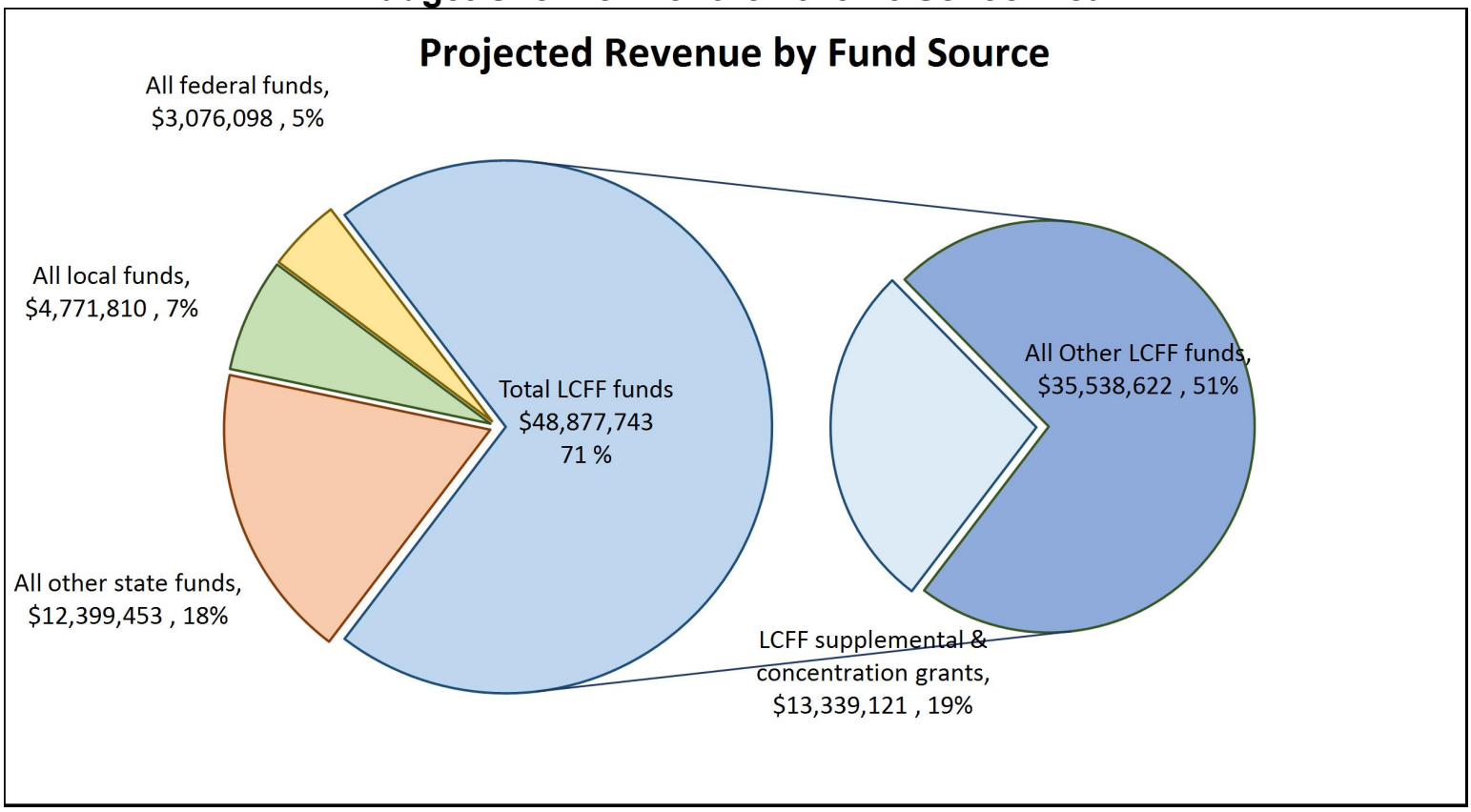
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Greenfield Union School District
CDS Code: 27660350000000
School Year: 2025-26
LEA contact information:
Laura Cortez
Interim Superintendent
lcortez@greenfield.k12.ca.us
831-674-2840 ext 2086

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

Budget Overview for the 2025-26 School Year

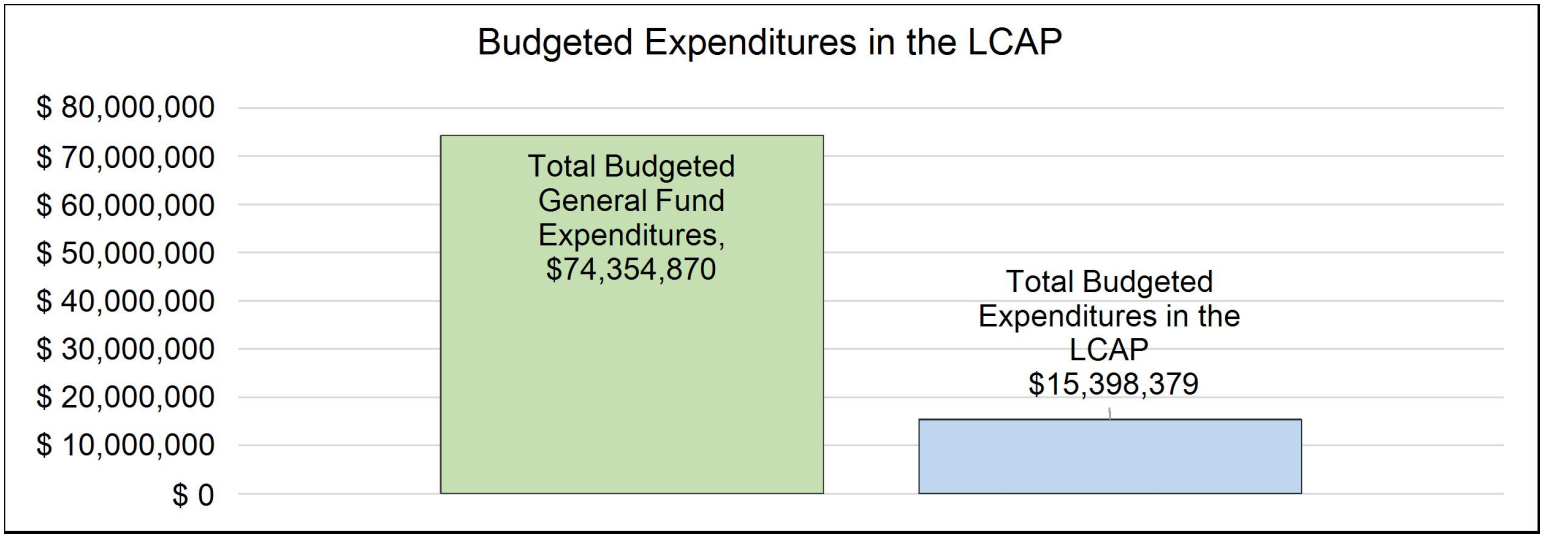


This chart shows the total general purpose revenue Greenfield Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Greenfield Union School District is $69,125,104, of which $48,877,743 is Local Control Funding Formula (LCFF), $12,399,453 is other state funds, $4,771,810 is local funds, and $3,076,098 is federal funds. Of the $48,877,743 in LCFF Funds, $13,339,121 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Greenfield Union School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Greenfield Union School District plans to spend $74,354,870 for the 2025-26 school year. Of that amount, $15,398,379 is tied to actions/services in the LCAP and $58,906,491 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

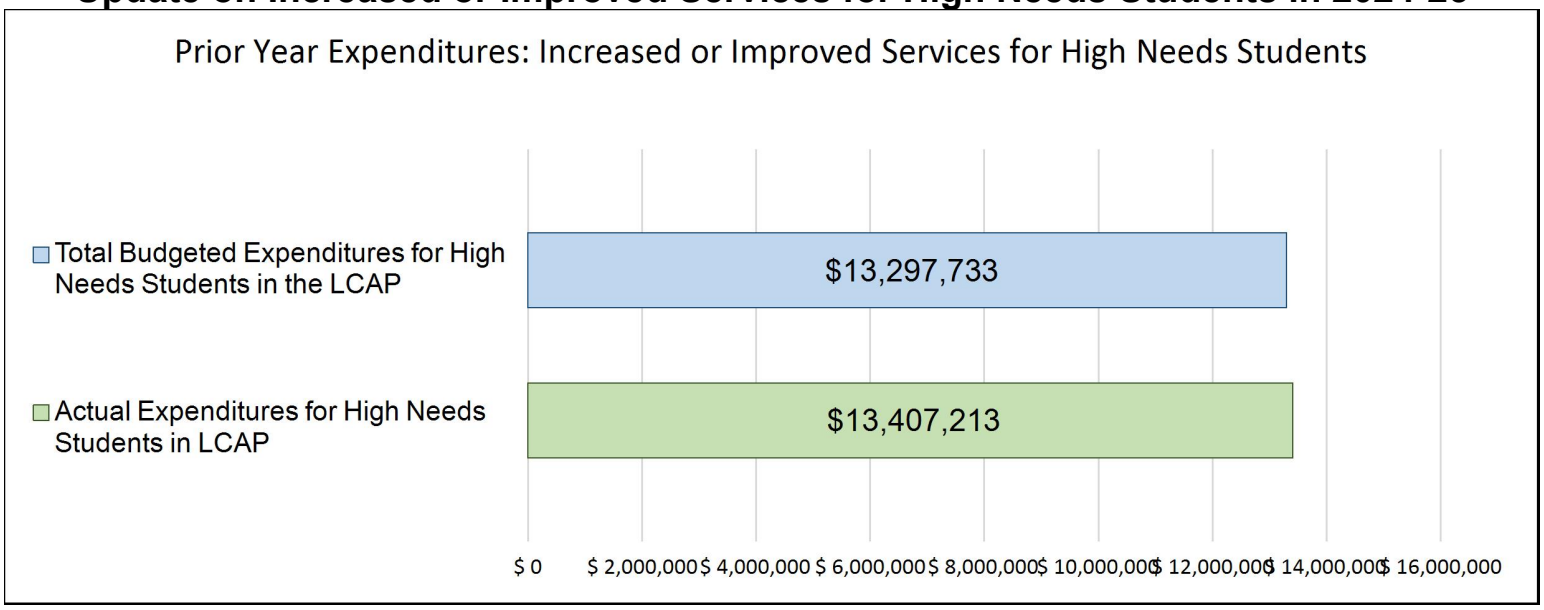
General operating expenses to include teaching staff, administration, custodian, and school staff. Expenses related to federally Funded Special Education are not included in the LCAP. All other expenses related to salaries, benefits, materials and services funded by state, federal grants, and one-time resources are not included in the LCAP, but are a large part of the Greenfield Union School District budget.

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

In 2025-26, Greenfield Union School District is projecting it will receive $13,339,121 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 $13,339,121 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Greenfield Union School District's LCAP budgeted $13,297,733 for planned actions to increase or improve services for high needs students. Greenfield Union School District actually spent $13,407,213 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $109,480 had the following impact on Greenfield Union School District’s ability to increase or improve services for high needs students:

None, the district exceeded the minimum required increased and improved services for students.

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	Laura Cortez Interim Superintendent	lcortez@greenfield.k12.ca.us 831-674-2840 ext 2086

Plan Summary [2025-26]

General Information

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

The Greenfield Union School District (GUSD) is in the heart of the Salinas Valley in Monterey County, California. GUSD comprises four elementary schools (Arroyo Seco Academy, Cesar Chavez Elementary School, Mary Chapa Academy, and Oak Avenue Elementary School) and one middle school (Vista Verde Middle School). Beginning in the 2019-20 school year, our four elementary schools served students from Preschool through grade 6, and our middle school served students in grades 7-8. Our current 2024-25 data indicated there are a total of 3,310 students within the district, and our student population consists of the following: 98% Hispanic, 86% Socioeconomically Disadvantaged (SED), 57% English Learners (ELs), and 14% Special Education students. Additionally, districtwide, we serve 320 migrant students, 4 Foster Youth, 909 Homeless, and 195 students who are considered immigrants. Our 2024-25 unduplicated calculation of students is 88% Local Control Funding Formula (LCFF) which allows us to focus LCAP support services to all students in our district. The entire leadership team and staff see our unique student population as an incredible opportunity to impact and change the lives of our students and their families. Our message in response to our unique population is "ALL means ALL" so that we create the necessary district vision, mission, goals, and actions that will fulfill the postsecondary hopes and dreams of our students to become fully prepared for the rigors of college and careers upon promotion from grade 8. We want our students to know that GUSD believes in them, and our mission is to provide incredible experiences, educational pathways, and rigorous academic challenges as we develop well-educated students during their preschool through grade 8 experience. Our scholars are competent and deserve every opportunity to be successful!

GUSD resides in Greenfield, which has a strong agricultural presence and history; the community is tightly knit and has a great passion and interest in our students' safety, education, and pursuit of higher education. Our school district has formed strong partnerships with the Greenfield Rotary, Police Department, City Council, CSU Monterey Bay, LEGO Education, and many other organizations that want GUSD to

prosper. GUSD will continue to build strong partnerships with our community, businesses, agencies, colleges, and universities to ensure that we support the success of our students. As the Local Education Agency (LEA) for our students and community, GUSD is committed to providing the "Greenfield Guarantee," which is that ALL students will learn and achieve at high levels to be college and career-ready. Our vision for student success has built our "ALL means ALL" mission, which has developed the foundation of our LCAP and our three goals of positive school culture, academic achievement, and community partnerships that maximize our organization's potential.

Reflections: Annual Performance

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

The following is a reflection on annual performance based on a review of the California School Dashboard.

Our District performance of Greenfield Union School District on the 2024 Dashboard:
Chronic Absenteeism: Orange
Suspension Rate: Orange
English Learner Progress: Orange
English Language Arts: Red
Mathematics: Orange

The following are challenges presented by schools with the lowest performance levels on one or more indicators on the 2024 Dashboard:

- Arroyo Seco Academy: Scored very low on English Language Arts and Mathematics
- Mary Chapa: Chronic Absenteeism, English Learner Progress, Chronic Absenteeism, ELPI and ELA for All students
- Vista Verde Middle School: There are no indicators that are Red for All student

-Districtwide: Overall, the District scored very low for ELA

The following student groups scored very low on one or more indicators on the 2024 dashboard:

- English Language Arts: All students

-Mathematics: Homelessness
-Chronic Absenteeism: Homelessness, Students with Disabilities
-Suspension Rates: White

The following student groups within a school scored very low in one or more indicators on the 2024 Dashboard.

- Arroyo Seco Academy: ELA- English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities; Math- English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities.
- Cesar Chavez Elementary: ELA- Homeless.

-Mary Chapa Academy: ELA- English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged; Math - English Learners, students with Disabilities, chronic absenteeism for Hispanic, homeless, SED, and ELPI (English Learners)

- Oak Avenue School: ELA - Students with Disabilities.
- Vista Verde Middle School: ELA- Homeless, Socioeconomically Disadvantaged; Math- Homeless.

The Reds from the 2023 CA School Dashboard are required to be listed for the duration of this LCAP cycle. They are as follows:
Districtwide:
Chronic Absenteeism (White)
ELA (All, EL, Hispanic, SED, SWD)
Math (All, EL, Hispanic, SED, SWD)
Suspension (SWD, White)

Arroyo Seco:
ELA (All, Hispanic, Homeless, SED, SWD)
Math (All, EL, Hispanic, Homeless, SED, SWD)

Cesar Chavez:
ELA (EL, SED, SWD)
Math (SWD)

Mary Chapa:
ELA (EL, Hispanic, SED, SWD)
Math (SWD)

Oak Avenue:
Math (SWD)

Vista Verde:
Chronic Absenteeism (All, SED)

Learning Recovery Emergency Block Grant (LREBG) Funding

For the 2025–26 school year, the district has identified unexpended Learning Recovery Emergency Block Grant (LREBG) funds totaling $884,678, which are allocated in Goal 1, Action 4, and Action 10.

The district's comprehensive needs assessment, supported by Dashboard and local data, revealed significant areas of concern, particularly for students with disabilities, homeless youth, low-income students, Hispanic students, and white students. Key challenges include high chronic absenteeism rates for students with disabilities and homeless youth; disproportionate suspension rates, especially among white students; and low performance in English Language Arts (ELA) for multiple subgroups, including students with disabilities, low-income students, and English learners.
To address these barriers to learning and promote academic recovery and wellness, the district is implementing LREBG-funded actions that are aligned with allowable uses under EC Section 32526. These include:

Expansion of mental health and social-emotional supports through school-based social workers to directly support student wellness and address chronic absenteeism.
Extended learning opportunities and curricular interventions that increase instructional time and access to high-quality, inclusive academic support—especially in ELA for underperforming student groups.

These actions are evidence-based and specifically designed to reduce learning gaps and support long-term student recovery from the impacts of the COVID-19 pandemic. Effectiveness will be monitored using metrics including chronic absenteeism rates, ELA performance on CAASPP, and suspension rates, with disaggregation by subgroup to ensure equity and targeted improvement.

Reflections: Technical Assistance

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

GUSD is eligible to receive technical assistance for the following student groups and indicators based on the 2024 Dashboard:

Students with disabilities for Academic Indicators and Chronic Absenteeism

Homeless Students for Academic Indicators and Chronic Absenteeism

In response, GUSD has strengthened its partnership with the Monterey County Office of Education (MCOE) to build the collective capacity of district, site, and teacher leaders. This collaboration is focused on transforming instruction and improving academic outcomes for all students, with a particular emphasis on historically underserved groups, including English learners.

A key component of this effort is participation in a Personalized Learning Network (PLN), which is designed to align with GUSD's mission, vision, Local Control and Accountability Plan (LCAP), and Single Plan for Student Achievement (SPSA) goals. The PLN supports the acceleration of student outcomes through the following strategies:

* Cross-functional teams develop improvement theories, implement action cycles, and analyze student data to inform classroom, site, and district decision-making.
* Quarterly in-person convenings with MCOE provide structured opportunities for site-based PLN teams to engage in the continuous improvement process.
* Ongoing coaching support from MCOE enhances implementation fidelity and facilitates reflective practice across school sites.

This strategic partnership ensures a system-wide approach to continuous improvement and equity-driven practices to close achievement gaps and increase student success.

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.

Vista Verde Middle School successfully exited CSI with the 2024 CA School Dashboard.

GUSD was fortunate to receive additional support for Vista Verde Middle School during the 2023–2024 school year as part of its designation for Comprehensive Support and Improvement (CSI) under the 2023 California School Dashboard.

As a result of Vista Verde exiting, no schools within GUSD are currently identified for CSI.
This achievement reflects the significant progress made at Vista Verde, and the district no longer requires the same level of external support. Key actions contributing to this progress included a focused effort to address persistent achievement gaps among students with disabilities and English learners in English Language Arts, as measured by CAASPP performance. To better understand the root causes of these gaps, staff conducted empathy interviews with students to gather critical insights. This feedback helped shape a targeted improvement theory and informed the development of action plans.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	Educational Partner meetings were held between the months of February and April of 2025 to gather input and suggestions from our various stakeholder groups. At the conclusion of the the Educational Partners meetings there was a survey for Educational Partners to take in order for our team to receive specific recommendations and suggestions based on the data and state/local indicators. Below is the breakdown of who responded to our multiple surveys to inform the creation of GUSD's 2025-26 LCAP. Using Google Form surveys we created an English LCAP Educational Partners Survey, a Spanish LCAP Educational Partners Survey, a Student LCAP Survey, and we also made personal phone calls to families and conducted surveys over the phone to better support our families that were not able to access the google survey. Topics discussed included the district’s ineligibility for continued Equity Multiplier funding and the resulting removal of Goal 4 from the LCAP, along with associated metrics and actions
Students	Each year, Greenfield Union School District creates a Local Control and Accountability Plan (LCAP) to guide how we support students, schools, and families. To ensure everyone's voice is heard, we collect ideas and feedback from students, families, staff, and community members. Between February and April 2025, we held special meetings with different educational partners to hear their suggestions. After those meetings, we also asked participants to complete a survey to give

Educational Partner(s)	Process for Engagement
	more specific input based on student needs, school data, and community priorities. Students in grades 3–8 were asked to take the Student LCAP Survey during class, and it was optional for students in preschool through 2nd grade. This helped us understand what students need to feel safe, supported, and successful at school. To make the surveys accessible for all families, we offered them in both English and Spanish through Google Forms. We also made personal phone calls and conducted surveys over the phone to include families who couldn't complete them online.
Teachers	As part of Greenfield Union School District’s commitment to inclusive decision-making, site administrators actively engaged all teachers, classified, and certificated staff in the 2025 Local Control and Accountability Plan (LCAP) development process. Between February and April 2025, administrators held LCAP stakeholder meetings at school sites to gather meaningful input from staff. These meetings provided an opportunity for employees to share insights, voice concerns, and offer suggestions based on their day-to-day experiences with students and school operations. Following the meetings, staff were invited to complete the LCAP Educational Partner Survey, which was designed to collect specific feedback aligned to state and local performance indicators. The survey was made available in both English and Spanish to ensure accessibility for all staff members. This comprehensive feedback played a vital role in shaping the goals, actions, and services included in GUSD’s 2025–26 LCAP, helping ensure our plans reflect the real needs of our school communities and support improved outcomes for all students.
Principals and Administrators	To ensure meaningful and informed participation in the Local Control and Accountability Plan (LCAP) process, school administrators across

Educational Partner(s)	Process for Engagement
	Greenfield Union School District were provided targeted training on how to lead effective LCAP stakeholder presentations. These trainings equipped administrators with a clear understanding of LCAP content, state and local indicators, and district priorities—enabling them to confidently present information and facilitate discussions with all site-level stakeholders. Armed with this knowledge, administrators led LCAP meetings with teachers, classified staff, and other site personnel, providing opportunities for feedback and collaboration. They also administered the LCAP Educational Partner Survey to gather specific input that would inform the development of GUSD's 2025-26 LCAP. This structured approach helped ensure that every school site had an informed voice in the planning process and that stakeholder input directly influenced district goals, actions, and services.
Other School Personnel	As part of Greenfield Union School District's commitment to inclusive decision-making, site administrators actively engaged all teachers, classified, and certificated staff in the 2025 Local Control and Accountability Plan (LCAP) development process. Between February and April 2025, administrators held LCAP stakeholder meetings at school sites to gather meaningful input from staff. These meetings provided an opportunity for employees to share insights, voice concerns, and offer suggestions based on their day-to-day experiences with students and school operations. Following the meetings, staff were invited to complete the LCAP Educational Partner Survey, which was designed to collect specific feedback aligned to state and local performance indicators. The survey was made available in both English and Spanish to ensure accessibility for all staff members.

