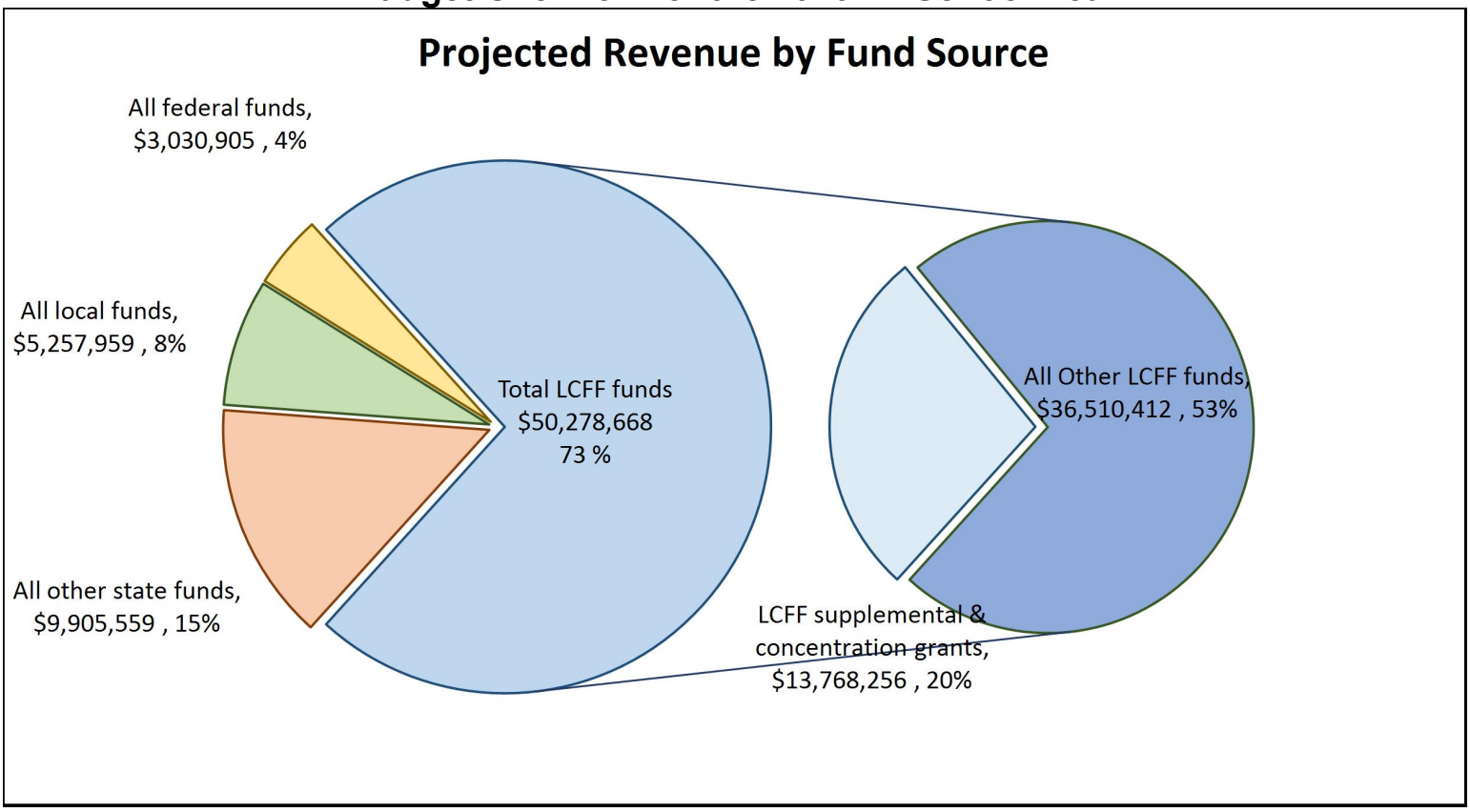
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Greenfield Union School District
CDS Code: 27660350000000
School Year: 2026-27
LEA contact information:
Laura Cortez
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 2026-27 School Year

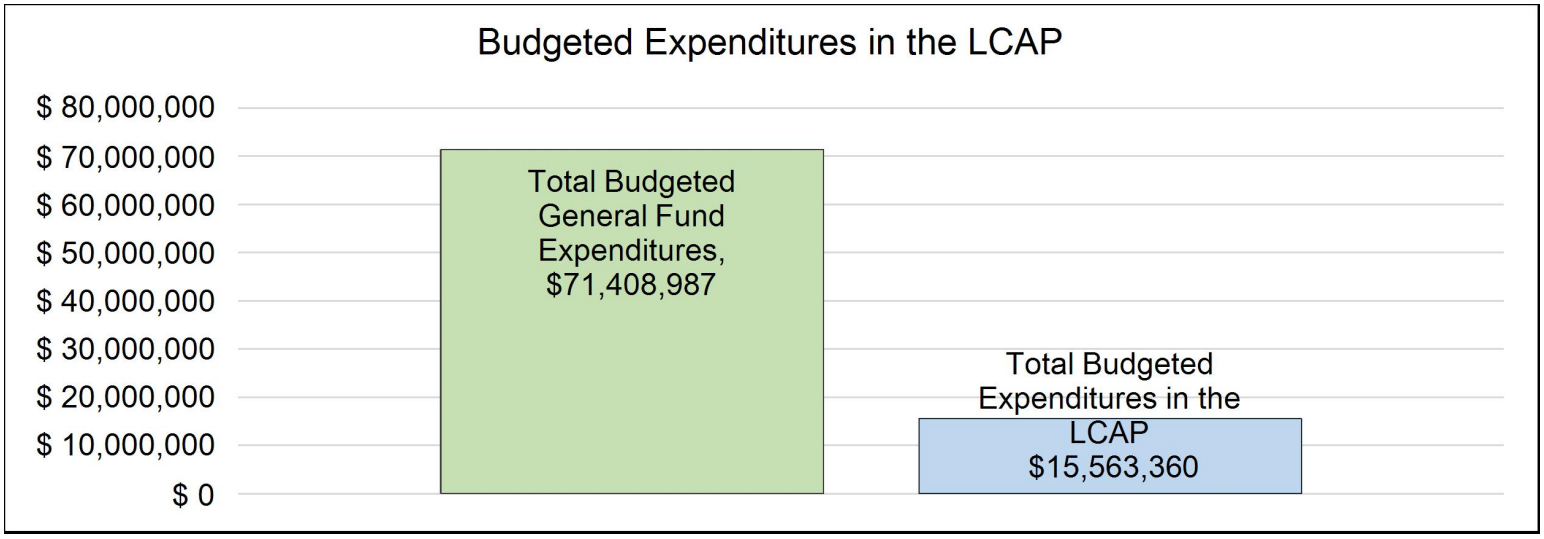


This chart shows the total general purpose revenue Greenfield Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Greenfield Union School District is $68,473,091, of which $50,278,668.00 is Local Control Funding Formula (LCFF), $9,905,559.00 is other state funds, $5,257,959.00 is local funds, and $3,030,905.00 is federal funds. Of the $50,278,668.00 in LCFF Funds, $13,768,256.00 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Greenfield Union School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Greenfield Union School District plans to spend $71,408,987.00 for the 2026-27 school year. Of that amount, $15,563,360.00 is tied to actions/services in the LCAP and $55,845,627 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

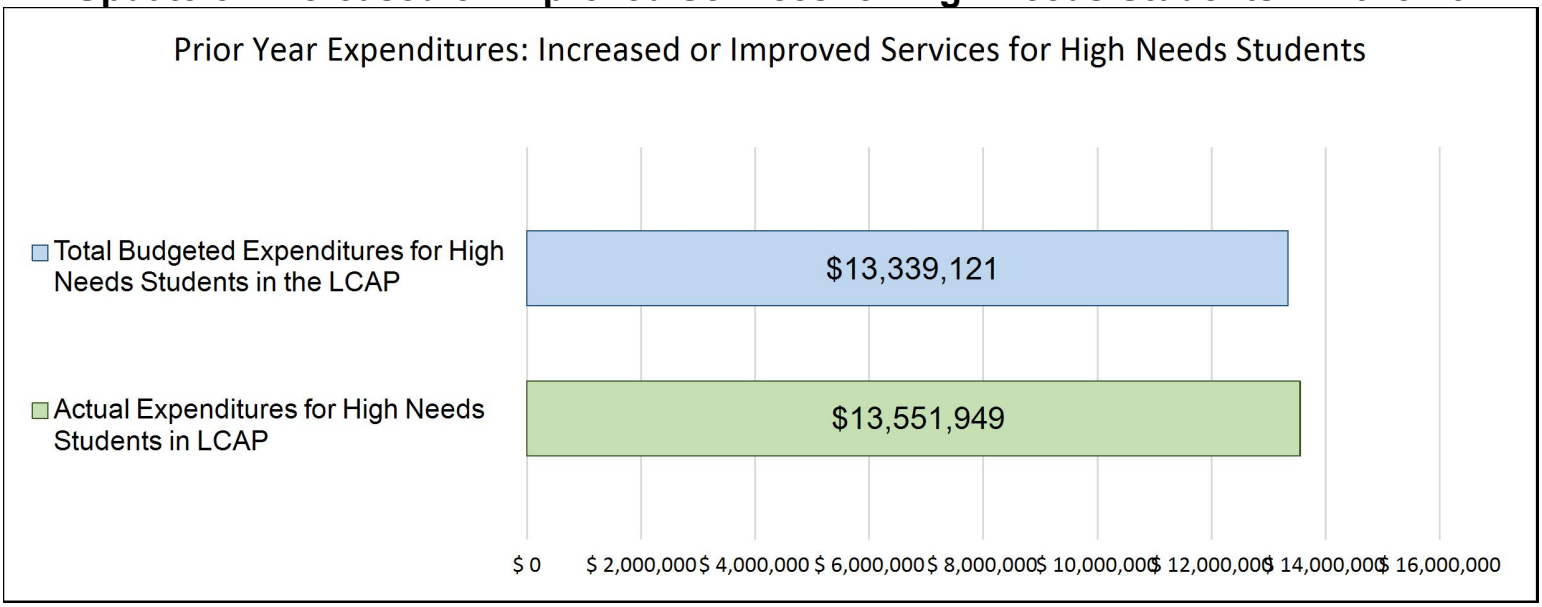
General operating expenses to include teaching staff, administration, custodian, and school staff. Expenses related to federally Funded Special Education are not included in the LCAP. All other expenses related to salaries, benefits, materials and services funded by state, federal grants, and one-time 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 2026-27 School Year

