (Red) Socioeconomically Disadvantaged: 58.7% (Red) Hispanic: 56.7% (Red)	Socioeconomically Disadvantaged: 25% or lower (Yellow) Hispanic: 25% or lower (Yellow)	

Goal Analysis [2025-26]

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

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

Greenfield Community School serves students who are often referred due to significant behavioral, attendance, or engagement challenges and who require short-term stabilization and support before transitioning back to comprehensive school sites. As a result, implementation of Goal 4 prioritizes rapid relationship-building, behavioral stabilization, and targeted interventions that support students in reconnecting successfully to school systems and preparing for reintegration to their home campuses.

In 2025–2026, implementation of Goal 4 continued focusing on strengthening Greenfield Community School (GCS) as a restorative, supportive, and relationship-centered educational environment designed to help students reconnect successfully to school systems, stabilize behavioral and social-emotional needs, and increase long-term student engagement and success.

As implementation progressed from the prior year, the district maintained a coordinated and intentional approach to supporting students through the integration of social-emotional learning (SEL), restorative practices, PBIS, MTSS, and data-informed intervention systems. All actions under this goal were fully implemented, with systems becoming more stable and embedded into daily practice. This reflects a shift from initial system development toward refinement, deeper integration, and stronger implementation consistency across staff and systems. Goal 4 actions function as coordinated systems rather than isolated initiatives. The Academic Coach, Program Consultant support, PBIS implementation, restorative practices, and SEL data systems operate together through the school's MTSS framework to strengthen adult practices, improve intervention responsiveness, and increase student connection and engagement across the school environment.

Educational partner feedback, implementation evidence, and behavioral outcome data suggest the school has made meaningful progress in transitioning from reactive behavioral responses toward more proactive, preventative, and relationship-centered systems of support focused on strengthening student connection, intervention responsiveness, and supportive learning environments. The Academic Coach continued serving as a central implementation support by strengthening classroom management practices, instructional planning, restorative

approaches, SEL implementation, and staff coaching systems. Similarly, the Program Consultant continued strengthening site-level PBIS, MTSS, and behavioral support structures through coaching, systems refinement, and support for data-informed decision-making processes. The district's partnership with Panorama Education continued strengthening the use of SEL and climate survey systems to monitor student well-being, identify emerging needs, and align interventions more proactively across school systems.

While all actions were fully implemented, challenges remain in ensuring long-term consistency of implementation across all staff and sustaining systems over time within a setting that historically experiences high levels of student mobility and significant behavioral and attendance needs. As behavioral systems have become more stable, attendance and student engagement have emerged as the next major area requiring focused refinement and support. A continued implementation challenge is the high level of student mobility and the short duration of student placements at Greenfield Community School. Students frequently enter the program with significant behavioral or attendance challenges and may remain enrolled for limited periods before transitioning back to their comprehensive school sites. This mobility requires staff to prioritize rapid stabilization, relationship-building, and targeted interventions while maintaining consistent implementation of schoolwide behavioral and restorative systems.

Implementation Status

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

For purposes of clearer analysis and stronger organizational coherence, Goal 4 implementation is organized into a single integrated workstream representing the district's broader restorative stabilization, student connection, and re-engagement framework at Greenfield Community School:

- Restorative Climate, Student Re-Engagement, and Behavioral Support Systems

This structure recognizes that Goal 4 actions do not function independently. Instead, they operate together as coordinated systems designed to stabilize student behavior, strengthen school climate, increase student connection and belonging, improve adult practices, reduce reliance on exclusionary discipline, and support successful student reintegration and long-term engagement with school.

Restorative Climate, Student Re-Engagement, and Behavioral Support Systems Workstream

- 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

This workstream represents the district's coordinated effort to strengthen restorative practices, proactive behavioral systems, social-emotional learning, adult capacity, and integrated intervention structures designed to improve school climate and support student stabilization and success at Greenfield Community School.

The implementation of an Academic Coach Specializing in SEL (4.1) continued strengthening staff capacity, restorative instructional practices, classroom management systems, and student engagement supports across the school site. During 2025–2026, the Academic Coach worked directly with staff to strengthen SEL implementation, classroom management, behavior precorrection, restorative approaches, student engagement strategies, and proactive behavioral systems aligned to PBIS and MTSS frameworks. Students continued receiving Tier 1, Tier 2, and Tier 3 support through mentoring systems, Check-In/Check-Out supports, SEL lessons, restorative conferences, and targeted intervention groups.

As implementation has progressed over time, the role focused on deeper coaching cycles, collaborative problem-solving through MTSS, PLC structures, and improving consistency of implementation across classrooms.

Supplemental Services to Support School Safety and a Positive School Climate (4.2) continued strengthening campuswide PBIS, restorative practices, intervention systems, and behavioral support structures. During 2025–2026, the Program Consultant partnered closely with administration, the Academic Coach, MTSS teams, and teaching staff to strengthen Tier 1 behavioral systems, improve intervention responsiveness, refine behavior decision-making structures, and increase consistency of implementation across the school.

Staff regularly reviewed discipline data through the SWIS behavior tracking system to identify trends, monitor office discipline referrals, and align Tier 2 and Tier 3 interventions to identified student needs. The consultant also continued supporting staff development related to restorative practices, relationship-building strategies, Tiered Fidelity systems, and proactive behavior supports aligned to the school's PBIS framework.

Enhancing School Performance through Strategic Social-Emotional Learning Implementation (4.3) continued through the district's partnership with Panorama Education and the integration of Panorama SEL data within schoolwide PBIS and MTSS systems. Panorama survey tools continued supporting the collection of information related to students' social-emotional competencies, school climate perceptions, and student support needs.

Staff regularly reviewed Panorama data during MTSS meetings and collaboration sessions to identify trends, guide intervention planning, strengthen mentoring supports, and refine SEL implementation systems. Over time, staff increased their capacity to interpret SEL and behavioral data and align supports more intentionally to student needs. MTSS team meetings continued serving as the primary structure for reviewing behavioral, attendance, and social-emotional learning data. Through these meetings, staff regularly analyze SWIS discipline data, Panorama SEL indicators, and student progress information to align Tier 2 and Tier 3 interventions more effectively with identified student needs.