Educational Partner(s)	Process for Engagement
	This comprehensive feedback played a vital role in shaping the goals, actions, and services included in GUSD's 2025–26 LCAP, helping ensure our plans reflect the real needs of our school communities and support improved outcomes for all students.
Local Bargaining Units	As part of Greenfield Union School District's commitment to inclusive decision-making, site administrators actively engaged all teachers, classified, and certificated staff in the 2025 Local Control and Accountability Plan (LCAP) development process. Between February and April 2025, administrators held LCAP stakeholder meetings at school sites to gather meaningful input from staff. These meetings provided an opportunity for employees to share insights, voice concerns, and offer suggestions based on their day-to-day experiences with students and school operations. Following the meetings, staff were invited to complete the LCAP Educational Partner Survey, which was designed to collect specific feedback aligned to state and local performance indicators. The survey was made available in both English and Spanish to ensure accessibility for all staff members. This comprehensive feedback played a vital role in shaping the goals, actions, and services included in GUSD's 2025–26 LCAP, helping ensure our plans reflect the real needs of our school communities and support improved outcomes for all students.
Parent Advisory Committee	Educational Partner meetings were held between the months of February and April of 2025 to gather input and suggestions from our various stakeholder groups. At the conclusion of the the Educational Partners meetings there was a survey for Educational Partners to take in order for our team to receive specific recommendations and suggestions based on the data and state/local indicators. Below is the breakdown of who responded to our multiple surveys to inform the creation of GUSD's 2025-26 LCAP. Using Google Form surveys, we created an English LCAP Educational Partners Survey, a Spanish LCAP Educational Partners Survey, a Student LCAP Survey, and we

Educational Partner(s)	Process for Engagement
	also made personal phone calls to families and conducted surveys over the phone to better support our families that were not able to access the Google survey.
District English Language Parent Advisory Committee	Educational Partner meetings were held between the months of February and April of 2025 to gather input and suggestions from our various stakeholder groups. At the conclusion of the the Educational Partners meetings there was a survey for Educational Partners to take in order for our team to receive specific recommendations and suggestions based on the data and state/local indicators. Below is the breakdown of who responded to our multiple surveys to inform the creation of GUSD's 2025-26 LCAP. Using Google Form surveys we created an English LCAP Educational Partners Survey, a Spanish LCAP Educational Partners Survey, a Student LCAP Survey, and we also made personal phone calls to families and conducted surveys over the phone to better support our families that were not able to access the google survey.
SELPA	In accordance with Education Code Section 52062, GUSD consulted with SELPA Director Kenyon Hopkins on June 2, 2025, to ensure that our Greenfield Vision of ALL means ALL truly encompasses all students with specific attention to students with Exceptional Needs.

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

Educational partner feedback directly informed the development of the LCAP goals and actions. After engaging in a comprehensive feedback process with our educational partners, including parents, students, teachers, classified staff, site and district administrators, community organizations, and local agencies, we carefully analyzed all input received. Their voices played a critical role in shaping our Local Control and Accountability Plan (LCAP). Below is a summary of key actions adopted in the LCAP, along with the specific educational partner groups whose feedback guided those actions:
Social Emotional Support and Mental Health
Influenced by: Parents, teachers, and student groups
These partners emphasized the need for stronger social-emotional, academic, and college/career readiness supports. As a result, the LCAP includes funding for school counselors and social workers (1.4) to provide comprehensive services to meet these needs.

School-wide and District-wide PBIS Implementation Influenced by: Teachers, classified staff, administrators, and families
Feedback highlighted a need for consistent, positive behavior systems (1.9) and improved school climate. In response, we are implementing PBIS practices across all sites, including assemblies, staff training, and recognition systems, and will enhance PBIS incentives to further engage and motivate students in positive behavior recognition.

Extended Learning Opportunities and After-School Enrichment
Influenced by: Parents, students, and community-based partners
Community input stressed the importance of additional academic and enrichment time (1.10). As a result, the LCAP includes funding for Saturday and Summer Academies, after-school programs or clubs.

Multi-Tiered System of Support (MTSS) and RTI Expansion
Influenced by: Teachers, administrators, and site leadership teams
To better respond to individual student learning needs, feedback called for systemic academic support. The LCAP now includes additional RTI instructional assistants and dedicated “Super Substitutes” to support professional development, data analysis, and intervention services (2.2).

College and Career Readiness for All Students
Influenced by: Families, teachers, and middle school students
Partners emphasized early exposure to postsecondary opportunities (2.6). The LCAP addresses this by supporting college/career days, field trips, AVID expansion and use of data systems to monitor progress.

21st Century Technology Integration
Influenced by: Students, instructional staff, and technology advisory teams
Stakeholders called for modern learning tools and digital literacy skills (2.7). We responded by investing in infrastructure, devices, and a team of technology-focused educators and student tech squads across all sites.

Enhanced Visual and Performing Arts (VAPA) Integration
Influenced by: Parents, students, and arts community partners
Many families expressed a desire for more arts programming. The LCAP reflects this through expanded VAPA activities during school hours and family events in the evenings (2.1).

Parent and Community Engagement Opportunities
Influenced by: Parents, community liaisons, and family engagement teams
Feedback emphasized the need for accessible and inclusive parent involvement. We will offer workshops, community events, and parent cafés with relevant topics and support services such as childcare and translation (3.4).
Additionally, parents of underserved subgroups have indicated a need for translation services such as Triqui and Mixteco to provide greater home-school connections.

Partnerships with Local and State Organizations
Influenced by: Community organizations, parents, and site leaders
Stakeholders suggested more real-world experiences and partnerships. The LCAP includes formal collaborations with organizations like the Greenfield Science Workshop and Cultural Arts Center to provide engaging learning opportunities and field experiences (3.7).

As aforementioned, 4,468 total stakeholders were informed, included, and listened to due to this very inclusive LCAP process. After the Educational Partners meetings, there was a survey for Educational Partners to take for our team to receive specific recommendations and suggestions based on the data and state/local indicators. Below is the breakdown of who responded to our multiple surveys to inform the creation of GUSD's 2025-26 LCAP. Using Google Form surveys, we created an English LCAP. Input was given via school meetings and directly influenced the Goal and actions. To gather input, we used the Educational Partners Survey, a Spanish LCAP Educational Partners Survey, and a Student LCAP Survey, and we also made personal phone calls to families and conducted surveys over the phone to better support our families who could not access the Google survey.

Below is a detailed breakdown of our Educational Partners meetings. The school site meetings included teachers and classified employees. The additional meetings within specific departments were to inform and receive recommendations from all Educational Partners within those departments.

School Site LCAP Meetings:
Arroyo Seco Academy
Educational Partners Meeting Dates: 2/26/25, 3/13/25
Educational Partners engaged in the meetings: 557 participants
Parents
Community
GTA(Teachers)
CSEA (Classified)
Administration
Students: 354 participants

Cesar Chavez Elementary School
Educational Partners Meeting Dates: 3/11/25, 3/26/25
Educational Partners engaged in the meetings: 490 participants
Parents
Community
GTA(Teachers)
CSEA (Classified)
Administration
Students: 130 participants

Mary Chapa Academy
Educational Partners Meeting Dates: 2/24/25, 3/19/25
Educational Partners engaged in the meetings: 598 participants
Parents
Community
GTA(Teachers)
CSEA (Classified)

Administration
Students: 241 participants

Oak Avenue Elementary School
Educational Partners Meeting Dates: 3/7/25, 3/20/25, 3/21/25
Educational Partners engaged in the meetings: 547 participants
Parents
Community
GTA(Teachers)
CSEA (Classified)
Administration
Students: 360 participants

Vista Verde Middle School
Educational Partners Meeting Dates: 3/5/25, 3/13/25, 3/21/25
Educational Partners engaged in the meetings: 678 participants
Parents
Community
GTA(Teachers)
CSEA (Classified)
Administration
Students: 513 participants

TOTAL Educational Partners Engaged = 2870 participants
Educational Partners Breakdown:
Staff
Parent /Community
Students (grades 3-8) = 1598 participants

Trend Data Highlights from our Parents/Staff/ Community Educational Partners Survey for 2025:

GOAL 1 (CULTURE)
"We should provide staff to support students with social-emotional and academic learning needs." Agree = 98.2%
"We should provide school safety personnel at all sites." Agree = 96.9%
"We should implement Positive Behavioral Interventions & Supports (PBIS) for students districtwide at all sites." Agree = 95.4%
"We should provide extended learning opportunities and after-school enrichment programs for students." Agree = 95.5%

GOAL 2 (ACADEMICS)
"We should provide Response to Intervention (RTI) Assistants districtwide to respond to students' academic needs."
Agree = 93.4%

"We should provide an Early Childhood Center and staff to support our youngest learners."
Agree = 95.7%
"We should provide College and Career Readiness staff to support and prepare all students for postsecondary success."
Agree = 94.8%
"We should provide technology staff to lead student tech squads and innovative maker spaces to ensure 21st Century Learning."
Agree = 93.5%
"We should provide high-quality Professional Development (PD) for staff to ensure the best education for our students."
Agree = 95.9%

GOAL 3 (COMMUNITY)
"We should provide parent and community events/workshops for parents to feel supported and involved in their child's education."
Agree = 95.6%
"We should provide a Family Resource Center to embrace our parents and the community."
Agree = 94%
"We should utilize user-friendly communication tools for parents to receive information and communicate with school sites."
Agree = 96.8%
"We should continue our "GUSD Community Collaborative" to enhance partnerships with community organizations and the city of Greenfield." Agree = 96.1%

Greenfield School Board on June 12, 2025 – Public hearing
Greenfield School Board on June 17, 2025 – Board Adoption

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	CULTURE: We will cultivate positive school environments that are culturally, emotionally, and physically safe led by passionate staff members dedicated to and advocating for ALL students, their families, and our community. • Enhance Positive Behavioral Interventions and Supports • Provide safe and secure learning spaces • Maintain and modernize 21st Century facilities	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Analysis of engagement tracking, behavioral data, survey data of students, parents, teachers, and staff and data collected as part of wellness checks have identified that students and staff need targeted or intensive support in the areas of social emotional well-being and mental health. Based on neuroscience and developmental research, we know that stress and adversity can impact the learning center or limbic system of our brains, making it hard for staff and students to focus, self-regulate, and thrive. We will use engagement tracking, behavioral data, survey data of students, parents, teachers, and staff and data collected as part of wellness checks as metrics to monitor the social emotional well-being and mental health of students and staff are supported and to ensure that the number of students and staff in need of Tier 2 and Tier 3 supports are decreasing. 21st century facilities and secure learning spaces have also been provided to ensure that students, staff, and the community feel safe and supported while on school grounds.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Suspension The following student groups scored very low on the 2023 Dashboard: Students with disabilities and white	In 2023-24, 3.7% of students were suspended which is an increase of 1.4% from the previous school year. All 3.7%	In 2024-25, 3.5% of students were suspended which is a decrease of -2% from the 2023-24 school year. All 3.5%		In 2026-27 we hope to reduce suspensions by 2%, or 0.9%	All students -0.2% SWD+0.6% White +3.7% EL +1.8% SED +1.4% Vista Verde

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD 3.6% White 7.7% EL 2.1% SED 2.6% Vista Verde: All Students 13.6% English Learner 16.9% Hispanic 13.3% Socioeconomically Disadvantaged 14.3% Students with Disabilities 19.8%	SWD 4.2% White 11.4% EL 3.9% SED 4% Vista Verde: All Students 10.6% English Learner 13.6% Hispanic 10.6% Socioeconomically Disadvantaged 12.6% Students with Disabilities 9.7%			All students - 3% English learners - 3.3% Hispanic -2.7% SED -1.7 Students with disabilities -10.1%.
1.2	Truancy Rates	In 2023-24, 10.6% of students were chronically absent this year year. This was a decrease of 0.9% from the 2021-2022 school year. Districtwide: English Learner 7.8% Socioeconomically Disadvantaged 10.7% White 31.6% Students with Disabilities 17.1% Vista Verde Middle: All Students 17% Socioeconomically Disadvantaged 17.5%	In 2024-25, 11.6% of students were chronically absent this year year. This was an increase of 1% from the 2022-2023 school year. Districtwide: English Learner 9.3% Socioeconomically Disadvantaged 11.5% White 28.6% Students with Disabilities 20.4% Vista Verde Middle:		In 2026-27, we hope to reduce chronic absenteeism by 6%. That is a decrease of 2% each year. Goal: 3.0%	Truancy All +1% English learners +1.5% SED +0.8% white students -3 % Vista Verde All students - 1.7% SED -1.9%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			All Students 15.3% Socioeconomically Disadvantaged 15.6%			
1.3	Attendance White student group scored very low on the 2023 dashboard.	In 2023-24 we are at currently at 97% attendance rate in grades TK -8th grade.	In 2024-25 the attendance rate for grades TK - 8 were 90%.		In 2026-27 we hope to maintain our current attendance rate of 97% daily attendance.	Attendance: -7
1.4	School Culture	The LCAP Student Survey in 2023-24 reflected the following: Teachers and other adults at my school care about me- 88.6% My family feels welcomed at my school by my teachers and staff- 91.7% I feel safe when I am at school 87% My school is kept clean- 66%	The LCAP Student Survey in 2024-25 reflected the following: Teachers and other adults at my school care about me- 86.2% My family feels welcomed at my school by my teachers and staff- 91.6% I feel safe when I am at school 82.6% My school is kept clean- 67.6%		In 2026-27, we hope to see and increase of 5% in each of the categories and results will be as follows: Teachers and other adults at my school care about me- 93.6% My family feels welcomed at my school by my teachers and staff- 96.7% I feel safe when I am at school 92% My school is kept clean- 71%	The LCAP Student Survey reflected the following: Teachers and other adults at my school care about me: -2.4% My family feels welcomed at my school by my teachers and staff: -0.1% I feel safe when I am at school: -4.4% My school is kept clean: +1.6%
1.5	School Culture and Facilities	In 2023-24 School facilities continue to be deemed safe by maintaining facilities in	In 2024-25 School facilities continue to be deemed safe by maintaining		In 2026-27, School facilities will continue to be deemed safe by	Our school facilities remain in GOOD repair as

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		good conditions. Overall rating in SARC utilizing the FIT tool is GOOD.	facilities in good conditions. Overall rating in SARC utilizing the FIT tool is GOOD.		maintaining them in good condition. The overall rating in SARC utilizing the FIT will be GOOD.	deemed safe by the FIT tool.
1.6	Expulsion	In 2023-24, GUSD has expelled 3 students.	In 2024-25, GUSD has expelled 3 students.		In 2026-27 we will work towards having 0 expulsions.	Expelled students - remained the same

Goal Analysis [2024-25]

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

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

Overall Implementation Summary:
The district made significant progress in implementing planned actions while adapting to emerging needs, demonstrating a commitment to student well-being, academic access, and engagement.
Successful Implementations/No Challenges:
Action 1.1 – Counseling Support
GUSD successfully implemented comprehensive counseling services by hiring additional staff and deepening integration between site teams and administration. Counselors worked closely with school leaders to use the district's alternatives to suspension chart, providing behavior-based interventions and restorative approaches. Daily student check-ins enabled early identification of social-emotional needs, resulting in timely referrals to wrap-around and on-site support services. This action was implemented across all school sites, ensuring equitable access to support for all students, particularly those experiencing behavioral challenges or post-pandemic trauma.

Action 1.2 – School Support Personnel
The district met this goal by deploying attendance task forces and wellness teams, which collaborated to analyze truancy patterns, conduct targeted outreach, and address root causes. Attendance secretaries and liaisons conducted home calls and follow-ups, focusing particularly on English learners, socioeconomically disadvantaged students, and White students, subgroups with persistent attendance challenges. Strong collaboration with the Monterey County District Attorney's Office supported family education on the importance of daily school attendance.

Action 1.3 – Transportation Access

Transportation support was fully implemented through the formation of monthly attendance task force meetings. These multidisciplinary teams utilized real-time attendance data to identify students needing intervention and ensured timely access to transportation. Class-level attendance trends were monitored and addressed with outreach and incentives. This action helped eliminate transportation barriers, especially for students traveling to specialized programs outside their immediate school zones.

Action 1.4 – Health Supports for Well-Being
GUSD implemented expanded health staffing, including 5.0 FTE Health Aides, a 0.25 FTE Registered Nurse, and a 1.0 FTE Licensed Vocational Nurse. Sites were equipped with wellness supplies and daily check-in surveys were used to monitor student needs. This ensured early intervention for both physical and emotional wellness, creating a culture of proactive care and reducing the escalation of health-related concerns.

Action 1.7 – 21st Century Classrooms
Classroom environments were enhanced with modern, flexible furniture that supported collaborative and student-centered learning. The district exceeded the original scope of this action by equipping additional classrooms to meet reduced student-to-teacher ratios and promote 21st-century skills. The layout redesign fostered engagement and aligned with updated instructional models.

Action 1.8 – New Teacher Support
This action was fully implemented through structured induction programs, mentoring, and coaching. New teachers were supported in instructional planning, classroom management, and content delivery. The district's focus on retention and recruitment helped maintain high-quality instruction, particularly at high-need sites.

Action 1.10 – After-School Opportunities
While no supplemental/concentration funds were used, the action was implemented successfully using ELOP funding. Extended learning programs offered enrichment activities, homework assistance, and positive school culture reinforcement, particularly benefiting students needing a structured after-school environment.

Partially Implemented Actions:
Action 1.5 – Supplemental Middle School Math and ELA Teachers
This action was only partially implemented. The district initially planned to hire both a supplemental Math and ELA teacher to support middle school students requiring targeted academic intervention. However, due to staffing challenges and a limited applicant pool, only a Math teacher was hired during the school year. As a result, the budgeted funds were not fully expended, and the ELA component of the action was not implemented as intended. Despite this, the Math teacher provided focused instruction for students performing below grade level, offering small-group support and standards-based remediation. Moving forward, the district plans to revisit its recruitment strategy and consider alternate service delivery models (e.g., co-teaching, ELA intervention blocks) to fulfill the original intent of this action and ensure comprehensive academic support across both core content areas.

Action 1.6 – Facilities Modernization
Modernization efforts were partially implemented due to construction and vendor delays. Though some improvements were completed, other projects were postponed. Nevertheless, school sites continued to meet safety and condition standards, as evidenced by positive results from the FIT Tool. The district remains committed to completing deferred modernization work.

Action 1.9 – PBIS Implementation
Positive Behavioral Interventions and Supports (PBIS) were partially implemented due to underutilization of school and district-level funding. PBIS was implemented across all school sites, and services such as behavior reinforcement systems, mental health support through Monterey County Behavioral Health (MCBH), staff training, and student incentives were provided as planned. Parent engagement and individualized student supports were maintained. However, the actual expenditures differed by site, and not all allocated PBIS funds were fully spent. Full districtwide coordination to monitor implementation and scaling of PBIS is planned for the coming year.