In 2026-27, Greenfield Union School District is projecting it will receive $13,768,256.00 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 $13,768,256 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Greenfield Union School District's LCAP budgeted $13,339,121.00 for planned actions to increase or improve services for high needs students. Greenfield Union School District actually spent $13,551,949.33 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Greenfield Union School District	Laura Cortez Superintendent	lcortez@greenfield.k12.ca.us 831-674-2840 ext 2086

Plan Summary [2026-27]

General Information

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

The Greenfield Union School District (GUSD), located in the heart of the Salinas Valley in Monterey County, serves a vibrant and diverse student population across 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. Our elementary schools serve students from preschool through grade 6, and our middle school serves grades 7–8. During the 2025–26 school year, GUSD served 3,322 students. Our student population is predominantly Hispanic (98.4%), with 85.5% identified as socioeconomically disadvantaged (SED), 57% as English Learners (ELs), and 12.7% receiving special education services. Additionally, we support 320 migrant students, 5 foster youth, 890 students experiencing homelessness, and 195 students identified as immigrants. For 2026–27, our unduplicated pupil percentage is projected at 88% under the Local Control Funding Formula (LCFF), allowing us to strategically direct LCAP resources to meet the needs of nearly all students.

We embrace our demographics not as a challenge, but as a profound opportunity to transform lives. Grounded in our belief that “ALL means ALL,” GUSD is committed to ensuring every student has access to the vision, instruction, and support necessary to achieve their full potential. Our mission is to provide meaningful educational experiences, rigorous academic pathways, and comprehensive supports that prepare students to meet the demands of college and careers by the time they are promoted from grade 8. We hold an unwavering belief that our students are capable, resilient, and deserving of every opportunity to succeed. GUSD is deeply rooted in the Greenfield community, an area rich in agricultural heritage and strengthened by a strong sense of unity and commitment to student success. Our district benefits from robust partnerships with organizations such as the Greenfield Rotary, Greenfield Police Department, City Council, CSU Monterey Bay, and the Greenfield Science Workshop. These collaborations enhance opportunities for our students and reinforce a shared responsibility for their

success. We remain committed to expanding these partnerships with community organizations, businesses, and institutions of higher education to further enrich student outcomes.

As the Local Education Agency (LEA), GUSD upholds the “Greenfield Guarantee”: that every student will learn and achieve at high levels and graduate prepared for college and career success. This guarantee is the foundation of our Local Control and Accountability Plan (LCAP), which is based on three core goals: fostering a positive school culture, ensuring high levels of academic achievement, and strengthening community partnerships to maximize organizational effectiveness. Through this focused approach, we strive to create a system where every student thrives and every outcome reflects our dedication to excellence.

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 2025 Dashboard:
Chronic Absenteeism: Yellow
Suspension Rate: Green
English Learner Progress: Orange
English Language Arts: Yellow
Mathematics: Yellow

The following are challenges presented by schools with the lowest performance levels in red by student group on one or more indicators on the 2025 Dashboard:

- Vista Verde Middle School: Chronic Absenteeism, ELA, Math

The following student groups scored very low on one or more indicators on the 2025 dashboard:

- English Language Arts: Homeless and LTELs

-Mathematics: Homeless, LTEL, Students with Disabilities
-Chronic Absenteeism: White

The following student groups within a school scored very low in one or more indicators on the 2025 Dashboard.

- Arroyo Seco Academy: Math: Student with Disabilities
- Oak Avenue: ELA: 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:

ELA: All Students, English Learners, Hispanic, Homeless Youth, Socioeconomically Disadvantaged, Students with Disabilities
Math: All Students, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities
Suspension: All Students, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities
Chronic Absenteeism (SED)

Learning Recovery Emergency Block Grant (LREBG) Funding

For the 2026–27 school year, the district has identified unexpended Learning Recovery Emergency Block Grant (LREBG) funds totaling $326,074.87, 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. Research supports the use of school-based mental health professionals because integrated wellness and case-management services improve student engagement, reduce barriers to attendance, and increase access to behavioral and academic supports for students experiencing 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. Research also supports extended learning and targeted literacy intervention because increased instructional time, small-group instruction, and evidence-based literacy acceleration strategies address unfinished learning and improve academic outcomes for students performing below standard in ELA.

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.

Greenfield Union Elementary School District qualified for technical assistance in 2024 based on the performance of two student groups. Homeless youth met eligibility criteria in English language arts, mathematics, and chronic absenteeism, and students with disabilities met eligibility criteria in English language arts, mathematics, and chronic absenteeism.

During the 2025–26 school year, the district continued participation in Year 2 of two years of Differentiated Assistance supports in collaboration with the Monterey County Office of Education. This work included participation in a Personalized Learning Network across all five school sites, four full-day professional learning sessions, Plan-Do-Study-Act cycles, action cycles, coaching, and districtwide professional development focused on strengthening outcomes for homeless youth, students with disabilities, English learners, and long-term English learners.

Through this process, Greenfield examined data, reflected on current practices, monitored implementation, and refined targeted strategies to address academic achievement and engagement needs. These efforts strengthened districtwide systems of support and built collective capacity across schools. As a result of these continuous improvement efforts, Greenfield Union Elementary School District no longer qualified for technical assistance in 2025 and is anticipated to officially exit Differentiated Assistance status in October 2026.

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.

No schools within GUSD are currently 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.

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	The district implemented a comprehensive stakeholder engagement process to involve parents, advisory groups, and community members in the development of the 2026–27 Local Control and Accountability Plan (LCAP). Families and community stakeholders were invited to participate in LCAP progress meetings to receive updates on district initiatives, review progress toward goals, and provide recommendations to inform the planning process. Stakeholder engagement began with a District English Learner Advisory Committee (DELAC) informational meeting held on January 27, 2026, at the district office. Following this launch, each school site hosted an evening parent LCAP meeting and parent Cafécito LCAP meetings—one morning meeting and one evening/site-based meeting—to provide families with multiple opportunities to participate. Meetings were held at Arroyo Seco Academy on February 3 and February 13; Mary Chapa Academy on February 4 and February 12; Cesar Chavez Elementary on February 10 and February 13; Oak Avenue Elementary on February 11 and February 18; and Vista Verde on February 11 and February 19. In addition, the district hosted two community LCAP meetings at the district office on February 26 and March 3, 2026, offering both daytime and evening participation opportunities. This engagement process was intentionally designed to support broad and equitable participation by offering meetings at school sites and

Educational Partner(s)	Process for Engagement
	the district office, as well as varied meeting times to accommodate family schedules. Through these opportunities, parents, advisory groups, and community members provided valuable input, priorities, and recommendations that informed the development of the district's 2026–27 LCAP. https://bit.ly/4dw3XIX
Students	As part of the development of the 2026–27 Local Control and Accountability Plan (LCAP), Greenfield Union School District prioritized student voice as an essential component of the educational partner engagement process. The district recognizes the importance of understanding students' experiences, perspectives, and needs to inform actions and services that support academic success, well-being, and school connectedness. During the 2025–26 school year, Greenfield Union School District intentionally expanded opportunities for students to share feedback and contribute to district decision-making. Student advisory meetings were held monthly with the Superintendent and included student representatives selected from each school site to ensure student voice was meaningfully represented across the district. These meetings provided students with a platform to share experiences, discuss school climate, identify areas of need, and offer recommendations to strengthen student supports and engagement. Additional student input was gathered through middle school student leadership groups, classroom listening sessions, and the annual Student LCAP Survey. During the spring of 2026, students in grades 3–8 participated in the survey during the instructional day to ensure broad representation and accessibility, while participation opportunities were also made available for younger students, as developmentally appropriate. The survey collected feedback related to school safety, student engagement, relationships with adults and peers, academic support, social-emotional well-being, and overall school experience. Classroom listening sessions further provided opportunities for students to engage in open dialogue regarding their educational experiences, learning environments, and school connectedness. We

Educational Partner(s)	Process for Engagement
	had a district-wide initiative with shadowing and empathy interviews that district employees provided reflective feedback with our monthly meetings to support our students. Middle school student leadership representatives also contributed valuable feedback regarding campus culture, student needs, extracurricular opportunities, and strategies to improve student engagement and belonging. Student feedback was carefully reviewed alongside local outcome data and input from other educational partners to identify strengths, areas for growth, and opportunities for continuous improvement. Feedback from students highlighted the importance of safe and supportive school environments, stronger student-adult relationships, increased opportunities for engagement and belonging, expanded extracurricular opportunities, and continued academic and social-emotional supports. These themes directly informed the development of goals, actions, and resource decisions included in the district's 2026–27 LCAP to better support positive student outcomes across all schools.
Teachers	As part of Greenfield Union School District's commitment to meaningful educational partner engagement, certificated and classified staff played an important role in informing the development of the 2026–27 Local Control and Accountability Plan (LCAP). Recognizing that teachers and staff have valuable firsthand knowledge of student needs and school operations, the district intentionally created opportunities for employee voice throughout the planning process. Between January and March 2026, school and district administrators facilitated LCAP engagement opportunities with teachers, classified staff, and other employee groups at school sites and through district-level meetings. These sessions provided opportunities for staff to review student data, reflect on current programs and services, identify areas of need, and share recommendations to strengthen academic