Implementation successes within this workstream included stronger staff alignment around restorative and preventative practices, increased use of behavioral and SEL data during intervention planning, stronger Tier 1 behavioral systems, and improved collaboration across intervention teams. Continued refinement is needed to strengthen Tier 2 progress monitoring systems, improve reliability of SEL data systems, and sustain implementation consistency over time within a setting that experiences ongoing student mobility and complex behavioral and social-emotional needs.

Overall Implementation Reflection

Overall, Goal 4 implementation reflects a school system that has successfully established and stabilized core restorative, behavioral, SEL, and intervention systems while shifting toward deeper implementation coherence and student re-engagement work.

The Restorative Climate, Student Re-Engagement, and Behavioral Support Systems workstream strengthened PBIS implementation, restorative practices, adult capacity, behavioral stabilization systems, and coordinated intervention supports designed to improve school climate, reduce exclusionary discipline practices, and strengthen student connection to school. The district will continue refining this workstream to ensure that improvements in behavioral stabilization and school climate continue translating into stronger attendance, deeper student engagement, successful reintegration, and long-term participation within school systems.

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 difference between the planned expenditures of \$335,793 and the estimated actual expenditures of \$309,569 was approximately \$26,224, or about 8% of the goal budget. This variance was primarily related to implementation timing adjustments and lower-than-anticipated expenditures associated with specific actions and services during the 2025–26 school year. The overall dollar difference remained relatively small and did not significantly impact implementation of the goal’s planned actions and services.

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

In 2025–2026, Goal 4 actions demonstrated substantial effectiveness in improving school climate, reducing behavioral incidents, strengthening Tier 1 behavioral systems, and increasing student stabilization outcomes at Greenfield Community School.

Suspension rates decreased significantly from 24.2% to 9.5%, representing a substantial improvement in behavioral outcomes and indicating that restorative practices, SEL systems, and proactive Tier 1 behavioral supports are contributing positively to school climate stabilization and student success.

Additional behavioral data further reinforced these improvements. Major office discipline referrals decreased from 16 to 10 to 7, while Tier 1 student representation increased from 24% to 49% to 73.38% and Tier 3 representation decreased from 21% to 9.62%, demonstrating that substantially more students are now being successfully supported through universal and preventative behavioral systems. The increase in Tier 1 representation reflects a larger percentage of students meeting behavioral expectations through universal Tier 1 supports alone, indicating stronger schoolwide PBIS implementation and improved consistency in staff application of proactive behavioral practices. Implementation fidelity data also supported this trend. Tier 1 PBIS implementation increased from 73% to 90%, indicating stronger staff alignment and more consistent implementation of proactive behavioral supports and schoolwide expectations.

At the same time, as behavioral systems and school climate conditions improved, attendance and student engagement emerged as the next major area requiring focused refinement. These findings suggest the district has made meaningful progress in stabilizing student behavior and strengthening school climate systems and is now positioned to deepen impact through stronger attendance, engagement, and student connection systems.

Action Effectiveness Classification

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

To evaluate the impact of Goal 4 with greater precision and coherence, the effectiveness of our progress is analyzed through the lens of the same integrated workstream that defines the district's broader restorative stabilization and student re-engagement framework at Greenfield Community School:

- Restorative Climate, Student Re-Engagement, and Behavioral Support Systems

This evaluative structure recognizes the specific outcomes of individual actions while also measuring how these actions function together as coordinated systems designed to reduce exclusionary discipline, strengthen school climate, improve student behavior, increase student connection and belonging, support successful reintegration, and strengthen long-term engagement with school.

Restorative Climate, Student Re-Engagement, and Behavioral Support Systems Workstream

- 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

This workstream was highly effective in strengthening restorative practices, proactive behavioral systems, adult capacity, SEL implementation, and coordinated intervention structures designed to improve school climate and reduce exclusionary discipline practices.

Implementing an Academic Coach Specializing in SEL (4.1) strengthened adult capacity, student engagement, and schoolwide SEL and PBIS implementation through staff coaching, mentoring systems, classroom support, and ongoing MTSS collaboration. Suspension rates improved significantly from 24.2% to 9.5%, while Tier 1 behavioral outcomes improved from 24% to 73.38%, indicating substantially stronger universal behavioral systems, increased use of preventative supports, and improved student stabilization outcomes. These improvements suggest that the coordinated implementation of restorative practices, strengthened Tier 1 PBIS systems, SEL instruction, and staff coaching provided through the Academic Coach and Program Consultant contributed to reductions in exclusionary discipline and improved student behavioral stabilization.

In addition, both major and minor office discipline referrals declined during Year 2, suggesting that relationship-centered interventions, proactive support systems, and earlier intervention structures are becoming effective. The Academic Coach also continued strengthening staff coaching systems related to classroom management, student engagement, restorative approaches, and SEL implementation practices.

Supplemental Services to Support School Safety and a Positive School Climate (4.2) further strengthened PBIS implementation, restorative systems, and tiered intervention structures aligned to MTSS frameworks. Major office discipline referrals decreased from 16 to 7, while Tier 3 placement rates improved from 21% to 9.62%, indicating staff are implementing proactive behavioral systems effectively.

The action also contributed positively to stronger student transition and reintegration outcomes. During 2025–2026, 80% of students attending Greenfield Community School successfully transitioned back to their home school sites and remained there for the remainder of the

school year. Successful reintegration of students to their comprehensive school sites remains a key indicator of program effectiveness for Greenfield Community School. These results suggest the school's stabilization and intervention systems are effectively supporting students in reconnecting to traditional educational settings.

These outcomes suggest the school is functioning as a successful stabilization and re-engagement environment that supports students in reconnecting successfully to comprehensive school settings.

Consultant support further strengthened staff capacity to analyze behavioral data through SWIS systems, implement restorative practices, and align tiered interventions more proactively to identified student needs. PBIS implementation fidelity improved from 73% to 90%, indicating stronger consistency of Tier 1 systems and schoolwide behavioral expectations.

Enhancing School Performance through Strategic Social-Emotional Learning Implementation (4.3) strengthened the school's ability to monitor student needs, inform interventions, and align behavioral and SEL supports through data-informed decision-making systems. Panorama SEL data, behavioral data systems, and MTSS collaboration structures helped staff identify trends, guide intervention planning, and strengthen alignment between supports and identified student needs.