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

The district experienced several material differences between budgeted and actual expenditures under Goal 1. The variances reflect evolving student needs and shifts in implementation strategies:
Action 1.1 – Counseling Support
Budgeted: $847,820 | Actual: $1,373,166
A material increase occurred due to the hiring of additional counselors to address rising social-emotional needs. This expansion enabled more direct services and increased student access to mental health supports.

Action 1.2 – School Support Personnel
Budgeted: $1,165,465 | Actual: $1,408,710
Additional personnel were added to support attendance and wellness initiatives. The increase reflects targeted interventions through the Attendance Task Force and site-level staff.

Action 1.3 – Transportation Access
Budgeted: $853,358 | Actual: $1,170,353
Transportation services expanded due to an increased number of students needing access to academic programs located in neighboring districts. This was a strategic response to attendance and access barriers.

Action 1.4 – Health Supports

Budgeted: $579,298 | Actual: $622,476
The district incurred higher staffing costs for nursing personnel. This modest material increase supported expanded health check-ins and student wellness tracking.

Action 1.5 – Middle School ELA/Math Support
Budgeted: $234,504 | Actual: $158,811
This was a material decrease due to partial implementation. Only a math teacher was hired; the ELA position was unfilled, resulting in lower spending.

Action 1.6 – Facilities Modernization
Budgeted: $1,552,183 | Actual: $496,401
A significant material difference resulted from project delays. Although some modernization occurred, several planned upgrades were postponed, leaving a substantial portion of funds unspent.

Action 1.7 – 21st Century Classrooms
Budgeted: $236,795 | Actual: $371,404
The district expanded purchases to equip more classrooms with flexible furniture to support collaboration and small-group instruction, leading to a material increase.

Action 1.8 – New Teacher Support
Budgeted: $194,856 | Actual: $304,974
Spending increased to enhance mentorship and instructional coaching. This supported teacher retention and growth in alignment with district recruitment efforts.

Action 1.9 – PBIS Implementation
Budgeted: $370,340 | Actual: $278,415
A material decrease occurred due to unspent district-level allocations. Site-level services were provided, including check-ins and parent engagement, but central PBIS funds were underutilized.

Action 1.10 – After-School Opportunities
Budgeted: $61,875 | Actual: $0
No supplemental/concentration funds were expended because the action was fully implemented using ELOP funding. This resulted in a material difference without compromising program delivery.

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 progressing toward the goal during the three-year LCAP cycle. The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal [One] helped make progress towards the LEA's goal:
Action(s): 1.1,
Effectiveness of Action(s): 2
Metric(s): 1.1, 1.2
Analysis Statement: This action was somewhat effective; however, the number of days that students were suspended exceeded the intended target. Analysis of chronic absenteeism data indicates a varied impact across student groups and school sites.

Districtwide outcomes:
From 2023–24 to 2024–25, chronic absenteeism rose from 10.6 percent to 11.6 percent (an increase of 1 percent). However, disaggregated data highlights nuanced trends:
English Learners: increased from 7.8 percent to 9.3 percent (up 1.5 percent)
Socioeconomically Disadvantaged (SED): increased from 10.7 percent to 11.5 percent (up 0.8 percent)
Students with Disabilities: increased from 17.1 percent to 20.4 percent (up 3.3 percent)
White Students: decreased from 31.6 percent to 28.6 percent (down 3.0 percent)

Vista Verde Middle School outcomes:
Despite districtwide increases, Vista Verde showed improvement:
All Students: reduced from 17.0 percent to 15.3 percent (down 1.7 percent)
SED Students: reduced from 17.5 percent to 15.6 percent (down 1.9 percent)

Effectiveness assessment:
This action was most effective at the school level, where the counselor's impact was closely integrated with site-based interventions. Vista Verde's reduction in absenteeism among SED students and all students indicates that counselor-led supports, when localized, are associated with positive attendance outcomes. However, districtwide increases for high-need student groups such as Students with Disabilities and English Learners suggest uneven implementation or barriers not addressed through counselor interventions alone.

Action(s): 1.2
Effectiveness of Action(s): 2
Metric(s): 1.2 and 2.2 (CAASPP)
Analysis Statement: This action was somewhat effective.

Truancy outcomes indicate mixed effectiveness:
Districtwide, truancy increased by 2.6 percent for all students, with subgroup increases among English Learners (+1.5 percent) and socioeconomically disadvantaged students (+0.8 percent).
However, white students showed a notable decrease in truancy (-3.0 percent), and Vista Verde Middle experienced improvements among all students (-1.7 percent) and socioeconomically disadvantaged students (-1.9 percent).

ELA performance data points to a generally positive trend:
All Students improved by +1.53 points.
English Learners improved by +0.86 points.
Hispanic students gained +1.6 points.
Socioeconomically disadvantaged students increased by +1.24 points.
Students with Disabilities saw the largest gain at +2.31 points.

The increase in ELA performance across all major student groups suggests that safer and more structured school environments contributed to better academic focus and classroom conditions. The reduction in truancy at Vista Verde indicates that site-level implementation of supervision and safety protocols may have been particularly effective there. However, districtwide increases in truancy for certain student groups suggest that the consistency or intensity of implementation may need to be examined and strengthened.

Action(s): 1.3
Effectiveness of Action(s): 2
Metric(s): 1.3, 2.2
Analysis Statement: This action was somewhat effective in supporting student outcomes, though it did not fully meet the intended goal of maintaining high attendance. The provision of home-to-school transportation staffing, services, and training was designed to improve attendance and support school safety. In 2023–24, the attendance rate for grades TK–8 was 97 percent. However, in 2024–25, attendance declined to 90 percent, a decrease of 7 percentage points. This decline indicates that while transportation may have addressed logistical access, other barriers to attendance persisted, particularly for student groups such as white students who were identified as having very low attendance on the 2023 Dashboard.

Despite the attendance drop, ELA scores improved across all major student groups:
All Students increased by 1.53 points
English Learners improved by 0.86 points
Hispanic students improved by 1.6 points
Socioeconomically Disadvantaged students improved by 1.24 points
Students with Disabilities improved by 2.31 points
These gains suggest that transportation access may have helped students who were present arrive more consistently and ready to learn, contributing indirectly to academic improvement.

Action(s): 1.4
Effectiveness of Action(s): 2
Metric(s): 1.4, 2.2

Analysis Statement: This action was somewhat effective in supporting student health and academic progress, though improvements in school culture were limited. ELA performance improved across all groups, including English Learners (+0.86) and Students with Disabilities (+2.31), suggesting that access to health services helped students remain in class and ready to learn. However, school culture survey results showed declines in key areas: students feeling safe (-4.4%), feeling cared for by adults (-2.4%), and family welcome (-0.1%). Only school cleanliness improved (+1.6%), likely reflecting the impact of health staff on visible site conditions.

Action(s): 1.5
Effectiveness of Action(s): 3
Metric(s): 1.5, 2.2
Analysis Statement: This action was effective. This action was effective in improving student performance in mathematics and supporting academic engagement through smaller class sizes.
Districtwide math scores improved across most student groups:
All Students increased by 1.59 points
English Learners improved by 0.76 points
Hispanic students gained 1.47 points
Socioeconomically Disadvantaged students improved by 1.53 points
Students with Disabilities declined by 0.69 points

At Vista Verde Middle School, where the additional staffing was targeted, most student groups also improved:
All Students increased by 1.15 points
English Learners improved by 0.09 points
Hispanic students improved by 1.00 point
Socioeconomically Disadvantaged students improved by 1.67 points
Students with Disabilities improved significantly by 2.22 points

These gains suggest the action was particularly impactful for Socioeconomically Disadvantaged and Students with Disabilities at the site level, with smaller class sizes contributing to greater academic support and student access to instruction.
Additionally, the FIT report confirms that facilities remain in good repair, which supports a stable learning environment for implementing smaller class instruction effectively.

Action(s): 1.6, 1.7
Effectiveness of Action(s): 2
Metric(s): 1.6, 1.2, 1.1 (SED, Foster, EL)
Analysis Statement: This action was somewhat effective in maintaining safe and functional learning environments and 21st-century classrooms, with mixed outcomes in student attendance and behavior.

The district successfully maintained facility standards, as reflected in the FIT report, indicating all schools are in good repair. This stability likely contributed to an orderly and safe campus climate, as evidenced by a relatively low number of expulsions (3 students across the district).

Truancy data showed overall increases districtwide:
All Students: +2.6%
English Learners: +1.5%
Socioeconomically Disadvantaged (SED): +0.8%
White Students: -3.0% (improvement)
At Vista Verde Middle, outcomes were more positive:
All Students: -1.7%
SED Students: -1.9%
These site-level improvements suggest that modernized and well-maintained facilities may have had a greater impact where other supports (e.g., supervision or counseling) were layered effectively.

Action(s): 1.8
Effectiveness of Action(s): 2
Metric(s): ELA/Math CAASPP 2.2
Analysis Statement: This action was somewhat effective, with academic growth for key student groups in some schools but concerning declines in others.
In ELA, Vista Verde Middle saw gains for English Learners (+0.09), Hispanic students (+1.00), SED students (+1.67), and Students with Disabilities (+2.22). Cesar Chavez Elementary had strong growth for English Learners (+1.37) and SED students (+5.13), but declines for Students with Disabilities (-2.83). At Arroyo Seco Academy, performance declined for Hispanic (-1.18), SED (-2.12), and Students with Disabilities (-6.04).
In math, districtwide growth was noted for English Learners (+0.76), Hispanic students (+1.47), and SED students (+1.53), though Students with Disabilities declined (-0.69).
These results suggest mentoring and induction support had positive effects in some schools, but need to be strengthened where vulnerable student groups continue to fall behind.

Action(s): 1.9
Effectiveness of Action(s): 2
Metric(s): Suspension, 1.1
Analysis Statement: This action was somewhat effective in supporting a more positive school environment through PBIS and staff customer service training, with meaningful progress at Vista Verde Middle School, but ongoing concerns districtwide for several high-need groups.

Districtwide, suspension rates slightly decreased for All Students (-0.2%). However, increases occurred for:
Students with Disabilities: +0.6% (Red indicator districtwide and at Vista Verde Middle School)
English Learners: +1.8%
Socioeconomically Disadvantaged students: +1.4%
White students: +3.7% (Red indicator districtwide)
At Vista Verde Middle School, all targeted student groups showed suspension reductions:
All Students: -3.0% (Red indicator)
English Learners: -3.3% (Red indicator)
Hispanic students: -2.7% (Red indicator)

Socioeconomically Disadvantaged students: -1.7% (Red indicator)
Students with Disabilities: -10.1% (Red indicator)
These improvements suggest that PBIS practices and staff training had a more substantial impact when implemented consistently at the site level. The significant decline in suspensions among Students with Disabilities at Vista Verde is especially notable.

Action(s): 1.10
Effectiveness of Action(s): 2
Metric(s): Suspension, referral to after-school program
Analysis Statement: This action was somewhat effective in reinforcing academic engagement and school culture through extended learning opportunities and enrichment programs. However, the outcomes were uneven across student groups.
Districtwide suspension data shows a modest improvement for All Students (+0.6%) and a notable reduction for White students (+3.7%). These gains suggest the enrichment programs may have supported engagement and behavior among the general student population and some specific groups.
However, other key groups showed little to no improvement:
English Learners: -0.1%
Socioeconomically Disadvantaged students: unchanged at 4%
Students with Disabilities: suspension rates increased by 2.1%
These results suggest that while the expanded enrichment programming may have been effective for some, it was less impactful for students with greater academic or behavioral needs. To enhance effectiveness, future efforts should increase targeted access and culturally responsive programming, particularly for Students with Disabilities, English Learners, and SED students, and ensure consistent participation through stronger outreach and transportation supports.

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.

As a result of the analysis of performance data and insights from the Dashboard, the District implemented strategic adjustments to better support pupil engagement and school climate.
Goal: No changes.
Metrics: Metrics connected to LREBG actions to monitor effectiveness.
Target outcomes: No changes.
Actions:

1.1: One of the key changes this year was focusing on alternatives to suspension for our students with disabilities. Suspensions for SWD increased by 0.6% and for White Students by 3.7%. However, at the same time, we increased the number of white students who were suspended by +3.7%. Since we have a low number of white students, suspensions in this group do impact the numbers significantly.

Action 1.4 and 1.10 have been revised to include the LREBG funding. Metrics 1.2 and 2.2 include disaggregated student data to monitor effectiveness.

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	Counseling Support	Provide School Counselors to focus on college and career, academic, and social-emotional learning support at all TK-8 school sites to ensure ongoing support for ALL students. (11 FTE)	$1,984,161.00	Yes
1.2	School Personnel Support	Provide school Student Supervisor Assistants (15.875 FTE), school Campus Supervisors (6.5 FTE) to ensure safe and positive school environments for ALL students districtwide, including the implementation of activities, and ALICE/safety training to support safe and positive school environments for ALL students.	$1,343,422.00	Yes
1.3	Transportation Access	Provide home to school transportation staff (6.75 FTE plus substitutes), services, equipment, and training to increase student attendance and maintain positive school culture and student safety districtwide.	$964,055.00	Yes
1.4	Health Support + LREBG Addition	Provide Health Aides districtwide (5.0 FTE), School Registered Nurse (RN .25 FTE), Licensed Vocational Nurse (LVN 1.0 FTE), and health supplies at all sites to ensure the health and well-being of our TK-8 students. LREBG Action Addition: To address chronic absenteeism and support the social-emotional well-being of students, the LEA will fund five school social workers using Learning Recovery Emergency Block Grant (LREBG) funds. These social workers will provide case management, connect students and families to community resources, and support school-based wellness strategies. This action is supported by research from Attendance Works, which	$1,405,943.00	Yes

Action #	Title	Description	Total Funds	Contributing
		emphasizes that school social workers are effective in identifying attendance barriers and coordinating access to mental health, housing, and other essential services. These wraparound supports are foundational to improving attendance and stabilizing school engagement. (Source: Attendance Works, "Professional Student Support Staff": https://www.attendanceworks.org/take-action/educators/professional-student-support-staff/) Metric to monitor effectiveness: Metric 1.2 – Chronic Absenteeism Rate, disaggregated by subgroup where data is available. Amount of LREBG funds allocated: $793,281 per year through the 2025–26 school year. This action aligns with allowable uses under EC Section 32526(c), specifically addressing barriers to learning through the provision of mental health and counseling services.		
1.5	Supplemental Middle School Math and ELA Teachers	Provide an additional middle school Mathematics teacher (1.0 FTE) to support low class size in all mathematics classes and fully engage students to increase mathematics results. Provide an additional middle school ELA teacher (1.0 FTE) to support low class size in all ELA classes and fully engage students to increase testing results.	$93,793.00	Yes
1.6	Facilities Modernization	Maintain and modernize all facilities districtwide to provide high-quality learning environments and spaces for ALL TK-8 grade students, families, staff and the community.	$578,255.00	Yes
1.7	21st Century Classrooms	Repair and replace classroom and school and districtwide furniture and equipment to ensure access to high-quality, 21st Century learning environments districtwide.	$270,000.00	Yes
1.8	New Teacher Support	Recruit and retain highly-qualified, effective teachers and staff to build and support a positive school culture for ALL, and support new teachers during	$193,561.00	Yes

Action #	Title	Description	Total Funds	Contributing
		their internships and teacher induction programs with mentors and Induction Coaches.		
1.9	PBIS Implementation	Implement Positive Behavioral Interventions & Supports (PBIS) practices schoolwide and districtwide (e.g., special assemblies, awards, conferences, substitutes, training, activities, and materials) to support positive environments for ALL students, staff, and families. This includes customer service training for all school staff in positive school climate interactions with students, fellow staff, and our parent community.	$331,995.00	Yes
1.10	Expanded Learning Opportunities + LREBG Addition	Provide extended learning opportunities and after-school enrichment to reinforce positive school culture and academic learning programs, including Saturday and Summer Academy enrichment, including partnerships with Indigenous Group Organizations, etc., along with curriculum and materials designed to accelerate academic pupil proficiency (Enhance Federal, State, ASES Grant funds and ASES site oversight). LREBG Action Addition To accelerate academic recovery and address ELA performance gaps, the LEA will implement a Saturday Academy and adopt a targeted intervention curriculum using Learning Recovery Emergency Block Grant (LREBG) funds. The Saturday Academy will provide students with extended instructional time focused on literacy, while the intervention curriculum will offer scaffolded ELA supports aligned with grade-level standards. This action is supported by research reviewed by the What Works Clearinghouse, which finds that increased instructional time—through programs such as extended day or weekend learning opportunities—is associated with improved student academic outcomes, particularly in reading and literacy. (See: What Works Clearinghouse, WWC Intervention Reports – https://ies.ed.gov/ncee/wwc/FWW Metric to monitor effectiveness: Metric 2.2 – CAASPP English Language Arts scores, disaggregated by student subgroup. Amount of LREBG funds allocated: $51,178 for Saturday Academy and	$114,218.00	Yes

Action #	Title	Description	Total Funds	Contributing
		$40,219 for intervention curriculum in the 2025–26 school year. This action aligns with allowable uses under EC Section 32526(c), specifically increasing instructional learning time and providing evidence-based materials designed to accelerate pupil academic proficiency.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	We will take collective responsibility for providing a guaranteed, viable curriculum in ALL subject areas so that ALL students meet or exceed grade-level academic and technical standards through effective, data-driven instructional practices that ensure ALL students are fully prepared for college and career success.	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 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

According to the 2019-2020 California Dashboard, Greenfield Union Elementary School District met the standards for Priority 1 and Priority 2 by providing access to instructionally-aligned curriculum and ensuring students are provided grade-level academic content. However, evidence demonstrates that our students are in need of additional supports. Currently, only 28.58% of our students are meeting proficiency in reading and 19.13% are meeting proficiency in math. Moreover, according to our California Dashboard data, our English learners are 125.6 points below the standard level in math. In addition, the district needs to continue to improve the matriculation of our 8th grade students to the high school. Parents and student stakeholders agree that employing highly qualified, well-trained teachers will help to ensure students receive quality instruction enabling them to be better prepared for college and career opportunities. The actions and metrics listed below will provide our staff with professional support, collaboration, and training they need to deliver high quality instruction.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Local Data (i-Ready)	In 2023-24, 26% of our students are meeting proficiency in reading and 18% of our students are currently meeting proficiency in math.	In 2024-25 26% of our students are meeting proficiency in reading and 11% of our students are currently meeting		i-Ready results for both Reading and Math will increase by 12% to 38% and 30% respectively.	iReady proficiency results reading: remains the same mathematics. -7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			proficiency in math.			
2.2	State Data - CAASPP The following student groups scored very low on the 2023 Dashboard in both ELA and Math: All Students English Learners Hispanic Socioeconomically Disadvantaged Students with Disabilities	The 2022-23 CAASPP data indicates scores for the district are as follows: 22.06% of our students are meeting proficiency in reading and 14.50% of students are meeting proficiency in math. ELA: Districtwide: All Students 22.07% English Learner 7.37% Hispanic 21.65% Socioeconomically Disadvantaged 19.79% Students with Disabilities 2.61% Arroyo Seco Academy: All Students 18.68% Hispanic 18.61% Homeless Youth 14.55% Socioeconomically Disadvantaged 16.83% Students with Disabilities 6.00% Cesar Chavez Elementary: English Learner 9.36%	The 2023-24 CAASPP data indicates scores for the district are as follows: 23.6% of our students are meeting proficiency in reading and 16.09% of students are meeting proficiency in math. ELA: Districtwide: All Students 23.6% English Learner 8.23% Hispanic 23.25% Socioeconomically Disadvantaged 21.03% Students with Disabilities 4.92% Arroyo Seco Academy: All Students 18.31% Hispanic 17.9%		CAASPP results for ELA and math will increase by 12% to 34.06% of our students are meeting proficiency in reading and 26.5% of students are meeting proficiency in math,	ELA Districtwide All Students +1.53 English Learner +0.86 Hispanic +1.6 Socioeconomically Disadvantaged +1.24 Students with Disabilities +2.31 Arroyo Seco Academy All Students -0.37 Hispanic -0.71 Homeless youth -2.15 Socioeconomically Disadvantaged -1.04 Students with Disabilities -2.08 Cesar Chavez Elementary English Learner +1.37 Socioeconomically Disadvantaged +5.13 Students with Disabilities +6.45