Educational Partner(s)	Process for Engagement
	achievement, student engagement, school climate, and overall student well-being. In addition to in-person discussions, staff members were invited to participate in the LCAP Educational Partner Survey to provide feedback aligned to district priorities, student outcomes, and continuous improvement efforts. To promote accessibility and participation, the survey was made available in both English and Spanish. Input gathered through staff meetings, survey responses, and collaborative discussions was carefully reviewed and incorporated into the development of the district's 2026–27 LCAP. This engagement process helped ensure that the district's goals, actions, and resource decisions reflect the experiences and expertise of employees who support students each day.
Principals and Administrators	To support meaningful and informed engagement in the development of the 2026–27 Local Control and Accountability Plan (LCAP), Greenfield Union School District prioritized the involvement of principals and site administrators throughout the planning process. School leaders played a critical role in facilitating stakeholder engagement, communicating district priorities, and gathering input to inform continuous improvement efforts. During the 2025–26 school year, principals and administrators participated in LCAP planning sessions designed to strengthen their understanding of district goals, student outcome data, state and local indicators, and the LCAP development process. These collaborative opportunities equipped school leaders to effectively communicate key information and guide meaningful dialogue with educational partners at their respective sites. Using this shared understanding, administrators facilitated site-based engagement opportunities with certificated and classified staff, families, and other educational partners to gather feedback on student needs, school climate, academic priorities, and support services.

Educational Partner(s)	Process for Engagement
	School leaders also supported the administration of the LCAP Educational Partner Survey to collect additional input aligned to district priorities and areas for growth. Feedback gathered through administrator-led engagement efforts was reviewed and incorporated into the development of the district's 2026–27 LCAP. This collaborative process helped ensure that school-site perspectives informed district goals, actions, and resource decisions aimed at improving outcomes for all students. https://bit.ly/43yhnxW
Other School Personnel	Greenfield Union School District values the voices of all community members and recognizes the importance of their input in shaping district priorities and student outcomes. As part of the development of the 2026–27 Local Control and Accountability Plan (LCAP), the district provided multiple opportunities for community engagement to gather feedback on student needs, school performance, and district-wide priorities. Between January and March 2026, the district facilitated community engagement opportunities through site-based meetings, district-level LCAP forums, and District English Learner Advisory Committee (DELAC) meetings. These meetings provided families and community members with opportunities to learn about district progress, review student data, and share input to inform continuous improvement efforts. To ensure equitable access and meaningful participation, interpretation and translation services were provided at all meetings, including DELAC sessions. In partnership with Nurbeli, language support was available in multiple languages and dialects, including Bajo Triqui and Alto Triqui, ensuring participants could fully engage in discussions and provide input without language barriers. In addition, participants were invited to complete the LCAP Educational Partner Survey to provide further feedback aligned with district goals and priorities. The survey was made available in both

Educational Partner(s)	Process for Engagement
	English and Spanish to support broad participation, and additional language support was provided to assist families in completing the survey in their home or indigenous languages. Input gathered through community meetings, DELAC sessions, and survey responses was reviewed and considered in the development of the 2026–27 LCAP, helping ensure that community voices are reflected in district goals, actions, and services designed to support all students. https://bit.ly/3S0bdEk (Mid-Year presentation to community and board of trustees)
Local Bargaining Units	As part of Greenfield Union School District's commitment to collaborative and inclusive decision-making, the district engaged local bargaining units in the development of the 2026–27 Local Control and Accountability Plan (LCAP). This engagement ensured that employee organizations representing certificated and classified staff had meaningful opportunities to provide input on district priorities, student needs, and the allocation of resources to support improved outcomes for all students. Throughout the 2025–26 school year, district leadership collaborated with representatives from local bargaining units to review district data, discuss program implementation, and gather feedback on areas of need across school sites. Relevant district and student outcome data were shared during Instructional Learning Networks (ILN) and district professional development sessions, providing certificated and classified staff with structured opportunities to analyze data, reflect on instructional practices, and consider implications for improving student learning and school climate. Consultation regarding the development of the 2026–27 LCAP was conducted with the district's certificated and classified bargaining units on May 27, 2026. Greenfield Teachers Association (GTA) representatives and California School Employees Association (CSEA) representatives were provided an opportunity to review LCAP priorities, discuss districtwide needs, and offer feedback to inform planning and continuous improvement efforts.

Educational Partner(s)	Process for Engagement
	In addition to consultation meetings, bargaining unit members were invited to provide input through the LCAP Educational Partner Survey, which was aligned to state and local indicators and made accessible in both English and Spanish to support broad participation. Key themes that emerged through consultation with bargaining unit representatives included concerns related to student behaviors and school schedules. Staff emphasized the importance of strengthening behavioral supports, increasing consistency in schoolwide expectations, and ensuring schedules maximize instructional time while supporting student engagement and learning. These discussions also highlighted the need to continue fostering positive school climates and providing supports that address students' academic and social-emotional needs. Input gathered through consultation with GTA and CSEA on May 27, 2026, professional learning communities, district professional development sessions, and survey responses was reviewed and considered in the development of the 2026–27 LCAP. This collaborative process helped ensure that district goals, actions, and services reflect the perspectives of employee organizations and support the continuous improvement of student learning and well-being across Greenfield Union School District.
Parent Advisory Committee	Educational Partner engagement began at the start of the year and continued throughout the spring to build momentum for the LCAP development process and gather input from a variety of stakeholder groups in support of Greenfield Union School District's 2026–27 Local Control and Accountability Plan (LCAP). These meetings provided opportunities for educational partners to review district data, state and local indicators, and provide recommendations aligned with student needs and district priorities. Following the conclusion of the Educational Partner meetings, stakeholders were invited to complete surveys designed to collect more specific feedback and recommendations based on performance data and LCAP focus areas. This input helped inform the development of district goals, actions, and services.

Educational Partner(s)	Process for Engagement
	To ensure broad and equitable participation, multiple survey formats were provided, including an English LCAP Educational Partner Survey, a Spanish LCAP Educational Partner Survey, and a Student LCAP Survey. Families were also provided the option to complete paper copies of the survey, along with access to translation support to assist them in completing the survey in their preferred home language. Key topics and themes were also shared and discussed during District English Learner Advisory Committee (DELAC) and District Advisory Committee (DAC) meetings to further support stakeholder engagement and input. Collectively, these engagement efforts informed the development of Greenfield Union School District's 2026–27 Local Control and Accountability Plan (LCAP).
District English Language Parent Advisory Committee	Educational partner engagement included structured opportunities for input through District English Learner Advisory Committee (DELAC) and English Learner Advisory Committee (ELAC) meetings, where key themes and topics were shared to support stakeholder feedback and inform district planning for the 2026-27 Local Control and Accountability Plan (LCAP). Educational partner meetings were held between February and April 2026 to gather input and feedback from a range of stakeholder groups in support of the development of Greenfield Union School District's 2026-27 LCAP. These meetings provided opportunities for educational partners to review district data and state and local indicators and offer recommendations aligned to student needs and district priorities. Following the conclusion of the educational partner meetings, stakeholders were invited to complete surveys designed to collect more specific feedback and targeted recommendations based on district data and LCAP focus areas. This input helped inform the development of district goals, actions, and services.

Educational Partner(s)	Process for Engagement
	To ensure broad participation, multiple survey formats were provided, including an English LCAP Educational Partner Survey, a Spanish LCAP Educational Partner Survey, and a Student LCAP Survey. In addition, families were provided access to paper copies upon request and language support to assist families in completing the survey in their preferred home language, ensuring equitable access and meaningful participation across all stakeholder groups.
SELPA	In accordance with Education Code Section 52062, Greenfield Union School District engaged in consultation with the Special Education Local Plan Area (SELPA) Director, Kenyon Hopkins, to review the Local Control and Accountability Plan (LCAP) and ensure alignment with the district's commitment that "ALL means ALL," with particular attention to students with exceptional needs. In addition, the LCAP was submitted to the SELPA for review on June 4, 2026, to provide an opportunity for feedback and recommendations. This collaboration supported continuous improvement efforts and ensured that the needs of students with disabilities were appropriately considered in the development of the district's LCAP, goals, actions, and services.

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. Educational partner feedback from parents, students, and staff also emphasized the need for increased mental health, counseling, and student wellness services (Goal 1, Action 1).