Behavioral outcomes further reflected the effectiveness of strengthened data-informed intervention systems. Minor office discipline referrals decreased substantially. This indicates a greater percentage of students are now meeting behavioral expectations and requiring fewer intensive interventions.

Overall, this workstream demonstrated strong effectiveness in stabilizing school climate systems, reducing behavioral incidents, strengthening restorative and preventative practices, improving student reintegration outcomes, increasing staff alignment around intervention systems, and reducing reliance on exclusionary discipline practices.

At the same time, continued refinement is needed to strengthen long-term consistency of Tier 2 progress monitoring systems, improve reliability and long-term calibration of Panorama SEL data systems, and sustain implementation consistency across staff and settings. Many students entering the program have established patterns of chronic absenteeism prior to enrollment. While improvements in behavioral systems and school climate create stronger conditions for engagement, additional targeted attendance interventions and engagement strategies will be necessary to address these persistent barriers to consistent school participation.

In addition to the suspension, referral, SWIS Triangle, PBIS fidelity, SEL, and reintegration data described above, the district reviewed attendance and chronic absenteeism as related engagement indicators because Greenfield Community School serves students with significant attendance, engagement, and school connection needs. Many students entering the program have established patterns of chronic absenteeism prior to enrollment, and short-term placement creates challenges for measuring long-term attendance impact during the period of enrollment. While Goal 4 actions demonstrated strong effectiveness in stabilizing behavior, reducing exclusionary discipline, and strengthening Tier 1 behavioral systems, attendance and chronic absenteeism remain important next-step indicators for continued refinement. These data will be monitored alongside suspension, behavioral referral, PBIS implementation, SEL, and reintegration outcomes to determine whether improved school climate and student stabilization are also translating into stronger school participation, engagement, and successful transition back to comprehensive school settings.

Overall Goal 4 Effectiveness Reflection

Overall, Goal 4 actions demonstrated substantial effectiveness in improving school climate, stabilizing student behavior, strengthening restorative systems, and reducing reliance on exclusionary discipline practices at Greenfield Community School.

The Restorative Climate, Student Re-Engagement, and Behavioral Support Systems workstream strengthened PBIS implementation, restorative practices, behavioral stabilization systems, adult capacity, attendance-focused supports, and coordinated intervention structures designed to help students reconnect successfully to school through mentoring systems, relationship-centered interventions, and successful transition and reintegration practices.

These findings suggest the district has successfully addressed several of the school's most urgent behavioral and climate needs and is now positioned to deepen impact by strengthening attendance systems, improving student engagement and connection, and ensuring long-term student participation and success within school systems. Family communication and outreach also remain important components of student stabilization and re-engagement. Staff continue strengthening family communication practices through mentoring systems, MTSS collaboration, and reintegration planning in order to support improved attendance, engagement, and successful student transitions back to their home schools.

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.

Based on analysis of implementation and effectiveness during 2025–2026, the district will maintain the overall structure of Goal 4, as current actions have demonstrated strong effectiveness in improving school climate, reducing suspensions, strengthening restorative systems, and stabilizing behavioral outcomes at Greenfield Community School.

At the same time, implementation evidence indicates that attendance, student engagement, and consistent school participation now represent the next major area requiring focused refinement and support.

Within the Restorative Climate, Student Re-Engagement, and Behavioral Support Systems workstream, the district will continue implementing Actions 4.1–4.3 while refining systems designed to strengthen restorative practices, SEL implementation, PBIS alignment, staff coaching systems, attendance-focused interventions, and data-informed intervention planning.

Several Goal 4 actions also reflect expenditure adjustments for 2026–2027 resulting from ongoing implementation needs, updated staffing allocations, salary and benefit increases, contractual cost adjustments, expanded coaching and support services, and revised implementation projections aligned to the needs identified through the Equity Multiplier process. While expenditures have been refined across several actions, these adjustments do not represent material changes to the overall scope of services provided. Instead, they primarily reflect operational refinements necessary to sustain, strengthen, and improve behavioral support systems, social-emotional learning implementation, coaching and professional learning supports, student engagement efforts, and coordinated intervention structures designed to improve outcomes for students at Greenfield Community School.

The district will continue building upon the substantial progress made in behavioral stabilization and restorative implementation by strengthening staff capacity related to restorative practices, mentoring systems, SEL, behavioral interventions, and relationship-centered

supports. Continued refinement will focus on improving implementation consistency, strengthening attendance and engagement systems, utilizing Panorama and SEL data more proactively, and increasing family outreach and intervention support designed to improve student connection, participation, and long-term educational success at Greenfield Community School. Moving forward, the district will continue refining these systems by strengthening attendance interventions, expanding mentoring and student engagement supports, and increasing the use of SEL and behavioral data to guide proactive intervention planning and student connection strategies.

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.	\$153,445.00	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	\$129,490.00	No

Action #	Title	Description	Total Funds	Contributing
		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 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.	\$70,059.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$42,498,526.00	\$5,671,305

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
43.979%	2.581%	\$2,423,370.16	46.560%

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 students. This approach promotes equity, ensuring	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	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 12.2% for foster youth. These figures	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
	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 2023-2024 academic year underscores this need, highlighting that 43.7% of first-grade students	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. Providing this action on an LEA-wide or schoolwide basis ensures that all students benefit from a common system of reliable and valid data-	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
	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	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: Literacy Advancement: Elevating District-Wide Skills and Support Need:	The action of enhancing reading and writing skills district-wide through the rigorous application of Thinking Maps and the Write from the Beginning and Beyond Writing Program (WTFBB) addresses the unique educational challenges unduplicated	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
	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 Parent Nights have successfully highlighted how students are able to use critical thinking as they make their maps.	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.	

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
	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. 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	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. 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.	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
	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		
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 -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%,	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. 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	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
	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	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: 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	The action leverages the role of the Director of Assessment, LCAP, and District Projects to drive district-wide improvements and adopt a data-driven approach to enhance teaching and learning environments, particularly for unduplicated students. These students often face economic instability, lack of resources, language barriers, and frequent school changes, which contribute to learning gaps and inadequate academic	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
	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 Growth Proficiency data as well as other related data visualizations and capacity building activities provided throughout the school year. Scope: LEA-wide	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%.	

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
1.10	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 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	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 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,	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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	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	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 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	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 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	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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	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	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: 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	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 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	See (above) Metric 1.6 See (above) Local data 1.23

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	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: LEA-wide	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.	
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	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.	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
	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 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:	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.	