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged 17.23% Students with Disabilities 0.00% Mary Chapa Academy: English Learner 9.51% Hispanic 22.38% Socioeconomically Disadvantaged 20.25% Students with Disabilities 5.13% Vista Verde Middle: All Students 25.11% English Learner 4.46% Hispanic 24.85% Homeless Youth 24.51% Socioeconomically Disadvantaged 22.95% Students with Disabilities 0.99% Math: Districtwide: All Students 14.50% English Learner 6.47% Hispanic 14.33% Socioeconomically Disadvantaged 12.96% Students with Disabilities 4.09% Arroyo Seco Academy:	Homeless Youth 12.40% Socioeconomically Disadvantaged 15.79% Students with Disabilities 3.92% Cesar Chavez Elementary: English Learner 10.73% Socioeconomically Disadvantaged 22.36% Students with Disabilities 6.45% Mary Chapa Academy: English Learner 11.95% Hispanic 22.92% Socioeconomically Disadvantaged 21.61% Students with Disabilities 4.55% Vista Verde Middle: All Students 24.73% English Learner 4.3% Hispanic 24.49%			Mary Chapa Academy English Learner +2.44 Hispanic +0.54 Socioeconomically Disadvantaged +1.36 Students with Disabilities -0.58 Vista Verde Middle All Students -0.38 English Learner -0.16 Hispanic -0.36 Homeless Youth -5.39 Socioeconomically Disadvantaged -1.19 Students with Disabilities +2.38 Math Districtwide All Students +1.59 English Learner +0.76 Hispanic +1.47 Socioeconomically Disadvantaged +1.53 Students with Disabilities -0.69

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students 12.95% English Learner 6.75% Hispanic 12.81% Homeless Youth 10.91% Socioeconomically Disadvantaged 11.04% Students with Disabilities 8.00% Cesar Chavez Elementary: Students with Disabilities 6.06% Mary Chapa Academy: Students with Disabilities 7.69% Oak Avenue Elementary: Students with Disabilities 4.35% Vista Verde Middle: All Students 10.83% English Learner 0.97% Hispanic 10.86% Socioeconomically Disadvantaged 9.53% Students with Disabilities 0.00%	Homeless Youth 19.12% Socioeconomically Disadvantaged 21.76% Students with Disabilities 3.37% Math: Districtwide: All Students 16.09% English Learner 7.23% Hispanic 15.80% Socioeconomically Disadvantaged 14.49% Students with Disabilities 3.40% Arroyo Seco Academy: All Students 11.78% English Learner 7.02% Hispanic 11.63% Homeless Youth 7.69% Socioeconomically Disadvantaged 8.92% Students with Disabilities 1.96%			Arroyo Seco Academy All Students -1.17 English Learner +0.27 Hispanic -1.18 Homeless youth -3.22 Socioeconomically Disadvantaged -2.12 Students with Disabilities -6.04 Cesar Chavez Elementary Students with Disabilities -2.83 Mary Chapa Academy Students with Disabilities -3.14 Oak Avenue Elementary Students with Disabilities +1.77 Vista Verde Middle All Students +1.15 English Learner +0.09 Hispanic +1.00 Socioeconomically Disadvantaged +1.67

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTELs: For Baseline (2023) 0.93% in Math and 0.47% in ELA.	Cesar Chavez Elementary: Students with Disabilities 3.23% Mary Chapa Academy: Students with Disabilities 4.55% Oak Avenue Elementary: Students with Disabilities 6.12% Vista Verde Middle: All Students 11.98% English Learner 1.06% Hispanic 11.86% Socioeconomically Disadvantaged 11.20% Students with Disabilities 2.22% LTELs Math: 0.85% LTELs ELA:			Students with Disabilities +2.22

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	State Data - California Dashboard (ELPAC)	In 2022-23,12.3% or 254 out of 2085 English learners scored a four overall on the 2022-23 Summative ELPAC. The 2022-23 ELPI indicates that 48.9% of our English learners are progressing towards English language proficiency.	In 2023-24, 10.87% or 212 out of 1951 English learners scored a four overall on the 2023-24 Summative ELPAC. The 2023-24 ELPI indicates that 43.1% of our English learners are progressing towards English language proficiency.		45% of our English learners will increase their proficiency by one level.	Summative ELPAC who scored 4: -1.43 ELPI: -5.80
2.4	State Data - California Dashboard (CAASPP) The following student groups scored very low on the 2023 Dashboard in both ELA and Math: All Students English Learners Hispanic Socioeconomically Disadvantaged Students with Disabilities	The 2022-23 California Dashboard (CAASPP) decreased in comparison to the baseline year 2021-22. Decreased 7.6 points in ELA and maintained -1.4 points in math. ELA: Districtwide: All Students -75.4 English Learner -94.5 Hispanic -76.2 Socioeconomically Disadvantaged -81.8 Students with Disabilities -144.6 Arroyo Seco Academy:	ELA: Districtwide: All Students -73.9 English Learner -89.7 Hispanic -74.7 Socioeconomically Disadvantaged -81.6 Students with Disabilities -143.5 Arroyo Seco Academy: All Students -89.5 Hispanic -90.7 Homeless Youth -107.4		We will increase by 15 points from standard for ELA and 20 points from standard in math.	ELA: Districtwide: All Students 1.5 English Learner 4.8 Hispanic 1.5 Socioeconomically Disadvantaged 0.2 Students with Disabilities 1.1 Arroyo Seco Academy: All Students -8.6 Hispanic -9.5 Homeless Youth -14.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students -80.9 Hispanic -81.2 Homeless Youth -92.7 Socioeconomically Disadvantaged -86.8 Students with Disabilities -140.3 Cesar Chavez Elementary: English Learner -80.8 Socioeconomically Disadvantaged -76.2 Students with Disabilities -151.8 Mary Chapa Academy: English Learner -80.3 Hispanic -71.4 Socioeconomically Disadvantaged -75.1 Students with Disabilities -141.7 Vista Verde Middle: All Students -83.3 English Learner -123.4 Hispanic -83.8 Homeless Youth -88.3 Socioeconomically Disadvantaged -89.8 Students with Disabilities -175.5	Socioeconomically Disadvantaged -99 Students with Disabilities -171 Cesar Chavez Elementary: English Learner -71.9 Socioeconomically Disadvantaged -68.9 Students with Disabilities -134 Mary Chapa Academy: English Learner -80.3 Hispanic -73.1 Socioeconomically Disadvantaged -75.9 Students with Disabilities -138.5 Vista Verde Middle: All Students -78.3 English Learner -106.2 Hispanic -78.2 Homeless Youth -101.9			Socioeconomically Disadvantaged -12.2 Students with Disabilities -30.7 Cesar Chavez Elementary: English Learner 8.9 Socioeconomically Disadvantaged 7.3 Students with Disabilities 17.8 Mary Chapa Academy: English Learner 0 Hispanic -1.7 Socioeconomically Disadvantaged -0.8 Students with Disabilities 3.2 Vista Verde Middle: All Students 5 English Learner 17.2 Hispanic 5.6 Homeless Youth -13.6 Socioeconomically Disadvantaged 1.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math: Districtwide: All Students -102.7 English Learner -115.8 Hispanic -103.3 Socioeconomically Disadvantaged -107.9 Students with Disabilities -173.7 Arroyo Seco Academy: All Students -95.2 English Learner -102.6 Hispanic -95.4 Homeless Youth -95.5 Socioeconomically Disadvantaged -99.1 Students with Disabilities -160.9 Cesar Chavez Elementary: Students with Disabilities -159.9 Mary Chapa Academy: Students with Disabilities -147.3 Oak Avenue Elementary: Students with Disabilities -151.7	Socioeconomically Disadvantaged - 88 Students with Disabilities -169.1 Math: Districtwide: All Students -97.9 English Learner - 108.5 Hispanic -98.6 Socioeconomically Disadvantaged - 102.1 Students with Disabilities -163 Arroyo Seco Academy: All Students - 106.2 English Learner - 116 Hispanic -106.8 Homeless Youth - 114.3 Socioeconomically Disadvantaged - 113.5 Students with Disabilities -173.5 Cesar Chavez Elementary:			Students with Disabilities 6.4 Math: Districtwide: All Students 4.8 English Learner 7.3 Hispanic 4.7 Socioeconomically Disadvantaged 5.8 Students with Disabilities 10.7 Arroyo Seco Academy: All Students -11 English Learner - 13.4 Hispanic -11.4 Homeless Youth - 18.8 Socioeconomically Disadvantaged - 14.4 Students with Disabilities -12.6 Cesar Chavez Elementary: Students with Disabilities 21.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Vista Verde Middle: All Students -138.4 English Learner -173.5 Hispanic -139 Socioeconomically Disadvantaged -144.6 Students with Disabilities -220.7	Students with Disabilities -138.8 Mary Chapa Academy: Students with Disabilities -161.6 Oak Avenue Elementary: Students with Disabilities -128.6 Vista Verde Middle: All Students -126.6 English Learner -144.1 Hispanic -126.6 Socioeconomically Disadvantaged -131.3 Students with Disabilities -205.7			Mary Chapa Academy: Students with Disabilities -14.3 Oak Avenue Elementary: Students with Disabilities 23.1 Vista Verde Middle: All Students 11.8 English Learner 29.4 Hispanic 12.4 Socioeconomically Disadvantaged 13.3 Students with Disabilities 15
2.5	Degree to which teachers are appropriately assigned and fully credentialed.	In 2021-22, which is the latest data, 83.4% of our teachers were appropriately assigned to teach the grade level and subject matter assigned. All of our teachers are fully credentialed or making	In 2022-23. which is the latest data, 75.9% of our teachers were appropriately assigned to teach the grade level and subject matter assigned. All of our		We will increase teachers assignments by 12% to have at least 95% if teachers appropriately credentialed.	-7.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		adequate progress to attain a credential. This will continue to be a priority.	teachers are fully credentialed or making adequate progress to attain a credential. This will continue to be a priority.			
2.6	Degree to which students have standards-aligned instructional materials and California aligned standards instruction.	In 2023-24, All of our students continue to have standards aligned and state approved curriculum in all subject matters as measured by the SARC.	In 2024-25, All of our students continue to have standards aligned and state approved curriculum in all subject matters as measured by the SARC.		We will maintain standards aligned instructional materials in all of the subjects taught.	No change
2.7	ELs will be able to access the CCSS and ELD standards as measured by local training.	In 2023-24, all teachers will continue to receive training in implementing the ELD standards. New teachers will receive training through the GUSD Teacher Academy to ensure that all of our teachers are adequately trained. In addition, all teachers will receive EL training throughout the year, as evidenced by site PD agendas.	During the 2023-24 school year, all teachers will continue receiving training on implementing the ELD standards. New teachers will undergo training through the GUSD Teacher Academy to ensure they are well-prepared. Additionally, all teachers will participate in ongoing EL training throughout the year, as		GUSD will provide training in reading ELD standards through GUSD Teacher Academies.	All teachers- No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			documented in site PD agendas			
2.8	Reclassification Rate	In 2022-23,10% or 206 English learners out of 2176 English learners total were reclassified in 2023-24.	In 2023-24, 8% or 158 English learners out of 1,892 English learners total were reclassified in 2024-25.		We will increase the number of English learners that reclassify by 10% for a total of 18% of all English learners reclassified district-wide.	-2%
2.9	Implementation of the academic content and performance standards as adopted by the state board	In 2023-24, we continue to meet this goal with 100% implementation	In 2024-25, we continue to meet this goal with 100% implementation		GUSD strives to continue to meet with 100% implementation.	No change
2.10	Access and enrollment in a broad course of study, including unduplicated students and students with disabilities.	In 2023-24, we continue to meet this goal with 100% implementation	In 2024-25, we continue to meet this goal with 100% implementation		GUSD strives to continue to meet with 100% implementation.	No change

Goal Analysis [2024-25]

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

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

The Greenfield Union School District successfully implemented the majority of actions aligned to Goal 2, aimed at strengthening instruction, academic intervention, enrichment, and college and career readiness. Implementation was generally smooth, with only minor adjustments due to staffing limitations or budgetary recalculations. Actions addressed key needs identified through data review and educational partner input, and collectively demonstrated significant progress toward the goal.

Actions Fully Implemented

Action 2.1: Additional enrichment staff were hired to expand student programming. This action was fully implemented as planned.

Action 2.2: Response to Intervention (RTI) supports exceeded the plan with 20.25 total FTEs hired, compared to the originally planned 13.5. All sites benefited from added instructional aides and middle school math/language arts support, helping reduce class sizes.

Action 2.5: Early Childhood Education was enhanced through full operation of an ECE center and by assigning 1.5 FTE aides per two TK classrooms—exceeding the original staffing plan.

Action 2.6: College and career readiness was advanced through PSAT administration for 8th graders and career day events at all sites. While fully implemented, this action was ultimately funded through non-LCFF sources.

Action 2.8: CCSS-aligned instructional materials were distributed district-wide, signaling full implementation. Illuminate and iReady supported assessment and planning. Actual costs came in lower than projected due to pricing differences in supplemental materials.

Action 2.9: English learner support included professional development on ELD standards, ELPAC analysis, and BeGLAD training for 50 staff annually. Implementation was complemented by the use of structured tools like LACOE's "Tool to Scaffold Instruction for English Learners" and routine instructional rounds focused on EL strategies.

Action 2.10: Visual and Performing Arts (VAPA) was expanded through the hiring of 4 FTE VAPA teachers, slightly short of the intended 5. The District also employed 4 FTE PE teachers for elementary schools. Students accessed VAPA during school hours and through after-school showcases like theater performances and evening art events.

Actions Partially Implemented Due to Staffing Constraints
Action 2.3: Teachers on Special Assignment provided instructional coaching across sites. However, not all positions were filled due to a limited candidate pool. Services were delivered in alignment with the intent of the action by reallocating existing capacity.

Action 2.4: The District hired 3.75 FTE library media clerks to support digital literacy, which was slightly below the 5.0 FTE target. Despite this, staffing was distributed to maintain service at all school sites.

Action 2.7: The District employed 4 FTE IT technicians (one short of plan), with creative scheduling across sites and support from one IT Coordinator. Technology support was sustained, and all school sites received regular assistance.

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

The district experienced several material differences between budgeted and actual expenditures under Goal 2. These variances were primarily driven by staffing availability, strategic use of alternative funding, and program implementation efficiencies.

Action 2.1 – Enrichment Staffing
Budgeted: $1,449,618 | Actual: $1,482,473
No material difference. Costs were consistent with projections; full staffing was implemented to support student programming.

Action 2.2 – Response to Intervention (RTI)
Budgeted: $1,080,139 | Actual: $1,086,144
No material difference. RTI staffing exceeded original plans, but expenditures aligned closely with projections.

Action 2.3 – Teachers on Special Assignment (TOSAs)
Budgeted: $523,596 | Actual: $404,963
A material decrease occurred because only 3 of the 4 planned academic coaching positions were filled. Redistribution of existing coaches allowed services to continue across sites.

Action 2.4 – Digital Literacy
Budgeted: $506,705 | Actual: $259,305
A material decrease resulted from reduced staffing. One fewer FTE was hired in library services, IT support, and VAPA instruction, though service coverage was maintained through adjusted schedules.

Action 2.5 – Early Childhood Education (ECE)
Budgeted: $64,034 | Actual: $65,602
No material difference. Slight increase in staffing costs supported full implementation of TK aide support and ECE center services.

Action 2.6 – College and Career Readiness
Budgeted: $91,000 | Actual: $41,551
A material decrease occurred because transportation expenses were covered through non-LCAP sources. All planned college readiness activities were fully implemented.

Action 2.7 – Technological Advancement
Budgeted: $968,467 | Actual: $665,396

A material decrease occurred due to one fewer position filled in IT and library services. No device replacements were needed this year due to prior-year surpluses, reducing costs further.

Action 2.8 – Supplemental Instructional Materials
Budgeted: $759,390 | Actual: $630,332
A material decrease resulted from the limited need for additional materials. Existing resources were sufficient, and instructional quality remained unaffected.

Action 2.9 – Professional Development
Budgeted: $386,258 | Actual: $658,306
A material increase occurred due to expanded professional learning opportunities, including national conferences and elevated travel costs. Investments aligned with district goals for instructional improvement.

Action 2.10 – Enrichment Programs (VAPA/PE)
Budgeted: $185,755 | Actual: $14,738
A significant material decrease occurred because most program costs were covered by one-time grant funds. All services were fully delivered despite reduced LCAP expenditures.

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

Greenfield Union School District used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both input from educational partners and measurable metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 – Effective.

The actions outlined in Goal Three helped make progress towards the LEA's goal:

Action(s): 2.1 Enrichment Staff
Effectiveness of Action(s): 2
Metric(s): 1.2, 2.1 and 2.2
Analysis Statement: This action was somewhat effective. While iReady Reading data remained unchanged, Math data showed a 7% districtwide decrease, indicating the need for targeted instructional supports in mathematics. The 2023–24 CAASPP English Language Arts (ELA) assessment results indicate a significant and ongoing academic gap for Students with Disabilities (SWD) within the Greenfield Union School District. Districtwide, only 4.92% of SWD are meeting or exceeding grade-level standards in ELA. While this reflects a +2.31-point improvement from the prior year, SWD remains the lowest performing student group in the district. From 2023–24 to 2024–25, chronic absenteeism rose from 10.6 percent to 11.6 percent (an increase of 1 percent). However, disaggregated data highlights nuanced trends:
English Learners: increased from 7.8 percent to 9.3 percent (up 1.5 percent)
Socioeconomically Disadvantaged (SED): increased from 10.7 percent to 11.5 percent (up 0.8 percent)
Students with Disabilities: increased from 17.1 percent to 20.4 percent (up 3.3 percent)

White Students: decreased from 31.6 percent to 28.6 percent (down 3.0 percent)

Action(s): 2.2 and 2.4 Districtwide ELA and Math Performance
Effectiveness of Action(s): 2
Metric(s): 2.2, 2.4
Analysis Statement:This action was somewhat effective. Districtwide ELA scores showed overall improvement across student groups, including all students (+1.53), English learners (+0.86), Hispanic students (+1.6), socioeconomically disadvantaged students (+1.24), and students with disabilities (+2.31). However, site-specific declines were noted at Arroyo Seco Academy and Vista Verde Middle School, particularly among homeless youth and students with disabilities. In Math, districtwide growth was observed, but notable declines occurred at specific school sites.

Action(s): 2.3 English Learner Progress (ELPAC and ELPI)
Effectiveness of Action(s): 2
Metric(s): 2.2, 2.3
Analysis Statement: This action was somewhat effective. The percentage of English learners achieving a Level 4 on the ELPAC decreased by 1.43 points, and the district's English Language Proficiency Indicator (ELPI) declined by 5.81 points, suggesting the need for strengthened language acquisition supports. CAASPP: English Learners scored -89.7, with even lower scores at Vista Verde (-123.4) and Cesar Chavez (-80.8). These figures likely include Long-Term English Learners, who continue to struggle despite minor improvements at some schools. Socioeconomically Disadvantaged (SED) students scored -81.6, with more severe gaps at Arroyo Seco (-99) and Vista Verde (-89.8), pointing to systemic inequities and a need for stronger academic and socioemotional supports.
Homeless Youth, used here as a proxy for Foster Youth, showed some of the steepest declines, including -107.4 at Arroyo Seco and -88.3 at Vista Verde, underscoring the need for trauma-informed and stability-focused interventions.

Action(s): 2.5 Early Childhood Education
Effectiveness of Action(s): 2
Metric(s): 2.2
Analysis Statement: This action was somewhat effective. The number of fully credentialed and appropriately assigned teachers declined by 7.5 FTE districtwide, indicating challenges in staffing and recruitment. CAASPP: English Learners scored -89.7 points below standard districtwide, with deeper gaps at Vista Verde (-123.4) and Cesar Chavez (-80.8). These results suggest a continued need to implement action to impact system-wide change. SED students scored -81.6, with scores dropping to -99 at Arroyo Seco and -89.8 at Vista Verde, highlighting the need for enhanced academic and wraparound supports.
Homeless Youth scored -107.4 at Arroyo Seco and -88.3 at Vista Verde, signaling the need for continued stability-focused services.

Action(s): 2.6 College and Career Readiness
Effectiveness of Action(s): 2
Metric(s): 2.2
Analysis Statement: Despite ongoing efforts, CAASPP Dashboard data shows that English Learners (-89.7), SED students (-81.6), and Homeless Youth (-107.4 at Arroyo Seco) remain well below standard. Foster Youth, N/A. These results underscore the importance of early and sustained college and career readiness experiences for historically underserved students.

The district's action to provide TK–8 students with college field trips, AVID schoolwide, PSAT 8th grade preparation, and robust data tools (DIBELS, Illuminate, iReady) supports early exposure and academic alignment. These efforts are especially critical for EL, SED, and Foster Youth, as they are less likely to access these opportunities outside of school.

Action(s): 2.7 Technological Advancement
Effectiveness of Action(s): 3
Metric(s): 2.2
Analysis Statement: This action was effective. ELA Dashboard data indicate persistent underperformance among English Learners (-89.7), SED students (-81.6), and Homeless Youth (-107.4 at Arroyo Seco). These students often face compounded barriers to accessing and engaging with digital learning environments. The district's investment in technology infrastructure, student devices, and 6.0 FTE technology support staff directly supports academic equity. By ensuring functional, consistent access to learning platforms (e.g., iReady, Illuminate), and developing student-led tech squads and maker spaces, this action promotes digital fluency and engagement, which are key levers for improving outcomes in literacy and beyond.