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 2026-27 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 2026:

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 4, 2026 – Public hearing
Greenfield School Board on June 18, 2026– 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.https://secure.doc-tracking.com/v2/Home/DocumentSectionEditRteTest.aspx?DefId=215091&SectionId=2888005 • 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 3: Parental Involvement (Engagement)
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, 13.6% of students were suspended which is an increase of 1.4% from the previous school year.	In 2024-25, 10.6% of students were suspended which is a decrease of -2% from the 2023-24 school year.	All 2.3% SWD 3.2% White 0% EL 2.8% SED 2.6% LTEL 11.5%	In 2026-27 we hope to reduce suspensions by 2%, or 0.9%	All students -1.4% SWD -0.4% White -7.7% EL +0.2% SED 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All 3.7% 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%	All 3.5% SWD 4.2% White 11.4% EL 3.9% SED 4% LTEL 13.3% Vista Verde: All Students 10.6% English Learner 13.6% Hispanic 10.6% Socioeconomically Disadvantaged 12.6% Students with Disabilities 9.7% LTEL 14.4%	Vista Verde: All Students 9.3% English Learner 13.2% Hispanic 9.4% Socioeconomically Disadvantaged 10.3% Students with Disabilities 11.5% LTEL 12.6%		LTEL -2% (Compared to year 1) Vista Verde All students - 4.3% English learners - 3.7% Socioeconomically Disadvantaged - 4% Students with disabilities -8.3%.
1.2	Chronic Absenteeism	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:	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%	Districtwide: All 11.2% English Learner 9.1% Socioeconomically Disadvantaged 11.7% White 40% Students with Disabilities 18% Vista Verde Middle: All Students 14.7% Socioeconomically Disadvantaged 15.2%	In 2026-27, we hope to reduce chronic absenteeism by 6%. That is a decrease of 2% each year. Goal: 3.0%	All +0.6% English learners +1.3% SED +1.0% White students +8.4 % Students with Disabilities +0.9 Vista Verde All students - 2.3% Socioeconomically Disadvantaged - 2.3%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students 17% Socioeconomically Disadvantaged 17.5%	Vista Verde Middle: 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 - 8th were 90%.	In 2025-26 the attendance rate for grades TK - 8th were 95%.	In 2026-27 we hope to maintain our current attendance rate of 97% daily attendance.	Attendance: -2%
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%	The LCAP Student Survey in 2025-2026 reflected the following: *Teachers and other adults at my school care about me. Overall, 89% of students reported that teachers and other adults at their school care about them. This reflects a positive increase from the 2024–2025 LCAP student response average of 86.2%, indicating continued growth	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: +0.4% My family feels welcomed at my school by my teachers and staff: +2.1% I feel safe when I am at school: -3.7% My school is kept clean: +6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				in students' sense of connection and support across the district. By site, results are as follows: Arroyo Seco: 88.9% Cesar Chavez: 95.4% Mary Chapa: 90.5% Oak Avenue: 90.9% Vista Verde Middle School: 81.8% Overall, the upward trend suggests that ongoing efforts to build positive school climates and supportive relationships are having a meaningful impact. *My family feels welcomed at my school by my teachers and staff. Overall, 93.8% of students reported		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				that their family feels welcomed at their school by teachers and staff. This reflects an increase from the 2024–2025 LCAP student response average of 91.6%, indicating continued growth in creating inclusive and welcoming school environments for families. By site, results are as follows: Arroyo Seco: 94.5% Cesar Chavez: 93.8% Mary Chapa: 94.6% Oak Avenue: 94.3% Vista Verde Middle School: 91.8% All sites demonstrate strong outcomes, with particularly high levels of family		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				connectedness across elementary schools. *I feel safe when I am at school. Overall, 83.3% of students reported that they feel safe when they are at school. This reflects a slight increase from the 2024–2025 LCAP student response average of 82.6%, indicating modest growth in students' perceptions of safety across the district. By site, results are as follows: Arroyo Seco: 79.7% Cesar Chavez: 86.6% Mary Chapa: 86.5% Oak Avenue: 82.6% Vista Verde Middle School: 81.2%		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				While several sites demonstrate strong outcomes, Arroyo Seco falls below the district average, highlighting an opportunity for targeted support to strengthen students' sense of safety. Overall, the data suggests continued progress, with a need to maintain focus on safe and supportive school environments across all sites. *My school is kept clean Overall, 72.0% of students reported that their school is kept clean. This reflects an increase from the 2024–2025 LCAP student response average of 67.6%, indicating improvement in students' perceptions of		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				campus cleanliness across the district. By site, results are as follows: Arroyo Seco: 76.7% Cesar Chavez: 67.5% Mary Chapa: 83.1% Oak Avenue: 71.7% Vista Verde Middle School: 61.2% While most sites show growth above the previous year's average, Vista Verde Middle School and Cesar Chavez present opportunities for targeted improvement. Overall, the upward trend suggests progress, with continued focus needed on maintaining clean, safe, and welcoming school environments.		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	School Culture and Facilities	In 2023-24 School facilities continue to be deemed safe by maintaining facilities in good conditions. Overall rating in SARC utilizing the FIT tool is GOOD.	In 2024-25 School facilities continue to be deemed safe by maintaining facilities in good conditions. Overall rating in SARC utilizing the FIT tool is GOOD.	In 2025-26 School facilities continue to be deemed safe by maintaining facilities in good conditions. Overall rating in SARC utilizing the FIT tool is GOOD.	In 2026-27, School facilities will continue to be deemed safe by maintaining them in good condition. The overall rating in SARC utilizing the FIT will be GOOD.	Our school facilities remain in GOOD repair as 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 2025-2026, GUSD has expelled 2 students.	In 2026-27 we will work towards having 0 expulsions.	Expelled students have decreased by 1.

Goal Analysis [2025-26]

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

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

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
The District strengthened its comprehensive counseling program through expanded staffing, increased collaboration between site teams and school leadership, and a stronger focus on early intervention. Counselors provided academic, social-emotional, and college and career readiness support through daily check-ins, small group interventions, restorative practices, and individualized student support. Wellness teams reviewed attendance, behavior, and academic data to identify student needs, monitor truancy patterns, provide outreach, and connect students to wraparound services. A key success was the increased coordination between counselors, administrators, social workers, home school liaisons, and other support staff, which helped students receive timely and meaningful support. Ongoing challenges included the need for consistent staffing, collaboration time, and continued support for increasing student needs across school sites.

Action 1.2 – School Support Personnel

The District allocated Student Supervisor Assistants and Campus Supervisors across all school sites to foster safe, structured, and supportive learning environments. These staff played a critical role in strengthening campus supervision, supporting student engagement, and promoting consistent safety practices, including the districtwide implementation of The Big Five Countywide Response to School Emergencies. Assistant principals supported these efforts by facilitating monthly emergency drills, leading PBIS task force meetings, and collaborating regularly with student supervisors to review behavior trends and improve supervision practices. A key success was the strengthened coordination between site leadership and supervision staff, which allowed student concerns and campus issues to be identified and addressed more proactively. Ongoing challenges included maintaining consistent supervision coverage and providing continuous staff training to respond effectively to evolving student needs and campus safety concerns. Overall, this action contributed to creating safer, more responsive, and supportive school environments for all students.

Action 1.3 – Transportation Access
The District strengthened transportation access by providing home-to-school transportation personnel, substitutes, equipment, resources, and professional learning to support student attendance, safety, and access across all sites. Monthly attendance task force meetings allowed multidisciplinary teams to review real-time attendance data, identify students in need of support, and coordinate transportation in a timely manner. Transportation applications were also provided during new student open enrollment week to help remove barriers to school attendance. A key success was the District's ability to reduce transportation-related barriers, especially for students attending specialized programs outside of their neighborhood schools. Ongoing challenges included the need for continued staffing coverage, substitute availability, and coordination as student needs and routes changed throughout the year. Overall, this action improved student access, attendance, and safety.

Action 1.4 – Health Supports for Well-Being
The District expanded health and wellness supports through Health Aides, a Registered Nurse, a Licensed Vocational Nurse, and social workers to support student well-being, safety, attendance, and access to learning. Social workers strengthened student social-emotional learning (SEL) by providing regular check-ins, crisis response, family outreach, referrals, and connections to wraparound services that address mental health and other barriers to learning. Health staff supported students through medical assessments, screenings, medication administration, first aid, individualized care plans, and ongoing collaboration with families and school staff. A key success was the improved coordination between health staff, social workers, school teams, and families, which allowed for earlier identification of student needs and more timely supports related to attendance, health, and SEL. While challenges remain due to increasing student needs and the need for continued coordination across sites, this integrated system of support strengthened the District's culture of care and contributed to students being safer, healthier, more engaged, and better prepared to learn.

Action 1.5 – Supplemental Middle School Math and ELA Teachers
The District planned to provide an additional 1.0 FTE middle school Mathematics teacher and 1.0 FTE middle school ELA teacher at Mesa Middle School to maintain lower class sizes, increase student engagement, and improve academic outcomes in mathematics and English language arts. However, due to ongoing staffing shortages and challenges in recruiting qualified teachers, the District was unable to fill these positions during the implementation period. As a substantive difference from the planned action, funds were redirected to provide additional certificated staff hours to support student learning and instructional needs in mathematics, ELA, and elective programming. These additional hours helped provide targeted academic support and maintain instructional continuity despite staffing limitations. A key success was the school's ability to leverage existing staff to continue supporting student engagement and instructional needs. Ongoing challenges included

teacher recruitment and maintaining intended class size reductions, which limited the full implementation of the original action. Overall, the District remained committed to supporting student achievement through alternative staffing supports while continuing efforts to recruit qualified teachers.

Action 1.7 – 21st Century Classrooms
The District updated classroom environments with modern, flexible furniture to support collaboration, student-centered learning, and reduced student-to-teacher ratios in additional classrooms. The action also supported upgrades to classroom technology, including displays, audio devices, student charging carts, and other instructional tools that improved access for both students and teachers. A key success was that these upgrades increased student engagement, supported stronger classroom management, and helped create more structured and interactive learning environments. As students had better access to technology and more engaging classroom spaces, schools were able to support positive behavior more proactively, thereby reducing suspensions. Ongoing challenges included the need to maintain equipment, replace aging devices, and continue supporting staff with effective technology integration. Overall, this action strengthened 21st-century learning while also supporting safer and more engaging classrooms.

Action 1.8 – New Teacher Support
This action was fully implemented through structured induction, mentoring, and coaching for new teachers. New teachers received support with instructional planning, classroom management, content delivery, and understanding District systems and expectations. A key success was the District's focus on recruitment, retention, and ongoing support, which helped strengthen high-quality instruction, especially at high-need sites. Ongoing challenges included the continued need for coaching time, support with classroom management, and retaining qualified staff in hard-to-fill positions. Overall, this action helped new teachers build confidence, improve instructional practice, and better support student learning.