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	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 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.	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. 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.	See (above) Metric 1.6

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	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		
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 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	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 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	See (above) Metric 1.6 See (above) Local data 1.24

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	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	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: 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	Supplemental academic software is essential for addressing the educational needs of the district's unduplicated students by providing targeted supports that students need in order to resolve problems quickly and efficiently so the focus can remain on a strong learning environment. The integration of technology such as SWIS and Raptor support data-driven identification of problem areas and at-risk students, enabling proactive and continuous improvement of intervention strategies to reduce behavioral incidents and disengagement. PBIS Professional Development and Training equips educators with the skills to develop individualized interventions, fostering empathy and effective support by increasing awareness of cultural differences and the impact of trauma on behavior. Additionally, Self-Assessment and Continuous Refinement	See (above) Metrics: 2.1, 2.2, 2.3, 2.6, 2.7, 2.8 See (above) Local data 2.10, 2.11, 2.12

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	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. 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	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.	
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,	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,	See (above) Metrics: 2.6, 2.7, 2.8 See (above) Local data 2.10, 2.11, 2.12

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	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 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	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 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.	

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	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		
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 2021-22 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,	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 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	See (above) Metrics: 2.1, 2.2, 2.3

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	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. 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	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 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	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	See (above) Metrics: 2.1, 2.2, 2.3 2.6, 2.7, 2.8 See (above) Local data 2.10, 2.11, 2.12, 2.13

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	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 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	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 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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	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 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	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

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

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	dedicated school social worker because they provide crisis intervention for students, and are helpful at connecting families with community resources. Scope: LEA-wide		
2.6	Action: Supplemental Behavior Intervention Supports at School Sites Need: During the COVID-19 pandemic, Behavior Intervention Assistants (BIAs) were hired to manage behavior-related challenges, but they did not receive systematic training to build their capacity in order to effectively manage student behaviors from the district. Despite a slight decrease in office discipline referrals, disruptive behaviors remain a significant issue, affecting teaching and learning. To address this, the district is implementing a comprehensive training program to equip BIAs with advanced skills in positive reinforcement, structured behavior interventions, and proactive conflict resolution specifically designed to benefit unduplicated students. This training is essential to ensure BIAs can effectively manage student behaviors, creating a more conducive learning environment. Suspension rates highlight the urgent need for this initiative: All students have a suspension rate of 1.2% (yellow), with English learners at 0.8% (yellow), foster youth at 3.1% (orange), homeless/McKinney-Vento youth at 1.7%	Building the capacity of Behavioral Intervention Assistants (BIAs) is crucial to ensure they can effectively support socioeconomically disadvantaged students, English learners, and foster and McKinney-Vento youth. This capacity-building process includes comprehensive training in behavior management support, enabling BIAs to work directly with teachers, administration, and other staff to create a consistent and positive learning environment. Through this training, BIAs will be able to provide critical intervention assistance, allowing teachers to focus more on instruction and improving learning outcomes. They will collaborate with school psychologists, school social workers, and other staff to ensure a unified approach tailored to the unique needs of unduplicated student groups. The action to provide Behavioral Intervention Assistants (BIAs) on an LEA-wide basis as this comprehensive approach ensures that BIAs are equipped to manage and support student behaviors effectively, leading to a more conducive learning environment and better educational outcomes for all students across the district.	See (above) Metrics: 2.1, 2.2, 2.3 2.6, 2.7, 2.8 See (above) Local data 2.12, 2.19

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	(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 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	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	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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	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 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	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. 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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	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 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		

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	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. 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	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.	See (above) Metrics: 2.1, 2.2 See (above) Local data: 2.14

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	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 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	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.	
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	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	See (above) Metrics: 2.1, 2.2, 2.6 See (above) Local data 2.8, 2.15, 2.16, 2.17, 2.18

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	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 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	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 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.	

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	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. 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	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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3.1	Action: Comprehensive Educational Technology Software Platforms for Ensuring District-Wide Coherence in Order to Ensure All Students Have Educational Success Need: Recent district-wide assessments have highlighted notable discrepancies in the performance of unduplicated student groups compared to all students. Transitional kindergarten (TK) students exhibit significant gaps in early literacy skills, with district averages for Letter Sounds and Letter Identification (Letter ID) at 76.4% and 76.5%, 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	The unified use of core educational technology platforms, such as Aeries Student Information and Parent Portal, Parent Square, Zoom, Screencastify, Kern Integrated Data Systems, GoGuardian, and Clever, addresses the needs of unduplicated students by ensuring consistent access to the same technology, leveling the playing field for the district's unduplicated students. Teaching digital literacy through these platforms enhances students' skills, preparing them for future academic and career opportunities. For English learners, implementing platforms with language translation and learning tools supports their academic engagement and success by overcoming language barriers. Additionally, these 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	See (above) Metric 3.4 See (above) Local data 3.11, 3.12, 3.13, 3.14, 3.15

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	families of unduplicated students is crucial. Parent Square has been instrumental in this regard, with over 4,900 posts and nearly 50,000 direct messages. This platform ensures that families remain informed and engaged in their children's education, fostering a strong community connection. The district's student information system (AERIES) plays a vital role in providing consistent access to educational resources for the district's unduplicated students and families. With over 93,000 Parent Portal logins, 460,000 Student Portal logins, and 309,000 staff logins, this system ensures that unduplicated students 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	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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	platforms to enhance communication and access to software and technologies, thus "bridging the digital divide". Another item that was highlighted and which the district takes very seriously, is the need to protect our student from online dangers and to utilize technology in a way that will enhance teaching and learning. Scope: LEA-wide		
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	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	See (above) Metric 3.4 See (above) local data 3.16, 3.17, 3.18

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	providing consistent and equitable access to technology. By addressing these identified needs with comprehensive technological support and resources, including the district's technology refresh plan that provides unduplicated students with digital equipment, the district intends to bridge significant gaps in access and opportunity. This commitment improves unduplicated student engagement and participation, fostering a more inclusive and supportive learning environment. Ultimately, it enhances the academic potential 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	technological usage to safeguard all students from cyberbullying and other harmful behaviors online. The action to enhance educational equity through technology is provided on an LEA-wide basis to benefit all students. The district believes that investing in equitable technology access will see improved digital literacy, narrowing achievement gaps, and higher student engagement overall. By implementing this action district-wide, the district ensures that every student has access to the necessary technological tools and support to excel academically and prepare for future success.	
3.4	Action: Bridging Gaps: Expanding Access with Educational Field Trips Need:	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	See (above) Metric 3.5, 3.6 See (above) Local data 3.19