Action(s): 2.8 Supplemental Instructional Material
Effectiveness of Action(s): 2
Metric(s): 2.2
Analysis Statement: This action was somewhat effective. The district successfully implemented academic content and performance standards as adopted by the State Board of Education, ensuring instructional alignment and quality. ELA outcomes from the 2022–23 Dashboard show that English Learners (-89.7), SED students (-81.6), and Foster Youth (-107.4 at Arroyo Seco) remain significantly below standard. These persistent gaps highlight the urgent need for high-quality, culturally relevant instructional resources.
This action, providing Common Core-aligned supplemental materials (books, consumables, software), ensures that all students, particularly those furthest from proficiency, have equitable access to rigorous, standards-based instruction. These resources reinforce the core curriculum, support differentiated learning, and are especially critical for EL students who require visual and scaffolded content, and for SED and Foster students who may lack access to academic materials outside of school. By standardizing access to a guaranteed, viable curriculum, this action supports instructional coherence and equity across classrooms and campuses, laying the groundwork for sustained academic improvement among historically underserved groups

Action(s): 2.9 Professional Development and Language Acquisition- EL and LTEL Support
Effectiveness of Action(s): 2
Metric(s): 2.2
Analysis Statement: This action was somewhat effective. GUSD continued to provide targeted professional development through GUSD Teacher Academies, reinforcing instructional strategies aligned to ELD standards. The number of English learners reclassified to fluent English proficient status decreased by 2 students, resulting in a slight decline in the district's overall reclassification rate. The district maintained standards-aligned instructional materials across all subjects without disruption, supporting consistent instructional quality. Data shows that English Learners (-89.7), Hispanic students (-74.7), SED students (-81.6), SWD (-143.5), and Foster Youth (-107.4 at Arroyo Seco) remain substantially below standard, signaling a need for continued instructional strategies refinement across content areas.
This action, providing high-quality professional development focused on foundational literacy, numeracy, and academic language development, is designed to directly impact instructional quality for ELs and long-term ELs. By equipping educators with tools like System 44, Read 180, English 3D, and Be GLAD, and ensuring consistent support from 10 site-based coaches, the district addresses instructional gaps

through ongoing training, lesson study, and coaching. Further, the integration of explicitly designated and integrated ELD instruction supports access to grade-level standards across all subjects. These efforts benefit not only ELs and LTELs but also Hispanic, SED, SWD, and Foster students, who often require structured, scaffolded, and culturally responsive teaching practices to access rigorous content.

Action(s): 2.10 Enrichment Programs
Effectiveness of Action(s): 3
Metric(s): 1.1 (Suspensions)
Analysis Statement: This action was effective. GUSD continued to provide and maintain student access and enrollment in a broad course of study, including for unduplicated students and students with disabilities, aligning with the district's commitment to equitable learning opportunities. Suspension rate data for 2024–25 indicates a districtwide increase for key student groups: students with disabilities (+0.6%), English learners (+1.8%), and socioeconomically disadvantaged students (+1.4%). However, at Vista Verde, where robust VAPA programming is in place, suspension rates decreased significantly across these same groups—including SWD (-10.1%), EL (-3.3%), and SED (-1.7%). This suggests that integrated arts instruction and community-based VAPA engagement may contribute to more inclusive, engaging, and culturally responsive learning environments that help reduce disciplinary incidents, especially for underserved populations. By offering opportunities for creative expression, social-emotional development, and parent-student collaboration, the VAPA initiative fosters school connectedness and student engagement.

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.

As a result of the analysis of performance data and insights from the Dashboard, the District implemented strategic adjustments to better support student achievement and align with identified needs.
Goal: No changes.
Metrics: No changes.
Target outcomes: No changes.
Actions:

2.2
One of the key changes this year was the hiring of additional Response to Intervention (RTI) instructional staff across all school sites. The expanded staffing has helped sustain reading proficiency levels, as reflected in iReady data, and has strengthened academic support and intervention efforts. Moving forward, we plan to maintain staffing at 20.25 FTE, which equates to 5–6 employees per site, compared to the originally planned 2–3 per site.

2.1, 2.4, & 2.7
Although we faced staffing shortages—specifically, one fewer library media clerk, IT technician, and VAPA teacher—school sites have successfully continued to provide supplemental and supportive services to students. These efforts demonstrate the District's ongoing commitment to continuous improvement and ensuring equitable access to educational opportunities. Students and staff have continued to

benefit from access to technology support, art classes, and related activities. We will maintain the current number of library media clerks, IT technicians, and VAPA teachers moving forward.

Action 2.9 and 2.10 – Revised for Clarity and Compliance:

The original combined action addressing English Learner (EL) supports has been separated into two distinct actions to ensure compliance with Education Code requirements for addressing Long-Term English Learners (LTELs) as a distinct subgroup (per EC § 52052).

Action 2.9 focuses on professional development (PD) and instructional strategies for English Learners (ELs), aligned with the district's Language Acquisition Program. This includes targeted support for teachers to implement designated and integrated ELD, formative assessments, and culturally responsive instruction.

Action 2.10 specifically addresses the needs of Long-Term English Learners (LTELs) by implementing a differentiated Language Acquisition Program and professional development focused on reclassification strategies, academic vocabulary development, and LTEL student engagement practices.

The former Action 2.10 Enrichment Programs was renumbered to Action 2.11 to accommodate the above change, delineating Actions 2.9 and 2.10 for EL and LTEL support.

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	Enrichment - Staff	Provide continual Visual and Performing Arts enrichment teachers (5.0 FTE) and elementary Physical Education staff (4.0 FTE) to ensure well-rounded, academic learning experiences for ALL students.	$1,724,551.00	Yes
2.2	Response to Intervention	Implement a Multi-Tiered System of Support (MTSS) and continue a Response to Intervention (RTI) program with RTI Instructional Assistants (13.5 FTE) districtwide to ensure systems are in place to respond to students' academic needs. Staff will be hired to ensure RTI, MTSS, Data Analysis, and Professional Development resulting in the steady raising of academic achievement. Provide an additional middle school Mathematics teacher (1.0 FTE) and an additional ELA Middle School Teacher (1.0 FTE)	$1,154,120.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to support low class size in all mathematics and ELA classes and fully engage students to increase mathematics results.		
2.3	Teachers on Special Assignment (TOSAs)	Provide Academic Coaches/Teachers on Special Assignment (TOSAs) (4.0 FTE) to implement coaching cycles with Preschool through Grade 8 staff and build the capacity of all team members to provide academic learning districtwide.	$419,995.00	Yes
2.4	Digital Literacy	Provide Library and Media Clerks (5.0 FTE) to expand 21st Century learning experiences, including leading innovative digital and literacy-building makerspaces with materials and supplies for ALL students.	$333,474.00	Yes
2.5	Early Childhood Education	Provide and equip an Early Childhood Education Center with resources, staff, and trainings to support our youngest learners and their families, including a TK Instructional Aide (.75 FTE), expanded TK staff, materials, and resources.	$379,015.00	Yes
2.6	College and Career Readiness	Provide College and Career activities to fully support and prepare ALL TK-8 students for postsecondary success including grade-level college/university field trips, college/career days, AVID schoolwide, PSAT 8th grade preparation, Data and Assessment systems (DIBELS, Illuminate, iReady, etc.), Student Information Systems, etc.	$85,375.00	Yes
2.7	Technological Advancement	Ensure 21st Century technological advancement districtwide through infrastructure, devices, and equipment, and by utilizing innovative technology staff (5.0 FTE) and an IT Coordinator (1 FTE) to ensure functional student technology all year, lead student technology squads and maintain innovative maker spaces.	$908,116.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	Supplemental Instructional Materials	Provide Common Core State Standards (CCSS) aligned supplemental instructional materials (books, consumables, software, etc.) and supplies to ensure access to high-quality learning in all content areas to ensure a guaranteed, viable curriculum.	$690,476.00	Yes
2.9	Professional Development and Language Acquisition Program ELs	Professional Development for English Learners (ELs) The district will provide high-quality professional development to all instructional staff to enhance practices that support English Learners (ELs), including long-term ELs. Training will align with foundational literacy and numeracy skills, the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and both integrated and designated English Language Development (ELD) strategies. Integrated ELD PD will include BeGLAD. Professional development will include attendance at relevant conferences, training materials, and coverage for substitute teachers. To support implementation, Teachers on Special Assignment (TOSAs) will lead coaching cycles and conduct lesson studies across all grade levels. These TOSAs, including ten assigned as district or site-level coaches, will offer direct instructional support focused on best practices for English Learners. This work is grounded in the district's emphasis on essential standards, common assessments, data-driven instruction, and the development of professional learning communities (PLCs) at every school site. Language Acquisition Programs for English Learners (ELs) Ensure implementation of a structured, districtwide language acquisition program (integrated and designated ELD instruction) for English Learners that integrates both designated and integrated ELD into daily instruction. Instructional approaches will include scaffolded supports and culturally responsive practices to help ELs access rigorous content. Coaches and instructional leaders will monitor implementation and provide support to teachers to ensure fidelity of instruction.	$352,155.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.10	Professional Development and Language Acquisition Program LTELs	Professional Development for Long-Term English Learners (LTELs) Deliver specialized professional development to support the unique needs of Long-Term English Learners (LTELs). PD will focus on academic language development, reading comprehension, and reclassification strategies using programs such as System 44, Read 180, English 3D, and Be GLAD. Training will be provided during PLC sessions and supported through site-based coaching to ensure data-driven instruction aligned to essential standards and student progress monitoring. Additionally, GUSD has a total of 10 teachers on special assignment who serve as district or school site coaches. These coaches conduct lesson studies and provide direct instructional support to assist teachers in effectively supporting long-term English learners in the classroom. Language Acquisition Programs for Long-Term English Learners (LTELs) Implement specialized language acquisition programs (integrated and designated ELD instruction) tailored to Long-Term English Learners using research-based tools including System 44, Read 180, English 3D, GLAD, and Rosetta Stone. Instruction will focus on building academic language proficiency, reading stamina, and oral and written communication skills. Designated staff will support ongoing program implementation and evaluate student progress toward reclassification.	$54,454.00	Yes
2.11	Enrichment-Programs	Enhance the academic learning experiences for ALL Preschool through Grade 8 students through the integration of Visual and Performing Arts actions and activities at all school sites during the school day and in the evenings with our parent community.	$201,853.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	We will actively engage our family, school, and community partners through ongoing communication and outreach because we value, respect, and believe we are stronger together in ensuring and advocating for the future success of ALL our students.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

In 2014, the district hired 1 Community Engagement Coordinator and the following year hired 5 community liaisons, and over the course of the last six years, we have incrementally increased the amount of services provided to our families. During the 2019-2020 school year, all campuses reached the pinnacle of service that will be provided. Each school site has a Community Liaison on campus 5 days per week. Since the inception of the Family And Community Engagement Coordinator position in 2014, both our Parent Academy and Parent Café attendance rate has increased. In addition, our Community Liaisons have worked closely with our Family Resource Center to support our foster and homeless youth in new ways, enabling us to support more students within these subgroups. Finally, our Student LCAP survey, provided to students in grades 3-8 during the Spring of 2021 indicated that 92.4% of students felt their family were welcomed at school, 87% of students feel safe at school, 91% of students feel that teachers and other adults at school care about them. Both staff and community stakeholders agree that bringing Community Liaisons to campus was worthwhile, especially during the pandemic when so many more community members needed support for mental health well-being.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Saturday Parent Workshop Attendance	2023-24 school year we had an overall annual attendance of 1391 parents that attended our Saturday Parent Workshops. Many of	2024-25 school year we had an overall annual attendance of 1659 parents that attended our		By 2026-2027 school year, we will have a 5% or 70 parents increasing overall	Saturday Parent Academy Attendance: + 268

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		these parents are families of unduplicated students and students with disabilities.	Saturday Parent Workshops. Many of these parents are families of unduplicated students and students with disabilities.		annual attendance to 1,461	
3.2	Parent Café Attendance	For the year 2023-24 we had over 1272 parents that have attended our parent cafes across all of the 5 school sites.	For the year 2024-25 we had over 1562 parents that have attended our parent cafes across all of the 5 school sites.		By 2026-2027, we will have a 5% increase in attendance to 1,346 parents.	Parent Cafes Attendance: +290
3.3	Partner Involvement	2024, we had over 48 agency partners who supported Greenfield Union School District. They have participated in a variety of ways to support the District including attending the community Collaborate monthly meetings, supporting our families in the Family Resource Room, attending various parent meeting meetings and being present at numerous site events.	In 2025, we were proud to have over 161 agency partners who played a vital role in supporting the Greenfield Union School District. These partners contributed in various impactful ways, including attending our monthly Community Collaborative Meetings, assisting families at the Family Resource Center, engaging in parent meetings and being actively		We will have a 5% increase in Partner involvement to 53 partners.	Agency Involvement: + 113. Total: 161 Agencies

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			present at numerous district and/or site events.			

Goal Analysis [2024-25]

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

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

The Greenfield Union School District successfully implemented Actions 3.1 through 3.9 by prioritizing family and community engagement, supporting multilingual families, and expanding access to collaborative educational experiences. The following summarizes the implementation and effectiveness of each action:

Action 3.1 – Family and Community Engagement (FACE) Support

The District significantly expanded FACE staffing, employing seven full-time community liaisons and hiring a Director to oversee engagement efforts. These staff supported districtwide outreach, Saturday academies, and evening family events. The increase in expenditures was primarily due to additional FTEs, associated benefit costs, overtime, and substitute coverage. Despite the overage, implementation was successful and enhanced family participation districtwide.

Action 3.2 – FACE Workshops

Parent and community workshops were offered through multiple formats, including in-person and virtual sessions, focused on academic support, wellness, and digital tools. Although actual expenditures were lower than budgeted, all planned workshops were implemented, and the difference was due to cost efficiencies in facilitation and materials.

Action 3.3 – Family and Community Resource Center

The District continued full operation of the Family and Community Resource Center, offering differentiated services and resources to families. Expenditures aligned with projections, and implementation proceeded as intended.

Action 3.4 – Communication Access

To improve communication with multilingual families, the District partnered with an interpretation agency and significantly expanded translation services. This action supported equitable access to districtwide events, documentation, and real-time communication. The material increase in costs reflects a strategic decision to prioritize inclusive communication for all families.

Action 3.5 – Community Partnerships

Greenfield Union School District sustained its collaboration with the City of Greenfield and expanded services through partnerships that included a School Resource Officer and CrimeStoppers for middle school campus safety. These additions contributed to a material increase in expenditures but supported a safe and welcoming learning environment.

Action 3.6 – Community Collaborative
The District coordinated monthly Community Collaborative meetings, bringing together city and agency partners to align services and address family needs. Higher-than-anticipated costs were incurred to purchase materials for these events, enhancing engagement and support for participants.

Action 3.7 – Early Literacy (Read to Me Project)
Greenfield Union continued its partnership with the Read to Me Project, supporting early literacy development among young learners. Books, family engagement activities, and take-home resources were implemented to strengthen reading comprehension. This action was fully implemented as planned.

Action 3.8 – Academic Advancement Programs
In collaboration with local agencies, the District expanded hands-on science activities and outdoor learning experiences for families. Costs increased due to additional community program offerings and partnerships aimed at enhancing academic engagement. Despite the higher expenditures, services were fully implemented and well-received by families.

Action 3.9 – High School Partnerships
Vista Verde Middle School maintained its collaboration with Greenfield High School to support IEP transition meetings, parent workshops, and student involvement in high school programs. Although no funds were expended, all planned activities were implemented successfully using existing staffing and shared resources.

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

The district experienced several material differences between budgeted and actual expenditures under Goal 3. These variances were primarily due to expanded staffing, strategic investments in communication accessibility, and cost efficiencies through shared services.
Action 3.1 – Family and Community Engagement (FACE) Support
Budgeted: $696,204 | Actual: $949,753
A material increase occurred due to the hiring of seven additional full-time community liaisons and a Director position, which also increased benefit costs. Overtime, substitute coverage, and staffing for 10 Saturday academies and evening events also contributed to the rise in expenditures.

Action 3.2 – FACE Workshops
Budgeted: $70,917 | Actual: $51,648
A material decrease occurred due to lower-than-anticipated costs for facilitation and materials. Workshops were delivered as planned, and the reduced spending reflected programmatic efficiency rather than reduced implementation.

Action 3.3 – Family and Community Resource Center
Budgeted: $107,707 | Actual: $95,876
No material difference. Services were implemented as intended and aligned with budgeted expectations.

Action 3.4 – Communication Access
Budgeted: $81,358 | Actual: $255,080
A material increase occurred due to expanded interpretation and translation services needed to engage multilingual families. This investment ensured accessibility and equity in districtwide communication.

Action 3.5 – Community Partnerships
Budgeted: $115,000 | Actual: $357,000
A material increase resulted from enhanced school safety supports, including the addition of a School Resource Officer and CrimeStoppers security services at the middle school.

Action 3.6 – Community Collaborative
Budgeted: $2,500 | Actual: $32,025
A material increase occurred to accommodate additional materials and resources for Community Collaborative events. This supported increased participation and engagement across partners.

Action 3.8 – Academic Advancement Programs
Budgeted: $35,000 | Actual: $76,000
A material increase resulted from the expansion of local partnerships and academic programs, providing enhanced hands-on learning opportunities for students and families.

Action 3.9 – High School Partnerships
Budgeted: $4,000 | Actual: $0
A material decrease occurred because collaboration with Greenfield High School teachers was achieved without the need for LCAP expenditures. All planned services were implemented using existing staff and shared district resources.

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

Effectiveness Rating Scale
Greenfield Union School District used the following rating scale to evaluate the effectiveness of actions implemented in support of Goal Three: Family and Community Engagement. Ratings were determined based on a combination of input from educational partners and measurable outcomes.
Rating Scale (from lowest to highest):
1 – Not Effective

2 – Somewhat Effective
3 – Effective

Actions 3.1 – 3.9 received a rating of 3 – Effective, indicating strong alignment with the goal and measurable progress.

Key Metrics Supporting this Rating: 3.1-3.3, 1.2, 1.1, and 2.2.

Saturday Parent Academy participation increased by 268 parent attendees

Parent Café attendance rose by 290 attendees

Community agency involvement expanded with 113 new agency partners

Analysis Statement:
Based on these metrics, Greenfield Union School District has significantly strengthened both parent and agency engagement by offering diverse, accessible opportunities for families and community partners to connect and participate in meaningful ways.

Saturday Parent Academy participation increased by 268 parent attendees

Parent Café attendance rose by 290 attendees

Community agency involvement expanded with 113 new agency partners

We administer a Parent Interest Survey at each site to gather feedback directly from families, helping us select Parent Café topics and presenters that reflect their interests. In addition to site-specific input, we analyze district-wide trend data to shape the content of our Saturday parent workshops, ensuring both local and broader needs are met.

Greenfield Union School District's expanded Family and Community Engagement (FACE) efforts have demonstrated measurable success in increasing both parent and agency participation. In 2024–25, the district experienced a 268-person increase in Saturday Parent Academy participation, a 290-person rise in Parent Café attendance, and welcomed 113 new community agency partners, clear indicators of deeper, more inclusive engagement.

Action 3.1, which funds 7.0 FTE dedicated FACE staff, has supported consistent outreach and relationship-building with families across all school sites. These staff members have been central in facilitating connections and coordinating events aligned to identified family needs.

Through Action 3.2, FACE workshops and site-based parent cafés addressed topics prioritized by families, as determined through Parent Interest Surveys and district trend analysis. These targeted sessions, paired with supports like childcare and translation services, have increased accessibility and relevance for diverse parent groups.

The Family Resource Center (Action 3.3) has continued to serve as a welcoming hub for families, offering materials and space for trainings and meetings. Its role in reinforcing a culture of respect and partnership has directly contributed to sustained parent participation.
Action 3.4 has ensured consistent two-way communication through platforms like ParentSquare and multilingual outreach, keeping families informed and connected to their child's learning environment.

Together, these actions have advanced Greenfield's goal of cultivating strong family-school partnerships, evidenced by the growing parent presence and community collaboration districtwide.

3.5: Metrics (suspension and chronic absenteeism rates) Despite investments in community partnerships, the district experienced a 1% increase in chronic absenteeism and a rise in suspension rates among key student groups in 2024–25. While All Students saw a slight decrease in suspensions (-0.2%), increases were recorded for Students with Disabilities (+0.6%), English Learners (+1.8%), Socioeconomically Disadvantaged students (+1.4%), and White students (+3.7%).

These trends highlight the ongoing need for strengthened, culturally responsive supports. Action 3.5 addresses this by partnering with the City of Greenfield to deploy contracted staff who focus on building positive student relationships and addressing chronic absenteeism through engagement and trust-building strategies. The action also emphasizes cultural sensitivity, particularly for Indigenous students and communities, ensuring staff and community awareness efforts are inclusive and equity-driven.