Action 1.10 – Expanded Learning Opportunities + LREBG funds
This action was fully implemented through expanded learning opportunities supported by federal, state, ASES grant funds, and LREBG funds. Saturday Academy and Summer Academy provided students with additional academic support, enrichment activities, homework assistance, and opportunities to stay connected to school in a positive and structured setting. LREBG funds also supported Saturday Academy and targeted ELA intervention curriculum to address academic recovery and ELA performance gaps. A key success was that these programs increased student engagement, supported attendance, and expanded access to literacy instruction beyond the regular school day through additional practice, small group support, and intervention aligned to student needs. Ongoing challenges included staffing, scheduling, and ensuring consistent student participation across sites. Overall, this action strengthened academic support, expanded enrichment opportunities, and contributed to a more positive school culture.

Action 1.6 – Facilities Modernization
This action was fully implemented. The District completed facilities modernization efforts that supported safe, functional, and well-maintained learning environments for students and staff. School sites continued to meet safety and condition standards, as shown through positive FIT Tool results. A key success was the District's ability to maintain clean, safe, and updated facilities that support student learning and daily school operations. Ongoing challenges include the continued need to monitor aging facilities, address repairs, and plan for future modernization needs. Overall, this action helped ensure that students and staff had access to safe and supportive school environments.

Action 1.9 – PBIS Implementation
The District implemented PBIS across all school sites through behavior reinforcement systems, staff training, student incentives, parent engagement, individualized student supports, and mental health support through Monterey County Behavioral Health. PBIS practices, including assemblies, awards, conferences, activities, and materials, helped create more positive and supportive school environments for students, staff, and families. Customer service training also supported stronger communication and more positive interactions across the school community. A key success was the continued growth of PBIS practices across the District, including Arroyo Seco Academy receiving PBIS Gold State recognition. Ongoing challenges included the need for consistent implementation, continued staff training, and support for students with more intensive behavioral needs. Overall, this action strengthened school culture and helped promote safer, more welcoming campuses.

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: $1,984,161.00 | Actual: $1,382,356.98
A material decrease occurred due to the recruitment of new staff members at lower salary levels.

Action 1.2 - School Support Personnel
Budgeted: $1,343,422.00 | Actual: $1,529,293.18
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: $964,055.00 | Actual: $1,063,984.24
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: $1,405,943.00 | Actual: $1,269,185.76
The district experienced a minor decrease in this action, despite increased staffing costs for nursing personnel. Health-related services continued to support student health check-ins, medication management, and ongoing wellness monitoring. In addition, LREBG funding was used to offset a portion of social worker staffing costs, helping maintain social-emotional, behavioral, and wraparound services for students and families.

Action 1.5 – Middle School ELA/Math Support
Budgeted: $93,793.00 | Actual: $93,793.00
This resulted in no material difference due to partial implementation. Funds were utilized to support additional hours for teachers.

Action 1.6 – Facilities Modernization
Budgeted: $578,255.00 | Actual: $503,255.00
A minor 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: $270,000.00 | Actual: $170,000.00
The district expanded purchases to equip more classrooms with flexible furniture to support collaboration and small-group instruction, leading to a material increase. The district also implemented a sustainable upgrade plan for technology used by teachers and students in each classroom. These upgrades were provided according to the schedule based on specific classroom needs. The district's actual expenditures were lower than budgeted because purchases were implemented based on specific classroom needs and the planned upgrade schedule.

Action 1.8 – New Teacher Support
Budgeted: $193,561.00 | Actual: $149,834.11
Spending decreased due to fewer induction candidates. The remaining funds supported mentorship and instructional coaching.

Action 1.9 – PBIS Implementation
Budgeted: $331,995.00 | Actual: $458,240.32
A material increase occurred due to district-level allocations. Site-level services were provided, including check-ins and parent engagement, but central PBIS funds were used to incentivize student well-being through character-building assemblies, activities, and prizes.

Action 1.10 – After-School Opportunities
Budgeted: $114,218.00 | Actual: $79,721.78
A material difference occurred because the majority of out-of-school-time programming was funded through the After School Education and Safety (ASES) Grant and the Expanded Learning Opportunities Program (ELOP). Funds from this action were used to provide additional enrichment opportunities that fell outside the nine-hour program day or were not allowable within ASES or ELOP funding requirements.

Supplemental/Concentration funds were not expended because the action was fully implemented using ELOP funding, resulting in a material difference without compromising program delivery. For LREBG, the majority of expenditures were aligned with the planned actions, including student emotional support materials, salary and benefits, Saturday School supplies, and after-school enrichment opportunities.

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): 3
Metric(s): 1.1, 1.2

Analysis Statement: The District's actions to reduce suspensions have been effective overall. Suspension rates decreased for all students from 3.7% to 2.3%, and students with disabilities decreased from 3.6% to 3.2%. Vista Verde also showed meaningful progress, with all students decreasing from 13.6% to 9.3% and students with disabilities decreasing from 19.8% to 11.5%. To address chronic absenteeism, the district strengthened attendance monitoring, increased communication with families, and provided targeted interventions and support for students with attendance concerns. These efforts contributed to a 0.9% decline in chronic absenteeism, bringing the districtwide rate to 10.6%.
These results show that PBIS, counseling supports, alternatives to suspension, restorative practices, and targeted interventions are helping make progress toward the goal. However, continued improvement is needed for English Learners, socioeconomically disadvantaged students, and LTEL students. The District will continue to monitor data and provide targeted supports to further reduce suspensions.

Action(s): 1.2
Effectiveness of Action(s): 2
Metric(s): 1.2 and 2.2 (CAASPP)

Analysis Statement: This action was somewhat effective. The District's actions to reduce chronic absenteeism have shown mixed results. Vista Verde Middle School showed improvement, with chronic absenteeism decreasing for all students from 17% to 14.7% and for socioeconomically disadvantaged students from 17.5% to 15.2%. This suggests that site-based attendance monitoring, outreach, and student support efforts are making progress. However, districtwide chronic absenteeism increased in several student groups, including English Learners, socioeconomically disadvantaged students, White students, and students with disabilities. Overall, chronic absenteeism is currently 11.2%. These results show that continued improvement is needed. The District will continue to strengthen attendance monitoring, family outreach, wellness team support, and targeted interventions to better address the root causes of chronic absenteeism. Districtwide CAASPP results demonstrate continued growth in both English Language Arts (ELA) and mathematics. In ELA, all students performed 67.8 points below standard, reflecting an improvement of 6.1 points from the previous school year. In mathematics, all students performed 93.2 points below standard, representing an improvement of 4.6 points from the previous year. In contrast, Vista Verde Middle School experienced declines in both subject areas. Vista Verde students performed 86.6 points below standard in ELA, a decline of 8.3 points from the previous year, and 135.2 points below standard in mathematics, a decline of 8.6 points. These results indicate a continued need for targeted academic support at Vista Verde Middle School, particularly in mathematics, while sustaining districtwide efforts to improve student achievement in both ELA and mathematics.

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, although it did not fully meet the intended goal of maintaining high attendance. Home-to-school transportation staffing, services, and training were provided to support student access, improve attendance, and promote school safety. In 2023 to 2024, the TK-8 attendance rate was 97 percent. In 2024 to 2025, attendance declined to 90 percent, reflecting a decrease of 7 percentage points. However, the current 2025 to 2026 attendance data shows improvement, with attendance increasing to 95 percent. This suggests that while transportation services helped address access to school, other barriers to regular attendance continued to impact students and families. The District will continue to monitor attendance data, identify student groups with lower attendance rates, and strengthen targeted outreach and support to improve consistent school attendance. Districtwide CAASPP results show improvement in both English Language Arts (ELA) and mathematics. Students performed 67.8 points below standard in ELA, an improvement of 6.1 points, and 93.2 points below standard in mathematics, an improvement of 4.6 points from the previous year. CAASPP results indicate continued achievement gaps among several student groups. In ELA, students experiencing homelessness performed 95.9 points below standard and maintained performance, with a change of -1.4 points. Long-Term English Learners (LTELs) performed 120 points below standard and also maintained performance, with a change of -1.1 points. In mathematics, students experiencing homelessness performed 109.4 points below standard, declining by 5.8 points, while LTELs performed 164.8 points below standard, declining by 8.9 points. Students with Disabilities performed 160.7 points below standard and maintained performance, with a change of 2.2 points. These results highlight the continued need for targeted academic supports and strategies to address achievement gaps among these student groups.

Action(s): 1.4
Effectiveness of Action(s): 3
Metric(s): 1.4, 2.2

Analysis Statement: The District’s actions to support positive school culture have been effective overall, with improvement in three of the four survey areas. Students reporting that teachers and other adults care about them increased from 88.6% to 89%, and students reporting that their family feels welcomed increased from 91.7% to 93.8%. The greatest improvement was in campus cleanliness, which increased from 66% to 72%. However, student feelings of safety decreased from 87% to 83.3%, showing that continued improvement is needed in this area. While the overall data reflects progress in building caring, welcoming, and cleaner school environments, the District will continue to strengthen safety efforts, monitor site-level data, and provide targeted support at sites with lower student responses. The District expanded health and wellness supports through Health Aides, an RN, LVN, and social workers to address student health, mental health, neurodivergent needs, behavior, attendance, and barriers to learning. Improved coordination among health staff, social workers, school teams, and families allowed for earlier identification of student needs and more timely support. The District will use Metric 1.2, Chronic Absenteeism, to monitor the effectiveness of this action. Overall chronic absenteeism declined by 0.9 percentage points to 10.6%, with declines for Hispanic students (1.1), socioeconomically disadvantaged students (0.8), English Learners (1.6), students experiencing homelessness (1.4), and Students with Disabilities (6.7). While these results show progress, Students with Disabilities remain above the District average at 17.1%, and White students increased to 31.6%, indicating a continued need to monitor student groups and provide targeted health, wellness, and attendance supports. Districtwide CAASPP results reflect continued progress in both English Language Arts

(ELA) and mathematics. Students performed 67.8 points below standard in ELA, improving by 6.1 points, and 93.2 points below standard in mathematics, improving by 4.6 points compared to the previous year.