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	Unduplicated students in the district face significant challenges that hinder their engagement and academic success. High rates of chronic absenteeism, particularly among Homeless/McKinney Vento students (48%) and Foster Youth (22.8%), as well as elevated suspension rates for Foster Youth (3.1%), highlight the need for initiatives that foster authentic engagement and consistent attendance. Access to field trips integrated with the Common Core State Standards are 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	engaged in their education but are also prepared for future success in an increasingly digital and connected world. Through this action, the district is transforming the educational landscape, fostering a more inclusive community where every student has the chance to thrive. This action is designed to provide life-changing educational opportunities for unduplicated students in grades TK-8, focusing urgently on foster youth, English language learners, and socioeconomically disadvantaged students. The integration of field trips with the 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	

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	enhance understanding and retention of academic material, particularly unduplicated students who otherwise would not have such experiences. Scope: LEA-wide	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 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 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	See (above) Metrics 3.5, 3.6, 3.7

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	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 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:	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 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.	

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		
3.6	Action: Promoting Lifelong Health and Physical Well-being Need: Unduplicated students face significant challenges in both academic performance and engagement. For example, English learners, foster youth, and homeless/McKinney-Vento youth score substantially below average in ELA and math, with English learners scoring - 62.4 in ELA and -91.3 in math, while homeless students score -65 in ELA and -100.7 in math. Additionally, only 2.32% of English learners and 13.04% of homeless students met or exceeded standards in the CAST performance, compared to 30.18% for all students. Attendance rates and chronic absenteeism are also concerning, with homeless students having the lowest attendance at 90.5% and the highest chronic absenteeism rate at 48%. Foster youth show a high suspension rate of 3.1%, indicating a need for better support. By hiring qualified PE teachers to serve at each elementary school, the district ensures that unduplicated students receive structured physical education, which enhances motor skills, physical fitness, and promotes teamwork and fair play. This structured physical activity is essential for improving attendance and reducing absenteeism by providing an engaging and supportive environment. The program also includes a comprehensive health education	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-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,	See (above) Metrics 3.5, 3.6 See (above) Local data: 3.20

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
	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 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	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. 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 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	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
	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, 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	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 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.	

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
	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, 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		

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
3.8	Action: Health and Wellness Program Enhancement Initiative Need: The district's unduplicated students face significant challenges that impact their academic success and overall well-being. These student groups exhibit lower attendance rates, higher chronic absenteeism, and increased suspension rates, indicating a critical need for targeted health and wellness support to foster authentic engagement in their learning experiences. Homeless/McKinney-Vento students have an attendance rate of 90.5% and a chronic absenteeism rate of 48%, both substantially higher than the district averages. Foster youth also show elevated chronic absenteeism at 22.8% and a suspension rate of 3.1%. These metrics highlight the necessity of stable and supportive environments to improve their engagement and attendance. For the 2023-24 school year, parent engagement in nutrition classes included 326 participants, thus supporting the need for continuing to teach about healthy eating habits at home. The district's afterschool program will continue to teach K-8 students about healthy eating through practical demonstrations, as approximately 2,065 students received nutrition education via the Harvest of the Month Program last school year. Nutrition education sessions last 30 minutes and include a healthy recipe demonstration & taste testing. Anti-substance abuse education programs like Catch My	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 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.	See (above) Metric 3.5, 3.6 See (above) Local data 3.22, 3.23

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
	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 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	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	See (above) Metric: 3.5, 3.6 See (above) Local data 3.22, 3.23, 3.24

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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 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	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 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 addresses the needs of unduplicated students by ensuring they have reliable access to educational opportunities. By adding bus drivers, the district increases its capacity to provide consistent transportation, allowing all students to	See (above) Metric 3.5, 3.6 See (above) Local data 3.25

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

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
	field trips, thereby addressing a critical need in the district. By increasing the number of bus drivers, the district enhances its capability to provide equitable access to supplemental educational experiences beyond the classroom, including field trips and additional after-school programming. This action underscores our commitment to ensuring unduplicated students have the ability to participate fully in all educational offerings. Educational partners, including staff, students, and parents, have expressed a strong desire for the district to increase access to field trips, after-school events, and other supplemental activities, as indicated in the annual Needs Assessment Survey. Scope: LEA-wide		
3.11	Action: Strengthening MTSS Capacity through District-Level Coaching and Support Need: The district's attendance and academic performance metrics 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	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).	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
	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 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.	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 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.	