While data indicates challenges persist, these partnerships remain critical for improving school climate and reducing disconnection among historically underserved students. Ongoing implementation and evaluation of cultural responsiveness and relationship-based intervention strategies will be key to reversing chronic absenteeism and suspension trends over time.d

3.7-3.9: ELA CAASPP results reveal that while performance remains well below standard—All Students (-73.9), English Learners (-89.7), Hispanic students (-74.7), Socioeconomically Disadvantaged (-81.6), and Students with Disabilities (-143.5)—there were modest gains across each group. Districtwide, All Students increased by 1.5 points, English Learners by 4.8, Hispanic students by 1.5, SED by 0.2, and SWD by 1.1. These incremental improvements align with the district's continued investment in academic and enrichment partnerships through Actions 3.7–3.9.

Action 3.7 provides access to hands-on enrichment experiences through partnerships with organizations such as the Greenfield Science Workshop and Cultural Arts Center. These programs enhance vocabulary, engagement, and academic confidence—especially for English Learners and SED students who benefit from experiential and culturally relevant learning.

Action 3.8 supports targeted academic interventions with literacy-focused partners like AmeriCorps and the Read to Me Project. These programs contribute to measurable ELA gains, particularly among English Learners (+4.8) and Students with Disabilities (+1.1), by supplementing instruction with individualized, foundational reading support.

Action 3.9 strengthens the K–12 continuum through strategic collaboration with Greenfield High School, ensuring early articulation, IEP transition meetings, and alignment of instructional supports. These coordinated efforts help mitigate learning loss and promote smoother academic transitions for vulnerable subgroups.

The gains shown, though modest, suggest that these actions are beginning to positively impact literacy outcomes for the district's most underserved student groups.

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.

As a result of reflections on prior practice and analysis of engagement data, Greenfield Union School District implemented the following changes to strengthen Goal Three: Family and Community Engagement:
Goal: No changes.
Metrics: Parent Interest Survey: A new annual parent survey will be used to tailor workshop topics to family needs and interests.
Target Outcomes: No changes.
Actions:

Enhanced Two-Way Communication: Interpretation services will be expanded to include multilingual languages to improve access and engagement across all groups.

Increased Agency Partnerships: The district will intensify efforts to recruit new community agencies to provide a broader range of services and resources for families.

These updates aim to deepen meaningful family engagement, promote equity, and expand support through strategic partnerships.

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	FACE Support	Provide district and site Family and Community Engagement staff and services to actively engage parents and community members. (7.0 FTE)	$906,268.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	FACE Workshops	Provide community and parent events, workshops, and opportunities for parents to be involved in the education of their children and youth through district events and site-based parent cafés (e.g., topics will include PBIS, CCSS, NGSS, school attendance, school rules and expectations, college and career readiness, literacy, numeracy, etc.), including childcare and classified staff support for our community.	$72,166.00	Yes
3.3	Family Resource Center	Maintain a Family Resource Center (FRC) and Community Training Rooms (CTRs) with materials, trainings, and resources that celebrate, value, respect, and embrace our parents, families, and community as partners.	$90,000.00	Yes
3.4	Communication	Increase and sustain two-way parent communication at all sites and districtwide to keep our partners informed (e.g., ParentSquare, websites, parent programs, flyers, parent handbooks, translation svcs., etc.).	$564,458.00	Yes
3.5	Community Partnerships	Partner with the City of Greenfield to employ contracted staff (vendors) that support our schools and districts to ensure positive relationships with students so that they can be a part of the team to address chronic absenteeism. This will include increased cultural awareness and sensitivity for Indigenous communities among students, staff, and the community.	$0.00	No
3.6	Community Collaborative	Maintain a monthly GUSD Community Collaborative and partner with local businesses, colleges/universities, and organizations to expand the future success, academically, of all our students, including trainings, materials, and supplies.	$2,500.00	Yes
3.7	Enrichment Partners	Partner and contract with federal, state, and local organizations that support the future success of ALL our students with materials and trainings	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(e.g., Greenfield Science Workshop, Greenfield Cultural Arts Center, student outdoor camping experiences, Indigenous Group Organizations, and other groups that support community need, etc.).		
3.8	Academic Advancement	Continue with community partnership programs that strengthen student literacy and numeracy academic advancement at all school sites (e.g., Americorps, Read to Me Project, etc.).	$75,000.00	Yes
3.9	High school partnerships	Continue to collaborate with our Greenfield High School leaders and staff members to ensure clearly articulated goals and outcomes for students and their families, including staff conferences, release time, materials, IEP transition meeting, and trainings.	$5,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	**Discontinued for 2025-26***Within three years, all students, particularly low-income, English learners, and students with disabilities will demonstrate growth toward meeting or exceeding standards in Math as measured by CAASPP test results and local benchmark assessments.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Equity Multiplier Focus Goal is a result of district-level attendance (25) supporting students with particular needs. These students are intended to return to schools of residence as quickly as possible. This goal is designed to enrich current professional development to continue their support. Our analysis of the 2023 Dashboard indicated a need to continue supporting Math throughout the District, specifically for low-income English learners and students with disabilities. This need is also highlighted by feedback provided by educational partners, specifically the request for ongoing instructional support in Math district-wide. Additionally, professional development is strongly emphasized to equip educators with the necessary skills and strategies to teach and support students in this subject area effectively. We plan to improve Math performance through the actions included in the goal and will measure progress using CAASPP Math results and local math level assessment data, differentiated by student group.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Priority 4: Pupil Achievement Statewide Assessment CAASPP Math Source: CA Dashboard	2022-23 Data Indicates the following: All Students: 102.7 points below standard English Learners: 115.8 points below standard SWD: 173.7 points below standard	2023-2024 Data indicates that following: All Students 97.9 below standard. English Learners: 108.5 points below standard SWD: 163 points below standard.		We plan to decrease the number of points below standard each year by 50 points below standard for each student group. The results would be as follows: All Students: 52.7	Currently we are up for Pupil Achievement at 4.9 for All Students. We have increased by 7.3 points for English Learners and have increased by 10.7 points for students with disabilities.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					English Learners: 65.8 SWD: 123.7	

Goal Analysis [2024-25]

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

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

SUCCESSFUL IMPLEMENTATION: (LIST BY ACTION)
Action 4.1 was carried out the planned actions for this goal by offering iReady math coaching cycles and supporting teachers in implementing a new curriculum. iReady also provided two additional trainings: one focused on leadership for site coaches, and another for site administrators during a district-wide admin PLC meeting.

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.

Action 4.1 had a material difference. The difference was due to services being of no charge by one of the providers, MCOE.

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

Effectiveness of Action 4.1: Data is indicating better results on the 2024 CA Dashboard, with increasing 4.9 points closer to standard. Same increases in English learners and SWD.

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.

THE GOAL WILL BE DISCOUNTINUED BECAUSE WE NO LONGER QUALIFY FOR THE GOAL.

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	*Discontinued* Specialized Instructional Support (Technical Support)	Provide professional development for teachers to effectively address the diverse learning needs and abilities of all students through tailored instructional strategies, differentiated teaching methods, and inclusive classroom practices that promote engagement, accessibility, and equitable learning outcomes. This work is part of the technical assistance work that will be done in partnership with MCOE, as described in the technical assistance section and the CSI section in this plan.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$13,339,121	$1,675,667

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
37.790%	0.000%	$0.00	37.790%

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:** Counseling Support **Need:** California Dashboard "Red" Indicators for Chronic Absenteeism: -Socioeconomically disadvantaged: Vista Verde Middle School -All students: Vista Verde Middle School	School counselors are principally directed to meet the needs of English learners, low-income students, and foster youth by addressing chronic absenteeism through targeted, student-centered strategies. These unduplicated pupils often face barriers to consistent school attendance, including housing instability, unmet mental health needs, academic struggles, or lack of access to transportation and other resources.	Chronic Absenteeism Data Dashboard

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
	Pupil Achievement: Chronic Absenteeism Data Dashboard -Socioeconomically disadvantaged: 17.5% chronically absent (Vista Verde Middle School) -All students: 17% chronically absenteeism (Vista Verde Middle School) **Scope:** LEA-wide	Counselors support students through personalized attendance improvement plans that identify individual challenges and establish clear, supportive pathways to re-engagement. These plans may include setting attainable goals, offering academic or tutoring support, and connecting students with wraparound services such as mental health counseling or community-based assistance. For foster youth and low-income students, counselors also serve as key advocates in navigating systems and accessing consistent supports. This action is provided on an LEA-wide basis to ensure equitable counselor access and to maximize its effectiveness in reducing chronic absenteeism and suspensions across all schools. Effectiveness will be monitored using California School Dashboard chronic absenteeism and suspension data, disaggregated by student group, along with local indicators of engagement and student well-being.	
1.2	**Action:** School Personnel Support **Need:** California Dashboard "Red" Indicators Math and ELA for Socioeconomically Disadvantaged Students **Scope:** LEA-wide	The additional school personnel are principally directed to meet the needs of socioeconomically disadvantaged students by fostering a safe, inclusive, and engaging school climate. Educational partners have consistently indicated that a positive and predictable school environment enhances student connectedness and reduces behavior incidents, especially for students experiencing adverse conditions outside of school. Socioeconomically disadvantaged students in particular benefit from stronger adult presence and consistent behavioral supports, which reduce	California Dashboard Indicators Math and ELA

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
		disciplinary referrals and absenteeism, key factors that affect academic performance. This action supports these students by ensuring they feel safe, respected, and motivated to participate in school, thereby increasing their likelihood of attending regularly and achieving academic success. Though principally directed for SED students, to maximize the impact of these actions on increasing academic outcomes throughout the LEA, including feelings of safety and happiness at school, these actions are provided on an LEA-wide basis, and data will be monitored on the California Data Dashboard, specifically regarding suspension data.	
1.3	**Action:** Transportation Access **Need:** California Dashboard "Red" Indicators Math and ELA for Socioeconomically Disadvantaged Students **Scope:** LEA-wide	This action will provide reliable transportation to and from school, supported by dedicated personnel, to remove attendance barriers and ensure that students, particularly unduplicated pupils, can access daily instruction. While the need is based on Socioeconomically Disadvantaged students, this service is being offered LEA-wide to maximize impact and operational efficiency, especially as students are spread across multiple attendance zones. This action is principally directed toward unduplicated pupils by targeting the underlying access issue that contributes to chronic absenteeism and low academic achievement. Offering this support districtwide ensures that all Socioeconomically Disadvantaged students can benefit, even in mixed-enrollment schools.	California Dashboard Indicators Math and ELA

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
1.4	**Action:** Health Support + LREBG Addition **Need:** California Dashboard "Red" Indicators: -Socioeconomically disadvantaged: ELA and Math -All students: ELA and Math **Scope:** LEA-wide	School health aides, nurses, and counselors will provide on-site medical and mental health support to reduce lost instructional time and improve student wellness. These services are principally directed toward low-income and English learner students, who are more likely to experience barriers to healthcare and are overrepresented in attendance-related Dashboard indicators and ELA/Math outcomes. The aides and nurses will address immediate illnesses and injuries, conduct Tier 1 mental health screenings, and facilitate referrals for additional support, including counseling and outside resources. This action is provided on an LEA-wide basis to ensure that all students in mixed-enrollment classrooms benefit from prompt care, while maximizing the impact for unduplicated students by embedding the support into all schools and reducing health-related absences and increasing ELA/Math outcomes.	To maximize the impact of these actions in increasing the academic achievement of the Socioeconomically Disadvantaged student subgroup in ELA and Math, we will be monitored on the California Data Dashboard, which includes ELA and Math data district-wide and for all schools. Metric 1.2
1.5	**Action:** Supplemental Middle School Math and ELA Teachers **Need:** California Dashboard "Red" Indicators in Math for VVMS: English Learners, Hispanic, Students with Disabilities, Socioeconomically Disadvantaged **Scope:** LEA-wide	This action adds supplemental Math and ELA teachers at Vista Verde Middle School (VVMS) to reduce student-to-teacher ratios and provide focused instructional support. The need was identified through the California School Dashboard, which shows “Red” performance levels in Mathematics for English Learners, Hispanic students, Students with Disabilities, and Socioeconomically Disadvantaged students at VVMS. By reducing class sizes, these supplemental teachers will enable personalized instruction, allowing educators to better address diverse	To maximize the impact of these actions in increasing the academic achievement of the student subgroups in Math, we will be monitored on the California Data Dashboard for Vista Verde Middle School.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		learning needs through differentiated strategies and immediate feedback. This personalized attention is critical for English Learners and Students with Disabilities who may require additional scaffolding and language-accessible instruction. While the service is available to all students, it is principally directed toward unduplicated pupils who are disproportionately represented in the lowest performance levels. It is being provided on an LEA-wide basis to maximize its impact, ensuring consistency in middle school math instruction across the district and to support unduplicated students enrolled in mixed-classroom settings.	
1.6	**Action:** Facilities Modernization **Need:** High-quality learning environments are essential to the well-being and academic and Social-emotional success of all students. The LCAP Student Survey in 2023-24 reflected the following: My School is kept clean- 66% Chronic Absenteeism: Districtwide: English Learner 7.8% Socioeconomic Disadvantaged 10.7% White 31.6%	High-quality, safe school facilities encourage high attendance rates, especially for low-income, foster youth, and English learner students, by providing a welcoming and conducive learning environment. When students feel safe and comfortable at school, they are more motivated to attend daily, knowing their needs are being met. Well-maintained facilities also signal to students and families that their education is prioritized, fostering trust and commitment to regular school attendance. This action supports increasing attendance and lowering chronic absenteeism for English learners and socioeconomically disadvantaged students. However, other student groups who also have high chronic absenteeism rates, and all students, can benefit from safe and high-quality school facilities.	Chronic Absenteeism

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:** 21st Century Classrooms **Need:** In 2023-24, 2.9% of students were suspended which is a decrease of 0.4% from the 2022-2023 school year. All 3.7% SWD 6.3% White 7.7% EL 3.8% SED 4% Vista Verde: All Students 13.6% English Learner 16.9% Hispanic 13.3% Socioeconomically Disadvantaged 14.3% Students with Disabilities 19.8% **Scope:** LEA-wide	Providing 21st-century classroom furniture can enhance engagement for low-income, foster youth, and English learner students by creating flexible, collaborative spaces catering to diverse learning styles. When students are more engaged in their learning environment, they are less likely to exhibit disruptive behaviors, leading to a decrease in suspension rates. These modern, adaptable spaces encourage active participation and a sense of ownership in their education, fostering a more positive school experience. These classroom upgrades will be available for all, as they will be added to all classrooms as resources allow.	Suspension Rates
1.8	**Action:** New Teacher Support **Need:** California Dashboard "Red" Indicator Student Group:	When highly qualified teachers mentor new teachers in schools with high populations of low-income, foster youth, and English learner students, they contribute to increased ELA and Math outcomes. These experienced educators share best practices and provide guidance on addressing the unique challenges these students face. As a result, new teachers are better prepared	To maximize the impact of these actions in increasing the academic achievement of the student subgroups in ELA and Math, we will be monitored on the California Data Dashboard.

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
	ELA: English Learners, Hispanic, Socioeconomically Disadvantaged, Students With Disabilities Math: English Learners, Hispanic, Socioeconomically Disadvantaged, Students With Disabilities **Scope:** LEA-wide	to deliver high-quality instruction, leading to stronger academic performance for all students. Evidence-Based Practices: Training programs emphasize the use of evidence-based instructional strategies that have been proven to enhance student learning and retention. Behavior Management: Training includes strategies for managing classroom behavior effectively, creating a conducive learning environment where students can focus on their studies. Data-Driven Instruction: Training includes how to analyze assessment data to inform instructional decisions, ensuring that teaching is responsive to student needs and progress. All students can benefit from well-prepared teachers, and as such, will be made available as resources allow.	
1.9	**Action:** PBIS Implementation **Need:** California Dashboard "Red" Indicators for suspensions: -Students with disabilities: District-wide and Vista Verde Middle School -Socioeconomically disadvantaged: Vista Verde Middle School -Hispanic: Vista Verde Middle School -English learners: Vista Verde Middle School -All students: Vista Verde Middle School -White: District Wide Pupil Achievement: Suspension data	The implementation of Positive Behavioral Interventions and Supports (PBIS) is principally directed to meet the unique needs of English learners, low-income students, and foster youth by fostering inclusive and supportive school environments. These students often face systemic barriers to engagement, and PBIS helps reduce exclusionary practices such as suspensions, which disproportionately impact historically marginalized groups. Through PBIS, schools will cultivate predictable, positive climates where English learners receive the social-emotional scaffolding necessary for language acquisition, foster youth experience stability and support, and low-income students benefit from consistent expectations and	Students in these demographic groups will be considered first to receive priority for the referral to social-emotional behavior supports (ie., counseling and PBIS). Suspension data will be monitored for effectiveness of this action.

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 with disabilities: 6.3% suspended at least one day (district-wide), and 19.8% suspended at least one day (Vista Verde Middle School) -Socioeconomically disadvantaged: 14.3% suspended at least one day (Vista Verde Middle School) -Hispanic: 13.3% suspended at least one day (Vista Verde Middle School) -English learners: 16.9% suspended at least one day (Vista Verde Middle School) -White: 7.7% suspended at least one day (district-wide) -All students: 13.6% (Vista Verde Middle School) **Scope:** LEA-wide	restorative interventions. These supports enhance engagement and reduce behavior incidents, contributing to improved academic and attendance outcomes. To ensure effectiveness, all staff across the LEA will receive continuous training and support in PBIS implementation. Though primarily directed towards English learners, low-income students, and foster youth, this action is provided on an LEA-wide basis to establish coherence and equity in behavioral expectations and responses districtwide.	
1.10	**Action:** Expanded Learning Opportunities + LREBG Addition **Need:** California Dashboard "Red" Indicator Student Group: ELA: English Learners, Hispanic, Socioeconomically Disadvantaged, Students With Disabilities Math: English Learners, Hispanic, Socioeconomically Disadvantaged, Students With Disabilities Chronic Absenteeism: White	The supplemental learning opportunities provided through after-school programs, including tutoring, homework help, and enrichment activities, help students reinforce classroom instruction, build foundational skills, and stay on pace academically. After-school programs are principally directed to address the academic and social-emotional needs of English learners, low-income students, and foster youth. For English learners, these programs offer extended time to develop language proficiency in a supportive setting. Low-income students benefit from access to academic support they may not have outside of school, while foster youth experience the consistency and adult	Suspension Rates

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
	Suspension Rates: Students With Disabilities, White **Scope:** LEA-wide	mentorship that are critical for academic engagement and emotional stability. These programs also emphasize the development of key skills such as academics and language. Small group formats allow for personalized attention, enabling educators to target individual learning needs more effectively. In addition, after-school activities often incorporate leadership roles that build confidence and foster a stronger sense of school connectedness—an essential factor for improving outcomes among all unduplicated pupils. Though designed to support English learners, low-income students, and foster youth, this action is provided on an LEA-wide basis to ensure equitable access across schools and to create a coherent, high-quality support system that improves student outcomes districtwide.	
2.1	**Action:** Enrichment - Staff **Need:** California Dashboard "Red" Indicators: -Socioeconomically disadvantaged: Vista Verde Middle School -All students: Vista Verde Middle School Pupil Achievement: Chronic Absenteeism Data Dashboard -Socioeconomically disadvantaged: 17.5% chronically absent (Vista Verde Middle School) -All students: 17% chronically absenteeism (Vista Verde Middle School)	To improve student attendance, particularly for unduplicated pupils listed in the needs section, this action provides supplemental Visual and Performing Arts (VAPA) and Physical Education (PE) instruction. VAPA and PE teachers will offer interactive and culturally relevant lessons designed to increase student engagement, connection to school, and motivation to attend. Research shows that: VAPA experiences, such as music, dance, and art projects, improve school connectedness and self-expression.	To maximize the impact of this action in reducing chronic absenteeism throughout the LEA and including feeling happy at school, chronic absenteeism data will be monitored on the California Data Dashboard.