Action(s): 1.5
Effectiveness of Action(s): 3
Metric(s): 1.5, 2.2

Analysis Statement: This action was effective. Districtwide math scores showed positive growth across most student groups. All Students increased by 4.6 points, English Learners improved by 6.2 points, Hispanic students gained 4.9 points, and Socioeconomically Disadvantaged students improved by 4.8 points, while Students with Disabilities maintained progress with a 2.2 point change. Vista Verde Middle School showed a decline in math performance across several student groups, including All Students, English Learners, Hispanic students, and Socioeconomically Disadvantaged students, while Students with Disabilities remained relatively stable with a slight change of 0.7 points.

Districtwide math scores improved across most student groups:
All Students increased by 4.6 points
English Learners improved by 6.2 points
Hispanic students gained 4.9 points
Socioeconomically Disadvantaged students improved by 4.8 points
Students with Disabilities maintained by 2.2 points

Vista Verde Middle School:
All Students declined by 8.6 points
English Learners declined by 6.5 points
Hispanic students declined by 8.7 points
Socioeconomically Disadvantaged students declined by 7.7 points
Students with Disabilities maintained by -0.7 points

Additionally, the FIT report confirms that facilities remain in good repair, supporting a stable learning environment for implementing smaller-class instruction effectively.

Action(s): 1.6, 1.7
Effectiveness of Action(s): 3
Metric(s): 1.6, 1.2, 1.1 (SED, Foster, EL)

Analysis Statement: This action has been effective in maintaining safe, functional learning environments and supporting 21st-century classrooms. The District successfully maintained facility standards, as reflected in the FIT report, which shows that all schools are in good repair. These efforts have helped support an orderly and safe campus climate, as shown by the low number of expulsions, with only two students expelled across the District. In addition, providing students and staff with one-to-one access to technology has supported consistent access to instruction and helped create stable learning environments. For Chronic absentism there was a slight increase for all student

groups with a significant increase for white (8.4%) subgroup. On the other hand suspension decreased for all student groups except for ELs that increased 0.2% and the white student group decreased 7.7%.

Action(s): 1.8
Effectiveness of Action(s): 3
Metric(s): ELA/Math CAASPP 2.2

Analysis Statement: The District's actions have been effective in making progress toward the academic goal, with districtwide improvement in both ELA and Math across all major student groups. ELA improved for All Students, English Learners, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities. Math also showed similar districtwide growth across these same groups. Although progress is evident, many student groups remain below standard, and continued support is needed, particularly for Students with Disabilities, English Learners, Homeless Youth, and students at Vista Verde Middle School. The District will continue to strengthen targeted instruction, intervention, professional development, and progress monitoring to accelerate student achievement.

Action(s): 1.9
Effectiveness of Action(s): 3
Metric(s): 1.4

Analysis Statement: This action has been effective in supporting a more positive school environment through PBIS, along with the continued efforts of our home school liaisons, counselors, and social workers, who provide meaningful support to students and families. Suspension rate (Metric 1.1) is used to monitor the effectiveness of this action. Districtwide, the percentage of students suspended at least one day declined by 1.2 percentage points to 2.3%, placing the District in the Green performance level. This improvement reflects progress in supporting positive student behavior through prevention, early intervention, social-emotional supports, and connections with students and families.

Action(s): 1.10
Effectiveness of Action(s): 3
Metric(s): 1.2

Our data show positive progress in both attendance and school climate. Chronic absenteeism declined by 0.5 percentage points to 11.2%, while the percentage of students suspended at least one day declined by 1.2 percentage points to 2.3%. These improvements suggest that investments in attendance, student engagement, and social-emotional supports are contributing to students remaining connected to school and reducing barriers that may impact attendance and behavior.

The $3,427.98 investment supported both the social-emotional and academic needs of students. Student emotional support materials provided staff with resources to address barriers to student engagement, attendance, and behavior, while Saturday School provided students with an additional opportunity to receive targeted academic support, make up missed instructional time, and reconnect with the school community. Students districtwide also demonstrated positive growth in both English Language Arts (ELA) and mathematics CAASPP data.

Students scored 67.8 points below standard in ELA, representing a 6.1 point improvement, and 93.2 points below standard in mathematics, reflecting a 4.6-point improvement from the prior year.

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.

Action 1.1: A material decrease occurred because actual staffing costs were lower than originally projected. However, the district continued to provide counseling and mental health support to students.

Metric 1.2 - The District made a minor revision by renaming the metric to “Chronic Absenteeism” to better align with the data being monitored and reported. No substantive changes were made to the goal, actions, or intended outcomes.

Metric 1.4: The District made a minor revision by adding site-specific data.

Action 1.5 - Class sizes were sufficient for ELA and Math. The allocation is for extra hours for existing teachers if student supports are needed.

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)	$1,567,712.64	Yes
1.2	School Personnel Support	Provide school Student Supervisor Assistants (15.875 FTE), school Campus Supervisors (6.5 FTE) to increase 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, through increase structured supervision, positive behavior reinforcement, student check-ins, de-escalation support, and PBIS-aligned school climate practices across all sites.	$1,287,950.20	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$944,619.06	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 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: $234,678.87 through the 2026–27 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.	$1,494,756.46	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$6,000.00	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.	$487,619.00	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.	$606,402.44	Yes
1.8	New Teacher and Administrator Support	Recruit, develop, and retain highly qualified and effective teachers, coaches, and administrators who foster a positive and inclusive school culture for all students, while providing comprehensive support to new educators and leaders through mentorship, coaching, internship, and induction programs.	$251,400.00	Yes
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.	$281,514.50	Yes
1.10	Enrichment Opportunities + LREBG Addition	Provide extended learning opportunities through Saturday Academy and targeted intervention programs to accelerate academic recovery and improve student achievement, particularly in English Language Arts. Using Learning Recovery Emergency Block Grant (LREBG) funds, the District will increase instructional learning time and implement evidence-based	$95,428.00	Yes

Action #	Title	Description	Total Funds	Contributing
		supplemental curriculum designed to address learning gaps and strengthen grade-level proficiency. The monitor the effectiveness for this action for LREBG funds we used metric 1.2. LREBG Expenditures and Analysis Statement: Student Emotional Support Materials: $2,496.53 Saturday School Supplies: $931.45 Total Expenditures: $3,427.98		

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	Reading All Students: 36% at or above grade level or above Math All Students: 36% at or above grade level or above	i-Ready results for both Reading and Math will increase by 12% to 38% and 30% respectively.	iReady proficiency results reading: +10 mathematics: +18

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			proficiency in math.	Reading: Arroyo Seco Academy: 35% Cesar Chavez Elementary: 40% Mary Chapa Academy: 31% Oak Avenue Elementary: 36% Vista Verde Middle: 37% Math: Arroyo Seco Academy:37% Cesar Chavez Elementary: 42% Mary Chapa Academy: 34% Oak Avenue Elementary: 42% Vista Verde Middle: 28%		
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%	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.	The 2024-25 CAASPP data indicates scores for the district are as follows: 24.80% of our students are meeting proficiency in reading and 18.58% of students are meeting proficiency in math.	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 +2.74 Districtwide: English Learner +1.63 Districtwide: Hispanic +2.96 Districtwide: Socioeconomically Disadvantaged +3.23

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% 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:	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% Homeless Youth 12.40% Socioeconomically Disadvantaged 15.79% Students with Disabilities 3.92% Cesar Chavez Elementary: English Learner 10.73% Socioeconomically Disadvantaged 22.36%	Districtwide: All Students 24.81% Districtwide: English Learner 9.00% Districtwide: Hispanic 24.61% Districtwide: Socioeconomically Disadvantaged 20.64% Districtwide: Students with Disabilities 6.76% Arroyo Seco Academy: All Students 23.05% Arroyo Seco Academy: Hispanic 22.96% Arroyo Seco Academy: Homeless Youth 14.68% Arroyo Seco Academy: Socioeconomically Disadvantaged 20.64% Arroyo Seco Academy: Students with Disabilities 2.56%		Districtwide: Students with Disabilities +4.15 Arroyo Seco Academy: All Students +4.37 Arroyo Seco Academy: Hispanic +4.35 Arroyo Seco Academy: Homeless Youth +0.13 Arroyo Seco Academy: Socioeconomically Disadvantaged +3.81 Arroyo Seco Academy: Students with Disabilities -3.44 Cesar Chavez Elementary: English Learner +2.76 Cesar Chavez Elementary: Socioeconomically Disadvantaged +10.12 Cesar Chavez Elementary: Students with Disabilities +12.82