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
	Site leadership has requested that the district continue the MTSS journey by providing more embedded and practical methods such as integrating MTSS structures directly into the PLC process instead of 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	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	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
	language barriers significantly impede their ability to comprehend classroom lessons and engage effectively with peers, leading to academic difficulties across multiple subjects. According to the 2023-24 SBAC testing data, English learners performed markedly lower than their native English-speaking peers, with a 22% deficit in English Language Arts (ELA), an 11% deficit in math, and a 19% deficit in science in terms of met and exceeded test scores. These statistics highlight the urgent need for tailored instructional strategies that prioritize language acquisition in conjunction with subject matter learning. Scope: Limited to Unduplicated Student Group(s)	student and family participation. The additional professional development for Bilingual Assistants includes training in culturally responsive instruction and differentiated teaching methods, which help create an inclusive classroom environment and address the varied learning styles and abilities of English learners. Furthermore, teachers will be trained on Integrated ELD strategies in order to develop English proficiency while simultaneously providing grade level academic content. The Ellevation data management platform enables the use of data-driven insights to identify specific areas where students struggle, allowing for precise and effective intervention strategies. This comprehensive approach ensures that English learners receive the necessary support to overcome educational, social-emotional, and family-related challenges, ultimately improving their outcomes and fostering a more inclusive and supportive learning environment.	
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	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),	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
	Red band. These declines stand in contrast to slight improvements among current English Learners overall, reinforcing the need for 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)	effective scaffolding techniques within core content areas, and the explicit reinforcement of foundational literacy skills such as phonics, 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.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.3	Action: Dedicated System of Support for Foster Youth and Students Experiencing Homeless 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	The district's action to support foster and homeless youth addresses their unique needs through a dedicated support system and the Youth Empowering Success (YES) program. A classified staff-led holistic support team, including 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.	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
	network leaves foster youth without strong educational advocates, exacerbating their academic and social challenges. This data-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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$96,634,710.00	\$42,498,526.00	43.979%	2.581%	46.560%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$44,992,832.00	\$15,472,927.00	\$2,605,288.00	\$672,102.00	\$63,743,149.00	\$41,632,554.00	\$22,110,595.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
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	2026-2027 School Year	\$0.00	\$149,701.00	\$149,701.00	\$0.00	\$0.00	\$0.00	\$149,701.00	
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	2026-2027 School Year	\$750,422.00	\$47,588.00	\$798,010.00	\$0.00	\$0.00	\$0.00	\$798,010.00	
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	2026-2027 School Year	\$460,289.00	\$42,536.00	\$502,825.00	\$0.00	\$0.00	\$0.00	\$502,825.00	
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	2026-2027 School Year	\$0.00	\$488,772.00	\$0.00	\$488,772.00	\$0.00	\$0.00	\$488,772.00	
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	2026-2027 School Year	\$40,000.00	\$50,000.00	\$90,000.00	\$0.00	\$0.00	\$0.00	\$90,000.00	
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	2026-2027 School Year	\$9,898.00	\$134,039.00	\$143,937.00	\$0.00	\$0.00	\$0.00	\$143,937.00	
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	2026-2027 School Year	\$100,000.00	\$101,642.00	\$201,642.00	\$0.00	\$0.00	\$0.00	\$201,642.00	
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	2026-2027 School Year	\$3,166,697.00	\$30,000.00	\$3,196,697.00	\$0.00	\$0.00	\$0.00	\$3,196,697.00	

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	1.9	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	2026-2027 School Year	\$254,735.00	\$35,532.00	\$290,267.00	\$0.00	\$0.00	\$0.00	\$290,267.00	
1	1.10	District Specialists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 School Year	\$1,319,120.00	\$34,670.00	\$1,353,790.00	\$0.00	\$0.00	\$0.00	\$1,353,790.00	
1	1.11	Academic Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 School Year	\$2,175,675.00	\$0.00	\$2,175,675.00	\$0.00	\$0.00	\$0.00	\$2,175,675.00	
1	1.12	Data Driven Intervention Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 School Year	\$3,238,297.00	\$1,000,000.00	\$3,238,297.00	\$1,000,000.00	\$0.00	\$0.00	\$4,238,297.00	
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	2026-2027 School Year	\$440,943.00	\$0.00	\$440,943.00	\$0.00	\$0.00	\$0.00	\$440,943.00	
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	2026-2027 School Year	\$7,784.00	\$33,184.00	\$40,968.00	\$0.00	\$0.00	\$0.00	\$40,968.00	
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	2026-2027 School Year	\$91,286.00	\$244,500.00	\$335,786.00	\$0.00	\$0.00	\$0.00	\$335,786.00	
1	1.16	Long Term English Learner Acceleration	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-2027 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 and Maintaining a Safe and Orderly Learning Environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 School Year	\$0.00	\$263,649.00	\$263,649.00	\$0.00	\$0.00	\$0.00	\$263,649.00	
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	2026-2027 School Year	\$15,754.00	\$264,384.00	\$280,138.00	\$0.00	\$0.00	\$0.00	\$280,138.00	
2	2.3	Targeted Attendance Enhancement	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2026-2027 School Year	\$1,042,435.00	\$7,950.00	\$1,050,385.00	\$0.00	\$0.00	\$0.00	\$1,050,385.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
2	2.4	Enhanced School Safety and Student Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 School Year	\$259,107.00	\$3,000.00	\$262,107.00	\$0.00	\$0.00	\$0.00	\$262,107.00	
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	2026-2027 School Year	\$1,941,731.00	\$0.00	\$1,941,731.00	\$0.00	\$0.00	\$0.00	\$1,941,731.00	
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	2026-2027 School Year	\$1,536,516.00	\$25,000.00	\$1,561,516.00	\$0.00	\$0.00	\$0.00	\$1,561,516.00	
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	2026-2027 School Year	\$1,690,336.00	\$165,000.00	\$1,855,336.00	\$0.00	\$0.00	\$0.00	\$1,855,336.00	
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	2026-2027 School Year	\$11,952,787.00	\$0.00	\$11,952,787.00	\$0.00	\$0.00	\$0.00	\$11,952,787.00	
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	2026-2027 School Year	\$2,245,288.00	\$15,105,748.00	\$3,584,143.00	\$11,161,605.00	\$2,605,288.00	\$0.00	\$17,351,036.00	
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	2026-2027 School Year	\$0.00	\$291,760.00	\$291,760.00	\$0.00	\$0.00	\$0.00	\$291,760.00	
3	3.2	Comprehensive Technology Enhancement and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 School Year	\$1,734,100.00	\$1,767,431.00	\$3,501,531.00	\$0.00	\$0.00	\$0.00	\$3,501,531.00	
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	2026-2027 School Year	\$197,423.00	\$10,450.00	\$39,692.00	\$0.00	\$0.00	\$168,181.00	\$207,873.00	
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	2026-2027 School Year	\$140,620.00	\$748,395.00	\$889,015.00	\$0.00	\$0.00	\$0.00	\$889,015.00	
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	2026-2027 School Year	\$2,453,577.00	\$611,116.00	\$939,140.00	\$2,125,553.00	\$0.00	\$0.00	\$3,064,693.00	