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	Art therapy elements embedded in VAPA can help students process emotional and psychological stressors contributing to absenteeism. Regular physical activity improves student health, reduces stress, and boosts energy, leading to better school attendance. Though these services are available to all students, they are principally directed toward English learners and Socioeconomically Disadvantaged students who are disproportionately impacted by chronic absenteeism. Providing this action on an LEA-wide basis ensures equitable access and allows the district to promote attendance through positive school culture at all middle schools.	
2.2	**Action:** Response to Intervention **Need:** California Dashboard "Red" Indicators ELA : -All Students: Arroyo Seco Academy, Vista Verde Middle School, District Wide -English Learners: Cesar Chavez School, Mary Chapa Academy, Vista Verde Middle School, District Wide -Hispanic: Arroyo Seco Academy, Mary Chapa Academy, Vista Verde Middle School, District Wide -Homeless Youth: Arroyo Seco Academy, Vista Verde Middle School -Socioeconomically Disadvantaged: Arroyo Seco Academy, Mary Chapa Academy, Vista	To support our lowest indicators, specifically for English learners, socioeconomically disadvantaged, and foster youth: -Create a structured and supportive framework, including those who struggle with ELA, achieve proficiency, and succeed academically. -Progress monitoring tools allow teachers to track the effectiveness of interventions and make data-driven decisions about instructional adjustments. -Screenings and progress monitoring data are used to make informed decisions about the required intensity and type of interventions. These actions are being provided at the district level because they are the most effective way to use staff and fiscal resources, especially because the personnel can support areas other than unduplicated students.	These actions will be principally directed, first, to unduplicated students. However, we expect all students below standards on state ELA CAASPP data to benefit from these actions. ELA CAASPP

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
	Verde Middle School, District Wide, Cesar Chavez -Students With Disabilities: Arroyo Seco Academy, Cesar Chavez, Mary Chapa Academy, Vista Verde Middle School, District Wide Pupil Achievement: ELA CAASPP % of Students Met/ Exceeded -All Students: 22.06% -English Learners: 7.37% -Hispanic: 21.65% -Homeless Youth: 17.30% -Socioeconomically Disadvantaged: 19.79% -Students With Disabilities: 2.61% **Scope:** LEA-wide		
2.3	**Action:** Teachers on Special Assignment (TOSAs) **Need:** California Dashboard "Red" Indicators ELA : -All Students: Arroyo Seco Academy, Vista Verde Middle School, District Wide -English Learners: Cesar Chavez School, Mary Chapa Academy, Vista Verde Middle School, District Wide -Hispanic: Arroyo Seco Academy, Mary Chapa Academy, Vista Verde Middle School, District Wide	To support our lowest indicators, specifically for English learners, socioeconomically disadvantaged, and foster youth: -Academic coaches provide professional development for teachers, specifically for Els and LTELs, sharing effective instructional strategies and best practices for teaching ELA and math. They assist teachers in aligning their instruction with curriculum standards and develop lesson plans that meet diverse student needs. -Coaches assist in designing and implementing targeted interventions based on data analysis	However, we expect all students below standards on state ELA CAASPP data to benefit from these actions.

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 Youth: Arroyo Seco Academy, Vista Verde Middle School -Socioeconomically Disadvantaged: Arroyo Seco Academy, Mary Chapa Academy, Vista Verde Middle School, District Wide -Students With Disabilities: Arroyo Seco Academy, Cesar Chavez, Mary Chapa Academy, Vista Verde Middle School, District Wide Pupil Achievement: ELA CAASPP % of Students Met/ Exceeded -All Students: 22.06% -English Learners: 7.37% -Hispanic: 21.65% -Homeless Youth: 17.30% -Socioeconomically Disadvantaged: 19.79% -Students With Disabilities: 2.61% **Scope:** LEA-wide	aimed at addressing specific areas where students need improvement. -Academic coaches lead district-wide initiatives to improve ELA and math achievement, fostering a culture of continuous improvement. These actions are being provided at the district level because they are the most effective way to use staff and fiscal resources, especially because the personnel can support other areas other than unduplicated students. These actions will be principally directed, first, to unduplicated students.	
2.4	**Action:** Digital Literacy **Need:** California Dashboard "Red" Indicators ELA : -All Students: Arroyo Seco Academy, Vista Verde Middle School, District Wide -English Learners: Cesar Chavez School, Mary Chapa Academy, Vista Verde Middle School, District Wide	To support our lowest indicators, specifically for English learners, socioeconomically disadvantaged, and foster youth: -Library and Media Clerks ensure that students have access to a wide range of books, digital resources, and multimedia materials, which can enhance their learning and literacy skills. They help integrate technology into the learning process, providing access to computers, tablets, and other digital tools that are essential for modern education	ELA CAASPP

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
	-Hispanic: Arroyo Seco Academy, Mary Chapa Academy, Vista Verde Middle School, District Wide -Homeless Youth: Arroyo Seco Academy, Vista Verde Middle School -Socioeconomically Disadvantaged: Arroyo Seco Academy, Mary Chapa Academy, Vista Verde Middle School, District Wide -Students With Disabilities: Arroyo Seco Academy, Cesar Chavez, Mary Chapa Academy, Vista Verde Middle School, District Wide Pupil Achievement: ELA CAASPP % of Students Met/ Exceeded -All Students: 22.06% -English Learners: 7.37% -Hispanic: 21.65% -Homeless Youth: 17.30% -Socioeconomically Disadvantaged: 19.79% -Students With Disabilities: 2.61% **Scope:** LEA-wide	-These spaces provide hands-on learning experiences where students can explore, create, and innovate. Activities in maker spaces often include coding, robotics, 3D printing, and other STEM-related projects. -By offering a variety of engaging and interactive activities, Library and Media Clerks can ignite students' curiosity and passion for learning. Building Confidence: Participation in maker spaces and literacy activities can boost students' confidence in their abilities, leading to increased academic engagement and achievement. -Makerspaces and library activities encourage students to ask questions, explore, and engage in self-directed learning, which is an essential lifelong learning skill. Adaptability: Engaging with a variety of technologies and learning activities helps students become more adaptable and prepared for future educational and career challenges. These actions are being provided at the district level because they are the most effective way to use staff and fiscal resources, especially because the personnel can support areas other than unduplicated students. These actions will be principally directed, first, to unduplicated students. However, we expect all students below standards on state ELA CAASPP data to benefit from these actions.	
2.5	**Action:** Early Childhood Education	This action is principally designed to support our lowest indicators, specifically for English learners,	ELA CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: California Dashboard "Red" Indicators ELA : -All Students: Arroyo Seco Academy, Vista Verde Middle School, District Wide -English Learners: Cesar Chavez School, Mary Chapa Academy, Vista Verde Middle School, District Wide -Hispanic: Arroyo Seco Academy, Mary Chapa Academy, Vista Verde Middle School, District Wide -Homeless Youth: Arroyo Seco Academy, Vista Verde Middle School -Socioeconomically Disadvantaged: Arroyo Seco Academy, Mary Chapa Academy, Vista Verde Middle School, District Wide -Students With Disabilities: Arroyo Seco Academy, Cesar Chavez, Mary Chapa Academy, Vista Verde Middle School, District Wide Pupil Achievement: ELA CAASPP % of Students Met/ Exceeded -All Students: 22.06% -English Learners: 7.37% -Hispanic: 21.65% -Homeless Youth: 17.30% -Socioeconomically Disadvantaged: 19.79% -Students With Disabilities: 2.61% **Scope:** LEA-wide	socioeconomically disadvantaged, and foster youth: -ECE helps close achievement gaps for children from disadvantaged backgrounds, providing them with a more equitable start and better chances of academic success throughout their schooling. -ECE programs often involve parents and caregivers in the learning process, helping to build a home environment that supports educational development and reinforces learning at school. -ECE programs introduce basic literacy and numeracy skills, such as letter recognition, phonemic awareness, counting, and simple arithmetic, which are essential for later academic success. -Early exposure to rich language environments helps children develop vocabulary, comprehension, and communication skills, which are critical for reading and writing in later grades. These actions are being provided at the district level because they are the most effective way to use staff and fiscal resources, especially because the personnel can support other areas other than unduplicated students. These actions will be principally directed, first, to unduplicated students. However, we expect all students below standards on state ELA CAASPP data to benefit from these actions.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.6	**Action:** College and Career Readiness **Need:** California Dashboard "Red" Indicators ELA : -All Students: Arroyo Seco Academy, Vista Verde Middle School, District Wide -English Learners: Cesar Chavez School, Mary Chapa Academy, Vista Verde Middle School, District Wide -Hispanic: Arroyo Seco Academy, Mary Chapa Academy, Vista Verde Middle School, District Wide -Homeless Youth: Arroyo Seco Academy, Vista Verde Middle School -Socioeconomically Disadvantaged: Arroyo Seco Academy, Mary Chapa Academy, Vista Verde Middle School, District Wide -Students With Disabilities: Arroyo Seco Academy, Cesar Chavez, Mary Chapa Academy, Vista Verde Middle School, District Wide Pupil Achievement: ELA CAASPP % of Students Met/ Exceeded -All Students: 22.06% -English Learners: 7.37% -Hispanic: 21.65% -Homeless Youth: 17.30% -Socioeconomically Disadvantaged: 19.79% -Students With Disabilities: 2.61% **Scope:**	To support our lowest indicators, specifically for English learners, socioeconomically disadvantaged, and foster youth: • Early exposure to a variety of careers helps students understand the vast array of options available, sparking interest and curiosity about different fields. Activities like college visits, guest speakers, and discussions about higher education help students understand what college is, why it is important, and how it can be a part of their future. -Connecting classroom learning to real-world applications increases student engagement and motivation by showing them the relevance of their education. -Providing all students with access to college and career activities ensures that every child, regardless of background, has the opportunity to explore and prepare for future success. These actions are being provided at the district level because they are the most effective way to use staff and fiscal resources, especially because the personnel can support other areas other than unduplicated students. These actions will be principally directed, first, to unduplicated students. However, we expect all students below standards on state ELA CAASPP data to benefit from these actions.	ELA CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.7	**Action:** Technological Advancement **Need:** California Dashboard "Red" Indicators ELA : -All Students: Arroyo Seco Academy, Vista Verde Middle School, District Wide -English Learners: Cesar Chavez School, Mary Chapa Academy, Vista Verde Middle School, District Wide -Hispanic: Arroyo Seco Academy, Mary Chapa Academy, Vista Verde Middle School, District Wide -Homeless Youth: Arroyo Seco Academy, Vista Verde Middle School -Socioeconomically Disadvantaged: Arroyo Seco Academy, Mary Chapa Academy, Vista Verde Middle School, District Wide -Students With Disabilities: Arroyo Seco Academy, Cesar Chavez, Mary Chapa Academy, Vista Verde Middle School, District Wide Pupil Achievement: ELA CAASPP % of Students Met/ Exceeded -All Students: 22.06% -English Learners: 7.37% -Hispanic: 21.65% -Homeless Youth: 17.30% -Socioeconomically Disadvantaged: 19.79% -Students With Disabilities: 2.61%	To support our lowest indicators, specifically for English learners, socioeconomically disadvantaged, and foster youth: -Robust technological infrastructure, including high-speed internet and well-maintained hardware, ensures that technology is consistently available and reliable, minimizing disruptions to learning. -Teachers can use data analytics tools to track student progress and tailor instruction to meet individual needs, improving student achievement by addressing learning gaps more precisely. -Engaging with technology, particularly in maker spaces, encourages students to think critically, solve problems, and innovate, skills that are vital for future academic and career success. -Having dedicated technology staff ensures that devices and systems are properly maintained and updated, minimizing downtime and ensuring that technology is always ready for use. -Technology makes learning more interactive and engaging through multimedia presentations, educational games, and virtual simulations, which can increase student motivation and interest in subjects. These actions are being provided at the district level because they are the most effective way to use staff and fiscal resources, especially because the personnel can support other areas other than unduplicated students. These actions will be	ELA CAASPP

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	principally directed, first, to unduplicated students. However, we expect all students below standards on state ELA CAASPP data to benefit from these actions.	
2.8	**Action:** Supplemental Instructional Materials **Need:** California Dashboard "Red" Indicators ELA : -All Students: Arroyo Seco Academy, Vista Verde Middle School, District Wide -English Learners: Cesar Chavez School, Mary Chapa Academy, Vista Verde Middle School, District Wide -Hispanic: Arroyo Seco Academy, Mary Chapa Academy, Vista Verde Middle School, District Wide -Homeless Youth: Arroyo Seco Academy, Vista Verde Middle School -Socioeconomically Disadvantaged: Arroyo Seco Academy, Mary Chapa Academy, Vista Verde Middle School, District Wide -Students With Disabilities: Arroyo Seco Academy, Cesar Chavez, Mary Chapa Academy, Vista Verde Middle School, District Wide Pupil Achievement: ELA CAASPP % of Students Met/ Exceeded -All Students: 22.06% -English Learners: 7.37% -Hispanic: 21.65% -Homeless Youth: 17.30% -Socioeconomically Disadvantaged: 19.79%	This action is principally designed to address the California Dashboard's lowest performing indicators for English Learners, Socioeconomically Disadvantaged students, and Foster Youth in English Language Arts (ELA). The district will provide supplemental instructional materials that align with CCSS and support differentiated instruction. These materials will allow teachers to: Scaffold instruction for students needing foundational skill development. Offer extension tasks for students approaching or meeting standards. Provide multilingual and culturally relevant content, particularly beneficial to English Learners and low-income students. While this action is provided on an LEA-wide basis, it is principally directed toward unduplicated pupils who are in the district's lowest performance bands. This approach allows efficient use of fiscal and human resources, especially because staff implementing this action (e.g., instructional coaches, grade-level teams) may support mixed classrooms serving both unduplicated and non-unduplicated students.	ELA CAASPP

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 With Disabilities: 2.61% **Scope:** LEA-wide		
2.11	**Action:** Enrichment-Programs **Need:** California Dashboard "Red" Indicators: -Students with disabilities: District-wide and Vista Verde Middle School -Socioeconomically disadvantaged: Vista Verde Middle School -Hispanic: Vista Verde Middle School -English learners: Vista Verde Middle School -All students: Vista Verde Middle School -White: District Wide Pupil Achievement: Suspension data -Students with disabilities: 6.3% suspended at least one day (district-wide), and 19.8% suspended at least one day (Vista Verde Middle School) -Socioeconomically disadvantaged: 14.3% suspended at least one day (Vista Verde Middle School) -Hispanic: 13.3% suspended at least one day (Vista Verde Middle School) -English learners: 16.9% suspended at least one day (Vista Verde Middle School) -White: 7.7% suspended at least one day (district-wide) -All students: 13.6% (Vista Verde Middle School)	To support our lowest indicators, specifically for English learners, socioeconomically disadvantaged, and foster youth: -Students engaging in creative activities can be a powerful way to reduce stress and anxiety, which are often underlying factors in behavioral problems. -Arts education helps students develop self-regulation and discipline as they practice and improve their artistic skills, which translates to better behavior in other areas. -Evening arts events that involve the parent community increase parental engagement, which has been linked to better student behavior and lower suspension rates. These actions are being provided at the district level because they are the most effective way to use staff and fiscal resources, especially because the personnel can support other areas other than unduplicated students. These actions will be principally directed, first, to unduplicated students. However, we expect all students in red on state dashboard data to benefit from these actions.	Suspension data

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		
3.1	**Action:** FACE Support **Need:** California Dashboard "Red" Indicators: -Socioeconomically disadvantaged: Vista Verde Middle School -All students: Vista Verde Middle School Pupil Achievement: Chronic Absenteeism Data Dashboard -Socioeconomically disadvantaged: 17.5% chronically absent (Vista Verde Middle School) -All students: 17% chronically absenteeism (Vista Verde Middle School) **Scope:** LEA-wide	This action is principally designed to support socioeconomically disadvantaged students at Vista Verde, to reduce chronic absenteeism: -Family and engagement districtwide staff often act as liaisons between the school and families, building trust and fostering positive relationships. This trust encourages parents to communicate openly about challenges that may be contributing to their child's absenteeism. -Family and engagement districtwide staff offer families a range of support and resources. This can include connecting families to social services, providing information about community resources, and offering workshops on parenting skills and educational support. By addressing external factors that contribute to absenteeism, such as housing instability, food insecurity, or health issues, FACE staff help create a more stable environment for students. To maximize the impact of these actions in reducing chronic absenteeism and suspensions throughout the LEA and including feeling safe and happy at school, these actions are provided on an LEA-wide basis, and data will be monitored on the California Data Dashboard chronic absenteeism data.	Chronic Absenteeism

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
3.2	**Action:** FACE Workshops **Need:** The Greenfield Union School District has 84.6% of its students identified as socio-economically disadvantaged. This group requires support services from the family resource center. Parent surveys have also identified a need for support services. **Scope:** LEA-wide	The Greenfield Union School Family Resource Center provides services to students, parents, and families. It principally addresses the needs of low-income, English learner students and families by providing essential support such as food assistance, clothing, and access to social services. They offer parenting education. In addition, we recognize that all students may benefit from these services, so they are being implemented LEA-wide to promote a supportive environment where every student, regardless of background or economic status, can access essential services that enhance their academic success, well-being, and overall educational experience. To maximize the impact of these actions in reducing chronic absenteeism and suspensions for low-income and English learner students, as well as throughout the LEA, and including feeling safe and happy at school, these actions are provided on an LEA-wide basis, and data will be monitored on the California Data Dashboard chronic absenteeism data.	Chronic absenteeism data
3.3	**Action:** Family Resource Center **Need:** English learners: 9.3% Low Income: 11.5% Foster Youth: N/A Student Groups in Red on the Dashboard related to Culture and Climate, specifically Chronic Absenteeism and Suspension Rates:	This action principally responds to "Red" indicators on the California School Dashboard for Chronic Absenteeism (White students) and Suspension Rates (Students with Disabilities and White students). It also supports English Learners and Low-Income students, who continue to demonstrate significant needs based on their high rates of chronic absenteeism (9.3% for ELs, 11.5% for Low Income). To address these areas, the district will operate a Family Resource Center (FRC) that provides	Chronic Absenteeism

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
	Chronic Absenteeism: White Suspension Rates: Students with Disabilities and White **Scope:** LEA-wide	comprehensive support to address the root causes of absenteeism and behavior challenges. Specifically, the FRC will: Offer wraparound services for families facing housing instability, transportation barriers, or access to healthcare—all of which disproportionately affect unduplicated pupils. Increase parent engagement through education sessions on attendance and behavior, reinforcing the importance of regular school participation. Support positive behavior and discipline practices through caregiver collaboration and referrals to counseling or mentoring programs. Build a welcoming and inclusive school climate by organizing cultural events and community-building activities, especially valuable for students from historically marginalized groups. Though the FRC is provided LEA-wide, it is principally directed toward unduplicated students and students in subgroups experiencing disproportionality in chronic absenteeism. The LEA-wide approach ensures accessibility for families across school sites while maximizing the efficiency and equity of supports.	
3.4	**Action:** Communication **Need:** Student Groups in Red on the Dashboard related to Culture and Climate, specifically Chronic Absenteeism and Suspension Rates: Chronic Absenteeism: White Suspension Rates: Students with Disabilities and White	Increasing and sustaining two-way parent communication across all sites and districtwide through tools like ParentSquare, websites, parent programs, flyers, parent handbooks, and translation services can significantly enhance student achievement and improve school climate. Here's how: Improved Parental Involvement: Regular and effective communication keeps parents informed and engaged in their children's education. Research shows that parental involvement	To maximize the impact of these actions in reducing chronic absenteeism and suspensions as well as increading academic oucomes for Socioeconomically Disadvantaged students, LEA will track progress by ensuring that all famillies have access to two-way

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
	Socioeconomically Disadvantaged Students that are scoring "red" in ELA and Math. **Scope:** LEA-wide	correlates with higher student achievement, better attendance, and improved behavior. Feedback Loop: Two-way communication allows for a continuous feedback loop. Parents can share their observations and suggestions, which can help teachers adjust their strategies to better meet students' needs, thereby improving teaching effectiveness and student outcomes. Consistency Between Home and School: When parents are well-informed about what is happening at school, they can reinforce school policies and expectations at home, creating a consistent learning environment that supports student achievement.	communication ensuring numbers and emails are valid and functioning as indicated by deliverable messages vs. rejected messages. For any rejected messages, school personnel will contact families to update information in our system. Chronic Absenteeism
3.6	**Action:** Community Collaborative **Need:** Based on feedback from our engagement partners, we are enhancing our partnerships to provide more opportunities for our students CAASPP: ELA and Math **Scope:** LEA-wide	This action supports the academic success of English Learners (EL), and Socioeconomically Disadvantaged (SED) students in CAASPP ELA and Math by maintaining a monthly GUSD Community Collaborative and expanding partnerships with local businesses, colleges, and community-based organizations. These partnerships enhance students' access to essential training, career exposure, academic support, and materials aligned with college and career readiness standards. The Community Collaborative provides a platform for delivering: Culturally responsive mentorship and enrichment opportunities targeted to the needs of unduplicated students. Work-based learning experiences and post-secondary exploration, particularly critical for SED	CAASPP: ELA and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		and Foster Youth who may lack access to such networks independently. Resources, workshops, and academic supports are delivered in collaboration with community partners and are designed to reduce barriers to success and strengthen school-community-family engagement. Although provided on an LEA-wide basis, this action is principally directed toward unduplicated pupils. Many of the services delivered through the collaborative are tailored specifically to address educational disparities experienced by EL, FY, and SED students, such as a lack of access to college/career guidance, tutoring, or enrichment activities. Implementing this action LEA-wide ensures equitable and consistent access to critical supports for unduplicated students at all school sites, while also maximizing the reach to all students and the continued successful coordination of external partnerships.	
3.7	**Action:** Enrichment Partners **Need:** California Dashboard "Red" Indicators ELA : -All Students: Arroyo Seco Academy, Vista Verde Middle School, District Wide -English Learners: Cesar Chavez School, Mary Chapa Academy, Vista Verde Middle School, District Wide	This action responds to low pupil achievement in English Language Arts (ELA) across multiple student groups, as identified in the most recent CAASPP data. Notably: Only 7.37% of English Learners, 17.30% of Homeless Youth, 19.79% of Socioeconomically Disadvantaged students, and 2.61% of Students with Disabilities met or exceeded standards on the ELA CAASPP.	ELA CAASPP