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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: 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%	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% Homeless Youth 19.12% Socioeconomically Disadvantaged 21.76% Students with Disabilities 3.37% Math: Districtwide: All Students 16.09% English Learner 7.23%	Cesar Chavez Elementary: English Learner 12.12% Cesar Chavez Elementary: Socioeconomically Disadvantaged 27.35% Cesar Chavez Elementary: Students with Disabilities 12.82% Mary Chapa Academy: English Learner 14.41% Mary Chapa Academy: Hispanic 29.08% Mary Chapa Academy: Socioeconomically Disadvantaged 27.39% Mary Chapa Academy: Students with Disabilities 11.54% Vista Verde Middle: All Students 19.39% Vista Verde Middle: English Learner 3%		Mary Chapa Academy: English Learner +4.90 Mary Chapa Academy: Hispanic +6.7 Mary Chapa Academy: Socioeconomically Disadvantaged +7.14 Mary Chapa Academy: Students with Disabilities +6.41 Vista Verde Middle: All Students -5.72 Vista Verde Middle: English Learner -1.46 Vista Verde Middle: Hispanic -5.59 Vista Verde Middle: Homeless Youth -10.68 Vista Verde Middle: Socioeconomically Disadvantaged -4.14 Vista Verde Middle: Students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% LTELs: For Baseline (2023) 0.93% in Math and 0.47% in ELA.	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% Cesar Chavez Elementary: Students with Disabilities 3.23% Mary Chapa Academy: Students with Disabilities 4.55% Oak Avenue Elementary:	Vista Verde Middle: Hispanic 19.26% Vista Verde Middle: Homeless Youth 13.83% Vista Verde Middle: Socioeconomically Disadvantaged 18.81% Vista Verde Middle: Students with Disabilities 2.91% LTELs ELA 0% Math: Districtwide: All Students 18.58% Districtwide: English Learner 9.11% Districtwide: Hispanic 18.54% Districtwide: Socioeconomically Disadvantaged 17.29% Districtwide: Students with Disabilities 5.34% Arroyo Seco Academy: All Students 16.56%		with Disabilities +1.92 LTELs ELA 0 MATH: Districtwide: All Students +4.08 Districtwide: English Learner +2.76 Districtwide: Hispanic +4.21 Districtwide: Socioeconomically Disadvantaged +4.33 Districtwide: Students with Disabilities +1.25 Arroyo Seco Academy: All Students +3.61 Arroyo Seco Academy: English Learner -2.77 Arroyo Seco Academy: Hispanic +3.60 Arroyo Seco Academy: Homeless Youth +3.25 Arroyo Seco Academy:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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:	Arroyo Seco Academy: English Learner 3.98% Arroyo Seco Academy: Hispanic 16.41% Arroyo Seco Academy: Homeless Youth 14.16% Arroyo Seco Academy: Socioeconomically Disadvantaged 14.98% Arroyo Seco Academy: Students with Disabilities 2.56% Cesar Chavez Elementary: Students with Disabilities 7.69% Mary Chapa Academy: Students with Disabilities 9.62% Oak Avenue Elementary: Students with Disabilities 8.51%		Socioeconomically Disadvantaged +3.94 Arroyo Seco Academy: Students with Disabilities -5.44 Cesar Chavez Elementary: Students with Disabilities +1.63 Mary Chapa Academy: Students with Disabilities +1.93 Oak Avenue Elementary: Students with Disabilities +4.16 Vista Verde Middle: All Students -0.33 Vista Verde Middle: English Learner +0.5 Vista Verde Middle: Hispanic -0.33 Vista Verde Middle: Socioeconomically Disadvantaged -0.00

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Vista Verde Middle: All Students 10.5% Vista Verde Middle: English Learner 1.47% Vista Verde Middle: Hispanic 10.53% Vista Verde Middle: Socioeconomically Disadvantaged 9.53% Vista Verde Middle: Students with Disabilities 1.94% LTELs Math 2.88%		Vista Verde Middle: Students with Disabilities +1.94 LTELs Math +1.95
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.	In 2025-26, ELPI 41.8 % Reclassification: 10.13%, or 189 out of 1866.	45% of our English learners will increase their proficiency by one level.	Summative ELPAC who scored 4: -1.43 ELPI: -5.80

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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: 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	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 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:	ELA: Districtwide All Students: -67.8 English Learner: -80.8 Hispanic: -68.4 Socioeconomically Disadvantaged: -73.6 Students with Disabilities: -128.5 Arroyo Seco Academy: All Students -75.5 Hispanic: -76.2 Homeless Youth : -100.7 Socioeconomically Disadvantaged: -83.9 Students with Disabilities:-151.2 Cesar Chavez Elementary: English Learner: -53.3 Socioeconomically Disadvantaged: -44.8 Students with Disabilities: -100.6	We will increase by 15 points from standard for ELA and 20 points from standard in math.	ELA: Districtwide: All Students: 7.6 English Learner: 13.7 Hispanic: 7.8 Socioeconomically Disadvantaged: 8.2 Students with Disabilities: 16.1 Arroyo Seco Academy: All Students: 5.4 Hispanic: 5 Homeless Youth: -8 Socioeconomically Disadvantaged: 2.9 Students with Disabilities: -10.9 Cesar Chavez Elementary: English Learner: 27.5 Socioeconomically Disadvantaged: 31.4 Students with Disabilities: 51.2 Mary Chapa Academy:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 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 -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 -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	Mary Chapa Academy: English Learner: -61.8 Hispanic:-56.7 Socioeconomically Disadvantaged: -61.3 Students with Disabilities: -112.1 Vista Verde Middle: All Students: -86.6 English Learner: -105.7 Hispanic: -87 Homeless Youth: -117.7 Socioeconomically Disadvantaged: -90.5 Students with Disabilities: -156.7 Math: Districtwide All Students: -93.2 English Learner: -102.3 Hispanic: -93.7 Socioeconomically Disadvantaged: -97.3		English Learner: 18.5 Hispanic: 14.7 Socioeconomically Disadvantaged: 13.8 Students with Disabilities: 29.6 Vista Verde Middle: All Students: -3.3 English Learner: 17.7 Hispanic: -3.2 Homeless Youth: -29.4 Socioeconomically Disadvantaged: -0.7 Students with Disabilities: 18.8 Math: Districtwide All Students: 9.5 English Learner: 13.5 Hispanic: 9.6 Socioeconomically Disadvantaged: 10.6 Students with Disabilities: 13

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 Vista Verde Middle: All Students -138.4 English Learner -173.5 Hispanic -139 Socioeconomically Disadvantaged -144.6 Students with Disabilities -220.7	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 -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	Students with Disabilities: -160.7 Arroyo Seco Academy: All Students -92.3 English Learner: -98.4 Hispanic: -93.2 Homeless Youth: -107.3 Socioeconomically Disadvantaged: -97.3 Students with Disabilities: -187.6 Cesar Chavez Elementary: Students with Disabilities: -100.6 Mary Chapa Academy: Students with Disabilities: -129.4 Oak Avenue Elementary: Students with Disabilities: -121.3 Vista Verde Middle: All Students: -135.2		Arroyo Seco Academy All Students: 2.9 English Learner: 4.2 Hispanic: 2.2 Homeless Youth: -11.8 Socioeconomically Disadvantaged: 1.8 Students with Disabilities: -26.7 Cesar Chavez Elementary Students with Disabilities: 34.9 Mary Chapa Academy Students with Disabilities : 17.9 Oak Avenue Elementary Students with Disabilities: 30.4 Vista Verde Middle All Students: 3.2 English Learner: 22.8 Hispanic: 3.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socioeconomically Disadvantaged - 131.3 Students with Disabilities -205.7	English Learner: -150.7 Hispanic: -135.3 Socioeconomically Disadvantaged: -139 Students with Disabilities: -206.5		Socioeconomically Disadvantaged: 5.6 Students with Disabilities: 14.2
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 adequate progress to attain a credential. This will continue to be a priority.	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 teachers are fully credentialed or making adequate progress to attain a credential. This will continue to be a priority.	2023-24 is 70.9% based on data from Teaching Assignment Monitoring Outcomes at https://www.cde.ca.gov/ds/ad/tamo.asp.	We will increase teachers assignments by 12% to have at least 95% if teachers appropriately credentialed.	-12%
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.	In 2025-2026, 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	In 2023-24, all teachers will continue to receive	During the 2023-24 school year, all	During the 2024–25 school year, all	GUSD will provide training in reading	All teachers- No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	ELD standards as measured by local training.	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.	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 documented in site PD agendas	teachers continued to receive training on the implementation of the ELD standards. New teachers participated in training through the GUSD Teacher Academy to support their preparation and instructional practice. In addition, all teachers engaged in ongoing English Learner professional development throughout the year, as documented in site professional development agendas.	ELD standards through GUSD Teacher Academies.	
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.	In 24-25 , 9% or 173 English learners out of 1860 English learners total were reclassified in 2025-2026	We will increase the number of English learners that reclassify by 10% for a total of 18% of all English learners reclassified district-wide.	-1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	In 2025-26, 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	In 2025-26, we continue to meet this goal with 100% implementation	GUSD strives to continue to meet with 100% implementation.	No change

Goal Analysis [2025-26]

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

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

The Greenfield Union School District successfully implemented the majority of actions aligned to Goal 2, focused on 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 needs identified through data review and educational partner input and supported progress toward the goal.

Actions Fully Implemented
Action 2.1: This action was fully implemented as planned. Additional enrichment staff were hired to expand student programming and increase access to Visual and Performing Arts and Physical Education. These opportunities supported student engagement, school connectedness, and access to a well-rounded educational experience. Local i-Ready data show that many students continue to need support in both Reading and Math across school sites, with Math at the middle school level remaining a focus. A success of this action was the district's ability to provide enrichment opportunities that help students stay connected to school. A continued challenge is ensuring that increased engagement also supports stronger academic outcomes over time.

Action 2.2: Response to Intervention (RTI) was implemented and exceeded the original staffing plan. This allowed all sites to benefit from additional instructional aides, targeted academic support, and middle school math and language arts intervention. A success of this action was the increased access students had to small-group instruction, intervention, progress monitoring, and supplemental academic support. This was especially important for English learners, socioeconomically disadvantaged students, foster youth, and students with disabilities. Current CAASPP data shows that many students continue to perform below proficiency in both ELA and Math, with significant needs among English learners, students with disabilities, and middle school students. While implementation was strong, the continued challenge is

ensuring that RTI supports lead to stronger academic outcomes over time. The district will continue to use data to monitor student progress and adjust interventions based on student need.