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
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	2026-2027 School Year	\$928,019.00	\$27,600.00	\$955,619.00	\$0.00	\$0.00	\$0.00	\$955,619.00	
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	2026-2027 School Year	\$755,487.00	\$0.00	\$755,487.00	\$0.00	\$0.00	\$0.00	\$755,487.00	
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	2026-2027 School Year	\$1,251,619.00	\$17,800.00	\$1,269,419.00	\$0.00	\$0.00	\$0.00	\$1,269,419.00	
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	2026-2027 School Year	\$283,299.00	\$34,599.00	\$84,178.00	\$0.00	\$0.00	\$233,720.00	\$317,898.00	
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	2026-2027 School Year	\$381,661.00	\$0.00	\$381,661.00	\$0.00	\$0.00	\$0.00	\$381,661.00	
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	2026-2027 School Year	\$614,204.00	\$165,000.00	\$165,000.00	\$614,204.00	\$0.00	\$0.00	\$779,204.00	
4	4.1	Implement an Academic Coach Specializing in SEL	All	No			Specific Schools: Greenfield Community School	2026-2027 School Year	\$153,445.00	\$0.00				\$153,445.00	\$153,445.00	
4	4.2	Supplemental services to support school safety and a positive school climate	All	No			Specific Schools: Greenfield Community School	2026-2027 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	2026-2027 School Year	\$0.00	\$70,059.00		\$70,059.00			\$70,059.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$96,634,710.00	\$42,498,526.00	43.979%	2.581%	46.560%	\$44,992,832.00	0.000%	46.560 %	Total:	\$44,992,832.00
								LEA-wide Total:	\$44,440,315.00
								Limited Total:	\$552,517.00
								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	\$149,701.00	
1	1.2	Beginning Teacher Integration and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$798,010.00	
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	\$502,825.00	
1	1.4	Data-Driven Instructional Excellence Initiative	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
1	1.5	First Grade Reading Mastery Initiative	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$90,000.00	

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	\$143,937.00	
1	1.7	Empowering Math Excellence: Targeted Support for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$201,642.00	
1	1.8	Assistant Principals Drive Success for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,196,697.00	
1	1.9	Director of Assessment, LCAP, and District Special Projects	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$290,267.00	
1	1.10	District Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,353,790.00	
1	1.11	Academic Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,175,675.00	
1	1.12	Data Driven Intervention Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,238,297.00	
1	1.13	School Libraries to Improve Engagement in Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$440,943.00	
1	1.14	STEM Pathways Initiative: Unlocking Potential for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,968.00	
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	\$335,786.00	
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	\$263,649.00	

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	\$280,138.00	
2	2.3	Targeted Attendance Enhancement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,050,385.00	
2	2.4	Enhanced School Safety and Student Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$262,107.00	
2	2.5	Integrating School Social Workers for Student Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,941,731.00	
2	2.6	Supplemental Behavior Intervention Supports at School Sites	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,561,516.00	
2	2.7	Positive Behavioral Engagement and School Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,855,336.00	
2	2.8	Improved Class Sizes Maintained for Enhanced Student Support and Equity	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$11,952,787.00	
2	2.9	Enhancing Facilities for Comprehensive Student and Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,584,143.00	
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	\$291,760.00	
3	3.2	Comprehensive Technology Enhancement and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,501,531.00	
3	3.3	Dedicated System of Support for Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$39,692.00	

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	\$889,015.00	
3	3.5	Equalizing Opportunities Through Arts (including music) Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$939,140.00	
3	3.6	Promoting Lifelong Health and Physical Well-being	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$955,619.00	
3	3.7	Supporting "Second Chance Breakfast" through Enhanced Custodial and Nutrition Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$755,487.00	
3	3.8	Health and Wellness Program Enhancement Initiative	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,269,419.00	
3	3.9	Enhancing Family Engagement and Community Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$84,178.00	
3	3.10	Expanding Transportation Access for Enhanced Student Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$381,661.00	
3	3.11	Strengthening MTSS Capacity through District-Level Coaching and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$165,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$68,261,146.00	\$55,730,608.00

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	\$142,401.00	\$142,401.00
1	1.2	Beginning Teacher Integration and Support	Yes	\$295,712.00	\$298,356.00
1	1.3	Enhancing English Learner Success Required Action: English Learners and Long Term English Learners (LTEs)	Yes	\$476,401.00	\$482,916.00
1	1.4	Data-Driven Instructional Excellence Initiative	Yes	\$412,897.00	\$429,254.00
1	1.5	First Grade Reading Mastery Initiative	Yes	\$225,000.00	\$33,094.00
1	1.6	Literacy Advancement: Elevating District-Wide Skills and Support	Yes	\$546,877.00	\$539,736.00
1	1.7	Empowering Math Excellence: Targeted Support for Students	Yes	\$122,693.00	\$125,639.00
1	1.8	Assistant Principals Drive Success for Students	Yes	\$2,116,719.00	\$2,043,429.00
1	1.9	Director of Assessment, LCAP, and District Special Projects	Yes	\$278,180.00	\$291,242.00
1	1.10	District Specialists	Yes	\$1,468,094.00	\$1,323,736.00

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	1.11	Academic Coaches	Yes	\$2,080,998.00	\$2,101,937.00
1	1.12	Data Driven Intervention Support	Yes	\$3,999,744.00	\$4,120,209.00
1	1.13	School Libraries to Improve Engagement in Learning	Yes	\$450,873.00	\$446,173.00
1	1.14	STEM Pathways Initiative: Unlocking Potential for Students	Yes	\$304,829.00	\$294,825.00
1	1.15	Dual Language Immersion Initiative	Yes	\$152,141.00	\$267,440.0
1	1.16	Long Term English Learner Acceleration	Yes	\$10,000.00	\$6,500.00
2	2.1	Positive Behavior and Safety Centered Support Software for Creating and Maintaining a Safe and Orderly Learning Environment	Yes	\$51,230.00	\$260,888.00
2	2.2	Enhancing School Climate with Data Driven PBIS Strategies	Yes	\$387,866.00	\$491,459.00
2	2.3	Targeted Attendance Enhancement	Yes	\$941,749.00	\$1,068,085.00
2	2.4	Enhanced School Safety and Student Services	Yes	\$251,144.00	\$256,114.00
2	2.5	Integrating School Social Workers for Student Support	Yes	\$1,689,194.00	\$1,729,474.00
2	2.6	Supplemental Behavior Intervention Supports at School Sites	Yes	\$1,309,771.00	\$1,405,590.00
2	2.7	Positive Behavioral Engagement and School Safety	Yes	\$1,594,683.00	\$1,770,450.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.8	Improved Class Sizes Maintained for Enhanced Student Support and Equity	Yes	\$11,515,980.00	\$11,424,213
2	2.9	Enhancing Facilities for Comprehensive Student and Community Engagement	Yes	\$25,646,336.00	\$12,098,492.00
3	3.1	Comprehensive Educational Technology Software Platforms for Ensuring District-Wide Coherence in Order to Ensure All Students Have Educational Success	Yes	\$208,900.00	\$232,700.00
3	3.2	Comprehensive Technology Enhancement and Support	Yes	\$3,607,481.00	\$4,002,815.00
3	3.3	Dedicated System of Support for Foster Youth and Students Experiencing Homeless	Yes	\$207,139.00	\$41,570.00
3	3.4	Bridging Gaps: Expanding Access with Educational Field Trips	Yes	\$721,686.00	\$815,000.00
3	3.5	Equalizing Opportunities Through Arts (including music) Education	Yes	\$2,645,771.00	\$3,260,525.00
3	3.6	Promoting Lifelong Health and Physical Well-being	Yes	\$945,224.00	\$962,004.00
3	3.7	Supporting "Second Chance Breakfast" through Enhanced Custodial and Nutrition Services	Yes	\$729,383.00	\$721,846.00
3	3.8	Health and Wellness Program Enhancement Initiative	Yes	\$1,249,736.00	\$1,238,337.00
3	3.9	Enhancing Family Engagement and Community Involvement	Yes	\$247,704.00	\$112,269.00
3	3.10	Expanding Transportation Access for Enhanced Student Opportunities	Yes	\$360,662.00	\$363,846.00