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
	-Hispanic: Arroyo Seco Academy, Mary Chapa Academy, Vista Verde Middle School, District Wide -Homeless Youth: Arroyo Seco Academy, Vista Verde Middle School -Socioeconomically Disadvantaged: Arroyo Seco Academy, Mary Chapa Academy, Vista Verde Middle School, District Wide -Students With Disabilities: Arroyo Seco Academy, Cesar Chavez, Mary Chapa Academy, Vista Verde Middle School, District Wide Pupil Achievement: ELA CAASPP % of Students Met/ Exceeded -All Students: 22.06% -English Learners: 7.37% -Hispanic: 21.65% -Homeless Youth: 17.30% -Socioeconomically Disadvantaged: 19.79% -Students With Disabilities: 2.61% **Scope:** LEA-wide	Performance for All Students (22.06%) and Hispanic students (21.65%) further demonstrates a systemic need for enhanced academic and support services. To address this need, the district will coordinate partnerships with local organizations and access to state resources to deliver: Academic and behavioral supports, including counseling, social-emotional learning programs, and special education interventions tailored to unduplicated pupils and students with disabilities. Professional development for educators, focused on effective instructional strategies, assessment practices, technology integration, and differentiation to better serve diverse learners. Family engagement initiatives such as parent workshops, informational sessions, and volunteer opportunities to deepen home-school connections and support student learning. Though this action is implemented on an LEA-wide basis, it is principally directed toward unduplicated students, who are overrepresented among those not meeting ELA standards. The LEA-wide delivery model ensures efficient use of fiscal and human resources, particularly where staff may support multiple sites, and guarantees equitable access to services for all eligible students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.8	**Action:** Academic Advancement **Need:** California Dashboard "Red" Indicators ELA : -All Students: Arroyo Seco Academy, Vista Verde Middle School, District Wide -English Learners: Cesar Chavez School, Mary Chapa Academy, Vista Verde Middle School, District Wide -Hispanic: Arroyo Seco Academy, Mary Chapa Academy, Vista Verde Middle School, District Wide -Homeless Youth: Arroyo Seco Academy, Vista Verde Middle School -Socioeconomically Disadvantaged: Arroyo Seco Academy, Mary Chapa Academy, Vista Verde Middle School, District Wide -Students With Disabilities: Arroyo Seco Academy, Cesar Chavez, Mary Chapa Academy, Vista Verde Middle School, District Wide Pupil Achievement: ELA CAASPP % of Students Met/ Exceeded -All Students: 22.06% -English Learners: 7.37% -Hispanic: 21.65% -Homeless Youth: 17.30% -Socioeconomically Disadvantaged: 19.79% -Students With Disabilities: 2.61% **Scope:**	This action addresses significant underperformance in English Language Arts (ELA) across multiple student groups, including English learners, low-income, and homeless youth, as reflected in 2023 CAASPP results listed above. To address these gaps, the district is implementing the Read to Me Project, an early literacy initiative that engages older students and community volunteers in structured reading sessions with younger children. This program promotes foundational reading skills such as fluency, comprehension, and vocabulary development through consistent reading exposure and relationship-building. The early intervention focus of the Read to Me Project helps prevent future literacy challenges by cultivating a love of reading and reinforcing core language skills before academic gaps widen. This action directly supports unduplicated students, who may lack access to reading materials or language-rich environments outside of school. Although implemented on an LEA-wide basis, this action is principally directed toward unduplicated pupils, who are significantly overrepresented among those not meeting standards in ELA. Offering the service districtwide ensures equitable access, especially in classrooms and schools all student populations.	ELA CAASPP

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		
3.9	**Action:** High school partnerships **Need:** Community request for smooth articulation between Middle school and High school CAASPP ELA **Scope:** LEA-wide	This action addresses a community-identified need to improve middle-to-high school alignment, especially for English Learners (ELs), Low-Income students, and Foster Youth, who are disproportionately impacted by academic transitions and performance gaps in English Language Arts (ELA). The district will implement a structured articulation system that includes: Coordinated academic planning between middle and high school educators and support staff to ensure instructional alignment in ELA and Math. Shared data use, including CAASPP and benchmark assessment results, to guide placement and targeted interventions. Transition supports such as counseling, academic guidance, and skill-bridging resources, with a focus on serving unduplicated students through personalized pathways. This approach reduces instructional fragmentation and fosters academic continuity, directly supporting higher achievement in ELA and Math for students most at risk of falling behind during grade-level transitions. While provided on an LEA-wide basis, the action is principally directed toward unduplicated pupils. It ensures these students have equitable access to aligned instruction and proactive support across	Partner involvement and community partner numbers; CAASPP ELA

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
		grade spans. Additionally, improved articulation benefits all students by creating a coherent, standards-aligned educational progression.	

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
2.9	**Action:** Professional Development and Language Acquisition Program ELs **Need:** California Dashboard "Red" Indicators Math: -All Students: Arroyo Seco Academy, Vista Verde Middle School, District Wide -English Learners: Arroyo Seco Academy, Vista Verde Middle School, District Wide -Hispanic: Arroyo Seco Academy, Vista Verde Middle School, District Wide -Homeless Youth: Arroyo Seco Academy -Socioeconomically Disadvantaged: Arroyo Seco Academy, Vista Verde Middle School, District Wide -Students With Disabilities: Arroyo Seco Academy, Cesar Chavez, Mary Chapa Academy, Oak Avenue, Vista Verde Middle School, District Wide	To support our lowest indicators, specifically for English learners, socioeconomically disadvantaged, and foster youth: Our district has adopted a new math curriculum spanning from K to 8th grades, allowing for a continuum of standards, curriculum, and implementation. In addition, we will continue to provide professional development provided by i-Ready math and instructional coaches. To maximize the impact of these actions in providing PD to increase academic outcomes for all students as well as student subgroups (i.e., English learners, Hispanic students, homeless youth, socioeconomically disadvantaged, and students with disabilities) and because PD can support all students, these actions are being provided district-wide.	Math CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Pupil Achievement: Math CAASPP % of Students Met/ Exceeded -All Students: 14.5% -English Learners: 6.47% -Hispanic: 14.33% -Homeless Youth: 11.91% -Socioeconomically Disadvantaged: 12.96% -Students With Disabilities: 4.09% **Scope:** Limited to Unduplicated Student Group(s)		
2.10	**Action:** Professional Development and Language Acquisition Program LTELs **Need:** 2.2: CAASPP Distance from Standard: LTELs: For Baseline (2023), 0.93% in Math and 0.47% in ELA. **Scope:** Limited to Unduplicated Student Group(s)	To support our lowest indicators, specifically for English learners, socioeconomically disadvantaged, and foster youth: Our district has adopted a new math curriculum spanning from K to 8th grades, allowing for a continuum of standards, curriculum, and implementation. In addition, we will continue to provide professional development provided by i-Ready math and instructional coaches. To maximize the impact of these actions in providing PD to increase academic outcomes for all students as well as student subgroups (i.e., English learners, Hispanic students, homeless youth, socioeconomically disadvantaged, and students with disabilities) and because PD can support all students, these actions are being provided district-wide.	LTELs Math and ELA CAASPP

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

N/A

Additional Concentration Grant Funding

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

Personnel were employed to directly provide services for students at all school sites (ASA, CCES, MCA, OAS, VVMS)

3.1: Community Liaisons - Support students, staff, and families with ongoing communication, resources, and support with community outreach programs.
1.2: Student Supervisor Assistants—These were put in place to Increase student safety and minimize any behavior issues. They were also put in place to minimize truancy at the middle school.
2.5: Instructional Aides- Help support small group instruction in the classroom to improve student success in Math and English Language Arts

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	15:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	29:1

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	35,297,775	13,339,121	37.790%	0.000%	37.790%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$13,339,121.00	$1,842,073.00	$75,000.00	$142,185.00	$15,398,379.00	$11,561,885.00	$3,836,494.00

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	Counseling Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,984,161.00	$0.00	$1,435,399.00	$548,762.00	$0.00	$0.00	$1,984,161.00	
1	1.2	School Personnel Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,293,422.00	$50,000.00	$1,343,422.00	$0.00	$0.00	$0.00	$1,343,422.00	
1	1.3	Transportation Access	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$800,555.00	$163,500.00	$964,055.00	$0.00	$0.00	$0.00	$964,055.00	
1	1.4	Health Support + LREBG Addition	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,380,943.00	$25,000.00	$612,662.00	$793,281.00	$0.00	$0.00	$1,405,943.00	
1	1.5	Supplemental Middle School Math and ELA Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Vista Verde Middle SchoolVista Verde Middle School 7-8 Grade7-8 Grade	Ongoing	$93,793.00	$0.00	$93,793.00	$0.00	$0.00	$0.00	$93,793.00	
1	1.6	Facilities Modernization	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$85,555.00	$492,700.00	$503,255.00	$0.00	$75,000.00	$0.00	$578,255.00	
1	1.7	21st Century Classrooms	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$0.00	$270,000.00	$170,000.00	$100,000.00	$0.00	$0.00	$270,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
1	1.8	New Teacher Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$120,561.00	$73,000.00	$193,561.00	$0.00	$0.00	$0.00	$193,561.00	
1	1.9	PBIS Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$331,995.00	$331,995.00	$0.00	$0.00	$0.00	$331,995.00	
1	1.10	Expanded Learning Opportunities + LREBG Addition	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$73,999.00	$40,219.00	$22,821.00	$91,397.00	$0.00	$0.00	$114,218.00	
2	2.1	Enrichment - Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,724,551.00	$0.00	$1,535,918.00	$188,633.00	$0.00	$0.00	$1,724,551.00	
2	2.2	Response to Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,154,120.00	$0.00	$1,154,120.00	$0.00	$0.00	$0.00	$1,154,120.00	
2	2.3	Teachers on Special Assignment (TOSAs)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$419,995.00	$0.00	$419,995.00	$0.00	$0.00	$0.00	$419,995.00	
2	2.4	Digital Literacy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$253,547.00	$79,927.00	$288,474.00	$45,000.00	$0.00	$0.00	$333,474.00	
2	2.5	Early Childhood Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$344,015.00	$35,000.00	$236,830.00	$0.00	$0.00	$142,185.00	$379,015.00	
2	2.6	College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$85,375.00	$85,375.00	$0.00	$0.00	$0.00	$85,375.00	
2	2.7	Technological Advancement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$678,116.00	$230,000.00	$883,116.00	$25,000.00	$0.00	$0.00	$908,116.00	
2	2.8	Supplemental Instructional Materials	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$0.00	$690,476.00	$690,476.00	$0.00	$0.00	$0.00	$690,476.00	

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	2.9	Professional Development and Language Acquisition Program ELs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$97,155.00	$255,000.00	$352,155.00	$0.00	$0.00	$0.00	$352,155.00	
2	2.10	Professional Development and Language Acquisition Program LTELs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$54,454.00	$54,454.00				$54,454.00	
2	2.11	Enrichment-Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$105,454.00	$96,399.00	$151,853.00	$50,000.00	$0.00	$0.00	$201,853.00	
3	3.1	FACE Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$906,268.00	$0.00	$906,268.00	$0.00	$0.00	$0.00	$906,268.00	
3	3.2	FACE Workshops	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$29,149.00	$43,017.00	$72,166.00	$0.00	$0.00	$0.00	$72,166.00	
3	3.3	Family Resource Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$90,000.00	$90,000.00	$0.00	$0.00	$0.00	$90,000.00	
3	3.4	Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$16,526.00	$547,932.00	$564,458.00	$0.00	$0.00	$0.00	$564,458.00	
3	3.5	Community Partnerships	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.6	Community Collaborative	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$2,500.00	$2,500.00	$0.00	$0.00	$0.00	$2,500.00	
3	3.7	Enrichment Partners	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$0.00	$100,000.00	$100,000.00	$0.00	$0.00	$0.00	$100,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	3.8	Academic Advancement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$75,000.00	$75,000.00	$0.00	$0.00	$0.00	$75,000.00	
3	3.9	High school partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	
4	4.1	*Discontinued* Specialized Instructional Support (Technical Support)						One Year								

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
35,297,775	13,339,121	37.790%	0.000%	37.790%	$13,339,121.00	0.000%	37.790 %	**Total:**	$13,339,121.00
								LEA-wide Total:	$12,932,512.00
								Limited Total:	$406,609.00
								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**	Counseling Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,435,399.00	
1	**1.2**	School Personnel Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,343,422.00	
1	**1.3**	Transportation Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$964,055.00	
1	**1.4**	Health Support + LREBG Addition	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$612,662.00	
1	**1.5**	Supplemental Middle School Math and ELA Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Vista Verde Middle School 7-8 Grade	$93,793.00	
1	**1.6**	Facilities Modernization	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$503,255.00	

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	1.7	21st Century Classrooms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$170,000.00	
1	1.8	New Teacher Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$193,561.00	
1	1.9	PBIS Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$331,995.00	
1	1.10	Expanded Learning Opportunities + LREBG Addition	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$22,821.00	
2	2.1	Enrichment - Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,535,918.00	
2	2.2	Response to Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,154,120.00	
2	2.3	Teachers on Special Assignment (TOSAs)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$419,995.00	
2	2.4	Digital Literacy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$288,474.00	
2	2.5	Early Childhood Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$236,830.00	
2	2.6	College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$85,375.00	
2	2.7	Technological Advancement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$883,116.00	
2	2.8	Supplemental Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$690,476.00	
2	2.9	Professional Development and Language Acquisition Program ELs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$352,155.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	**2.10**	Professional Development and Language Acquisition Program LTELs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$54,454.00	
2	**2.11**	Enrichment-Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$151,853.00	
3	**3.1**	FACE Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$906,268.00	
3	**3.2**	FACE Workshops	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$72,166.00	
3	**3.3**	Family Resource Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$90,000.00	
3	**3.4**	Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$564,458.00	
3	**3.6**	Community Collaborative	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,500.00	
3	**3.7**	Enrichment Partners	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
3	**3.8**	Academic Advancement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,000.00	
3	**3.9**	High school partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$14,014,428.00	$13,429,385.64

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**	Counseling Support	Yes	$847,820.00	1,373,166
1	**1.2**	School Personnel Support	Yes	$1,165,465.00	1,408,710
1	**1.3**	Transportation Access	Yes	$918,358.00	1,170353
1	**1.4**	Health Support	Yes	$579,298.00	622,476
1	**1.5**	Supplemental Middle School Math and ELA Teachers	Yes	$234,504.00	158,811
1	**1.6**	Facilities Modernization	Yes	$1,552,183.00	496,401
1	**1.7**	21st Century Classrooms	Yes	$281,795.00	371,404
1	**1.8**	New Teacher Support	Yes	$194,856.00	304,974
1	**1.9**	PBIS Implementation	Yes	$385,340.00	278,415
1	**1.10**	After School Opportunities	Yes	$61,875.00	0
2	**2.1**	Enrichment - Staff	Yes	$1,449,618.00	1,482,473

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	**2.2**	Response to Intervention	Yes	$1,136,139.00	1,086,144
2	**2.3**	Teachers on Special Assignment (TOSAs)	Yes	$523,596.00	404,963
2	**2.4**	Digital Literacy	Yes	$614,705.00	259,455
2	**2.5**	Early Childhood Education	Yes	$89,034.00	65,602
2	**2.6**	College and Career Readiness	Yes	$91,000.00	41,551
2	**2.7**	Technological Advancement	Yes	$1,069,162.00	665,396
2	**2.8**	Supplemental Instructional Materials	Yes	$909,390.00	630,332
2	**2.9**	Professional Development	Yes	$439,258.00	646,404
2	**2.10**	Enrichment-Programs	Yes	$185,755.00	14,738
3	**3.1**	FACE Support	Yes	$696,204.00	966,286
3	**3.2**	FACE Workshops	Yes	$70,917.00	51,648
3	**3.3**	Family Resource Center	Yes	$117,707.00	95,876
3	**3.4**	Communication	Yes	$81,358.00	255,080

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	**3.5**	Community Partnerships	Yes	$120,000.00	357,530
3	**3.6**	Community Collaborative	Yes	$2,500.00	32,025
3	**3.7**	Enrichment Partners	Yes	$100,591.00	91,000
3	**3.8**	Academic Advancement	Yes	$42,000.00	76,000
3	**3.9**	High school partnerships	Yes	$4,000.00	0
4	**4.1**	Specialized Instructional Support (Technical Support)	No	$50,000.00	22,172.64

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
13,407,213	$13,297,733.00	$13,407,213.00	($109,480.00)	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**	Counseling Support	Yes	$847,820.00	1,373,166		
1	**1.2**	School Personnel Support	Yes	$1,165,465.00	1,408,710		
1	**1.3**	Transportation Access	Yes	$853,358.00	1,170,353		
1	**1.4**	Health Support	Yes	$579,298.00	622,476		
1	**1.5**	Supplemental Middle School Math and ELA Teachers	Yes	$234,504.00	158,811		
1	**1.6**	Facilities Modernization	Yes	$1,552,183.00	496,401		
1	**1.7**	21st Century Classrooms	Yes	$236,795.00	371,404		
1	**1.8**	New Teacher Support	Yes	$194,856.00	304,974		
1	**1.9**	PBIS Implementation	Yes	$370,340.00	278,415		
1	**1.10**	After School Opportunities	Yes	$61,875.00	0		
2	**2.1**	Enrichment - Staff	Yes	$1,417,618.00	1,482,473		
2	**2.2**	Response to Intervention	Yes	$1,080,139.00	1,086,144		
2	**2.3**	Teachers on Special Assignment (TOSAs)	Yes	$523,596.00	404,963		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.4**	Digital Literacy	Yes	$506,705.00	259,455		
2	**2.5**	Early Childhood Education	Yes	$64,034.00	65,602		
2	**2.6**	College and Career Readiness	Yes	$91,000.00	41,551		
2	**2.7**	Technological Advancement	Yes	$968,467.00	665,396		
2	**2.8**	Supplemental Instructional Materials	Yes	$759,390.00	630,332		
2	**2.9**	Professional Development	Yes	$386,258.00	646,404		
2	**2.10**	Enrichment-Programs	Yes	$185,755.00	14,738		
3	**3.1**	FACE Support	Yes	$696,204.00	966,286		
3	**3.2**	FACE Workshops	Yes	$70,917.00	51,648		
3	**3.3**	Family Resource Center	Yes	$107,707.00	95,876		
3	**3.4**	Communication	Yes	$81,358.00	255,080		
3	**3.5**	Community Partnerships	Yes	$120,000.00	357,530		
3	**3.6**	Community Collaborative	Yes	$2,500.00	32,025		
3	**3.7**	Enrichment Partners	Yes	$100,591.00	91,000		
3	**3.8**	Academic Advancement	Yes	$35,000.00	76,000		
3	**3.9**	High school partnerships	Yes	$4,000.00	0		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
34,929,128	13,407,213	0	38.384%	$13,407,213.00	0.000%	38.384%	$0.00	0.000%

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, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

California Department of Education
November 2024

Agenda Item Details

Meeting	Sep 11, 2025 - Regular Board Meeting
Category	H. Action
Subject	6. Revised Local Control Accountability Plan (LCAP) 2025-2026
Access	Public
Type	Action

Public Content

Staff Analysis:

The LCAP is a three-year plan designed to close student achievement gaps and is developed in collaboration with parents, educators, employees, and community members. The Proposed LCAP was approved at the July 17, 2025, Board meeting. Following revisions, an updated presentation was shared with the public and Board on August 14, 2025. Staff now requests Board approval of the revised LCAP.

Submitted by:
Kristine Vasquez
Interim Assistant Superintendent, Educational Services

2025_Local_Control_and_Accountability_Plan_Greenfield_Union_School_District_20250811.pdf (1,475 KB)

Motion & Voting

Staff recommends approval of Revised Local Control Accountability Plan (LCAP) 2025-2026.

Motion by Sylvia Gonzales, second by Juergen Smith.
Final Resolution: Motion Carries
Yea: Sonia Heredia, David Kong, Denise Jaime, Juergen Smith, Sylvia Gonzales