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)
3	3.11	Strengthening MTSS Capacity through District-Level Coaching and Support	Yes	\$531,471.00	\$218,475.00
4	4.1	Implement an Academic Coach Specializing in SEL	No	\$144,987.00	\$146,303.00
4	4.2	Supplemental services to support school safety and a positive school climate	No	\$129,490.00	\$129,490.00
4	4.3	Enhancing School Performance through Strategic Social-Emotional Learning Implementation	No	\$60,000.00	\$33,776.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$41,733,258	\$52,332,564.00	\$50,558,602.00	\$1,773,962.00	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	\$142,401.00	\$142,401.00		
1	1.2	Beginning Teacher Integration and Support	Yes	\$295,712.00	\$298,356.00		
1	1.3	Enhancing English Learner Success Required Action: English Learners and Long Term English Learners (LTEs)	Yes	\$476,401.00	\$482,916.00		
1	1.4	Data-Driven Instructional Excellence Initiative	Yes	\$412,897.00	\$429,254.00		
1	1.5	First Grade Reading Mastery Initiative	Yes	\$225,000.00	\$33,094.00		
1	1.6	Literacy Advancement: Elevating District-Wide Skills and Support	Yes	\$546,877.00	\$539,736.00		
1	1.7	Empowering Math Excellence: Targeted Support for Students	Yes	\$122,693.00	\$125,639.00		
1	1.8	Assistant Principals Drive Success for Students	Yes	\$2,116,719.00	\$2,043,429.00		
1	1.9	Director of Assessment, LCAP, and District Special Projects	Yes	\$278,180.00	\$291,242.00		
1	1.10	District Specialists	Yes	\$1,468,094.00	\$1,323,736.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.11	Academic Coaches	Yes	\$2,080,998.00	\$2,101,937.00		
1	1.12	Data Driven Intervention Support	Yes	\$3,999,744.00	\$4,120,209.00		
1	1.13	School Libraries to Improve Engagement in Learning	Yes	\$450,873.00	\$446,173.00		
1	1.14	STEM Pathways Initiative: Unlocking Potential for Students	Yes	\$304,829.00	\$294,825.00		
1	1.15	Dual Language Immersion Initiative	Yes	\$152,141.00	\$267,440.00		
1	1.16	Long Term English Learner Acceleration	Yes	\$10,000.00	\$6,500.00		
2	2.1	Positive Behavior and Safety Centered Support Software for Creating and Maintaining a Safe and Orderly Learning Environment	Yes	\$51,230.00	\$260,888.00		
2	2.2	Enhancing School Climate with Data Driven PBIS Strategies	Yes	\$387,866.00	\$491,459.00		
2	2.3	Targeted Attendance Enhancement	Yes	\$941,749.00	\$1,068,085.00		
2	2.4	Enhanced School Safety and Student Services	Yes	\$251,144.00	\$256,114.00		
2	2.5	Integrating School Social Workers for Student Support	Yes	\$1,689,194.00	\$1,729,474.00		
2	2.6	Supplemental Behavior Intervention Supports at School Sites	Yes	\$1,309,771.00	\$1,405,590.00		
2	2.7	Positive Behavioral Engagement and School Safety	Yes	\$1,594,683.00	\$1,770,450.00		
2	2.8	Improved Class Sizes Maintained for Enhanced Student Support and Equity	Yes	\$11,515,980.00	\$11,424,213.00		
2	2.9	Enhancing Facilities for Comprehensive Student and Community Engagement	Yes	\$12,138,543.00	\$9,160,149.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	Comprehensive Educational Technology Software Platforms for Ensuring District-Wide Coherence in Order to Ensure All Students Have Educational Success	Yes	\$208,900.00	\$232,700.00		
3	3.2	Comprehensive Technology Enhancement and Support	Yes	\$3,607,481.00	\$4,002,815.00		
3	3.3	Dedicated System of Support for Foster Youth and Students Experiencing Homeless	Yes	\$45,439.00	\$41,570.00		
3	3.4	Bridging Gaps: Expanding Access with Educational Field Trips	Yes	\$721,686.00	\$815,000.00		
3	3.5	Equalizing Opportunities Through Arts (including music) Education	Yes	\$893,830.00	\$1,336,431.00		
3	3.6	Promoting Lifelong Health and Physical Well-being	Yes	\$945,224.00	\$962,004.00		
3	3.7	Supporting "Second Chance Breakfast" through Enhanced Custodial and Nutrition Services	Yes	\$729,383.00	\$721,846.00		
3	3.8	Health and Wellness Program Enhancement Initiative	Yes	\$1,249,736.00	\$1,238,337.00		
3	3.9	Enhancing Family Engagement and Community Involvement	Yes	\$75,033.00	\$112,269.00		
3	3.10	Expanding Transportation Access for Enhanced Student Opportunities	Yes	\$360,662.00	\$363,846.00		
3	3.11	Strengthening MTSS Capacity through District-Level Coaching and Support	Yes	\$531,471.00	\$218,475.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$93,903,616	\$41,733,258	11.979%	56.422%	\$50,558,602.00	0.000%	53.841%	\$2,423,370.16	2.581%

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 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

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