Action 2.3: Teachers on Special Assignment was fully implemented and provided instructional coaching across school sites to support coaching cycles, professional development, data analysis, and targeted instructional support from preschool through grade 8. A success of this action was the districtwide support provided to teachers in strengthening ELA and Math instruction, aligning lessons to standards, and implementing targeted interventions for students

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 2.5: Early Childhood Education was fully implemented enhanced through full operation of an ECE center and by assigning 1.5 FTE aides per two TK classrooms and materials and supplies to support early learning classrooms.

Action 2.6: College and career readiness was fully implemented through grade-level college field trips for students in grades TK–8 and career day events at all school sites. These activities helped promote postsecondary awareness by exposing students to college and career opportunities, while encouraging future goal setting and helping students build connections between their education and future pathways beyond high school.

Action 2.7: The District employed IT technicians to provide district-wide support, with creative scheduling across sites and support from one IT Coordinator. Technology support was sustained, and all school sites received regular assistance.

Action 2.8: CCSS-aligned instructional materials was fully implemented as planned. CCSS-aligned supplemental instructional materials were distributed districtwide, and Illuminate and i-Ready supported assessment, data analysis, and instructional planning. A success of this action was increased access to instructional materials and assessment tools to support differentiated instruction and targeted intervention. Actual costs were lower than projected due to pricing differences in supplemental materials. A continued challenge is ensuring these resources lead to stronger ELA and Math outcomes over time.

Action 2.9: Professional development focused on supporting English learners was fully implemented throughout the school year. Training opportunities included BeGLAD professional development for approximately 50 staff members, as well as sessions focused on ELD standards, ELPAC data analysis, and instructional strategies designed to strengthen supports and academic outcomes for English learners.

Action 2.10: Professional development focused on strengthening instruction and support for English learners was fully implemented throughout the school year. Training opportunities included Be GLAD professional development for approximately 50 staff members, as well as targeted learning focused on Long-Term English Learners (LTELs), ELD standards, ELPAC data analysis, and effective instructional strategies to address the academic and language-development needs of English learners. Staff also received support in utilizing the

Ellevation database system to monitor English learner progress, analyze student data, identify areas of need, and inform instructional planning and interventions. Collectively, these professional learning opportunities strengthened staff capacity to provide targeted, data-informed supports designed to improve outcomes for English learners, including LTELs.

Action 2.11: After School Opportunities were not used as ELOP funds were utilized for enrichment.

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: $1,724,551.00 | Actual: $1,535,918.00
A material decrease occurred in Action 2.1. Estimated actual expenditures were lower than budgeted by approximately $188,633.00 or about 10.94%. This decrease was due to lower staffing costs than originally projected for enrichment staffing.
This action continued to support student engagement and attendance through supplemental VAPA and PE instruction. These opportunities help students feel more connected to school through art, music, movement, physical activity, and other enrichment experiences. While the action is principally directed toward English learners and socioeconomically disadvantaged students who are disproportionately impacted by chronic absenteeism, the support is provided LEA-wide to ensure equitable access and promote a positive school culture.

Action 2.2 – Response to Intervention (RTI)
Budgeted: $1,154,120.00 | Actual: $1,068,505.10
A decrease occurred in Action 2.2. Estimated actual expenditures were lower than budgeted by approximately $85,615, or about 7%. This action supported districtwide MTSS and RTI systems through instructional assistants, academic interventions, progress monitoring, data analysis, and professional development. It also included middle school ELA and mathematics support to reduce class size, increase engagement, and improve academic outcomes. These services were principally directed to support English learners, socioeconomically disadvantaged students, and foster youth, while being provided districtwide to maximize resources and meet student needs.

Action 2.3 – Teachers on Special Assignment (TOSAs)
Budgeted:$419,995.00 | Actual: $422,126.74
A slight increase occurred in Action 2.3. Estimated actual expenditures were higher than budgeted by approximately $2,132, or about 1%. This action provided Academic Coaches and Teachers on Special Assignment, TOSAs, to support coaching cycles, professional development, data analysis, and targeted instructional support from preschool through grade 8. These supports were principally directed to English learners, socioeconomically disadvantaged students, and foster youth by helping teachers strengthen ELA and math instruction, align lessons to standards, and implement targeted interventions. The action was provided districtwide to build staff capacity and improve academic outcomes across all schools.

Action 2.4 – Digital Literacy

Budgeted: $333,474.00 | Actual: $301,384.63
A decrease occurred in Action 2.4. Estimated actual expenditures were lower than budgeted by approximately $32,089, or about 10%. This decrease was due to lower actual costs than originally projected for digital literacy and library/media support. This action provided Library and Media Clerks with the opportunity to expand 21st-century learning experiences, promote a love of reading, support student projects, and help students build literacy and digital skills. These staff supported access to books, digital resources, technology, makerspace activities, and hands-on learning opportunities that increase student engagement and confidence. This action is principally directed to support English learners, socioeconomically disadvantaged students, and foster youth by improving access to literacy, technology, and enrichment opportunities. Although primarily intended for unduplicated students, the action is provided districtwide so that all students, especially those performing below standard in ELA, can benefit.

Action 2.5 – Early Childhood Education (ECE)
Budgeted: $379,015.00 | Actual: $236,830.00
A material decrease occurred with estimated actual expenditures of approximately $142,185, or more than 10%, below the budgeted amount. Full staffing was maintained to support student programming; however, fewer funds than anticipated were utilized for additional departmental supplies, resulting in lower overall expenditures. Costs were consistent with projections; full staffing was implemented to support student programming.

Action 2.6 – College and Career Readiness
Budgeted: $85,375.00 | Actual: $85,375.00
No material difference. The difference between the budgeted and actual expenses was not material and did not significantly impact the implementation of the planned services or activities. Overall, expenditures remained aligned with the intended purpose of the funding and continued to support student access to educational programs, enrichment opportunities, and district initiatives.

Action 2.7 – Technological Advancement
Budgeted: $908,116.00| Actual: $890,888.00
There was no material difference, as expenditures varied by less than 10% from the budgeted amount. Positions within IT and library services were filled as planned, and no device replacements were necessary this year due to prior-year purchases and available inventory, resulting in additional cost savings.

Action 2.8 – Supplemental Instructional Materials
Budgeted: $690,476.00 | Actual: $690,476.00
There are no material decrease occurred in Action 2.8. Supplemental instructional materials aligned to Common Core State Standards were provided as planned to support differentiated ELA instruction, including scaffolding, targeted practice, extension activities, and multilingual and culturally relevant content. The action continued to be principally directed toward English learners, socioeconomically disadvantaged students, and foster youth demonstrating the greatest need in ELA Dashboard indicators. Although implemented LEA-wide, the action supported efficient access to high-quality instructional resources for students in mixed classrooms.

Action 2.9 – Professional Development for English Learners
Budgeted: $352,155.00 | Actual: $385,842.60 A material increase occurred due to expanded professional learning opportunities provided throughout the school year. Additional training included BeGLAD structured English learner strategies for an additional cohort of educators,

instructional EL strategy training for school-site staff, and ELD standards training to support newly hired teachers and strengthen instructional practices for English learners districtwide.

Action 2.10 – Professional Development for Long Term English Learners
Budgeted: $54,454.00 | Actual: $54,454.00
There were no material differences in the implementation of this action. Professional development and services were provided as planned, including continued districtwide BeGLAD training and support, along with other targeted services designed to strengthen instruction and outcomes for English learners.

Action 2.11 – Enrichment Programs
Budgeted: $201,853.00 | Actual: $151,853
A significant material decrease occurred because most program costs were covered by ASES (After School Education and Safety) Grant or ELOP (Expanded Learning Opportunities Program) Grant.

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 in Goal 2: 1 – Not Effective, 2 – Somewhat Effective, and 3 – Effective. Ratings were based on implementation evidence, educational partner input, and measurable outcomes, including iReady, CAASPP, Dashboard data, ELPI, reclassification, and local implementation data. Overall, the Goal 2 actions were somewhat effective. Districtwide CAASPP results improved from the 2022–23 baseline in both ELA and mathematics for All Students, English Learners, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities. However, outcomes were uneven across school sites and student groups, with continued concerns at Vista Verde Middle School and for Students with Disabilities and English Learners at Arroyo Seco Academy.

The actions outlined in Goal Two 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 districtwide increase, indicating that we are improving and that targeted instructional supports in mathematics continue to be beneficial. The 2024–25 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 6.76% of SWD are meeting or exceeding grade-level standards in ELA. While this reflects a +4.15 point improvement, SWD remains a focus. From 2024–25, chronic absenteeism rose from a 17.1 percent baseline to 18 percent (an increase of 0.9 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 has been partially effective in supporting progress toward the goal. The district implemented RTI supports, instructional assistants, progress monitoring, digital literacy, and library/media supports to increase access to academic intervention, literacy resources, and technology-based learning. However, current CAASPP data show that significant academic needs remain. Districtwide, only 24.80% of students are meeting proficiency in ELA, and 18.58% are meeting proficiency in Math. English learners, socioeconomically disadvantaged students, and students with disabilities continue to perform below overall district rates. These results show that while the actions are providing important supports, they have not yet resulted in the level of academic growth needed. The district will continue to strengthen RTI implementation, use data more consistently, and align digital literacy and instructional supports to targeted student needs.

Action(s): 2.3 English Learner Progress (ELPAC and ELPI)
Effectiveness of Action(s): 2
Metric(s): 2.2, 2.3
Analysis Statement: Action 2.3 has been partially effective in supporting English learner progress. Teachers on Special Assignment provided coaching, professional development, data analysis, and instructional support to help strengthen classroom instruction for English learners. Current data shows that 10.13%, or 189 out of 1,866 English learners, scored a Level 4 overall on the Summative ELPAC, compared to the baseline of 12.3%, or 254 out of 2,085 students, in 2022-23. In addition, the ELPI decreased from 48.9% to 41.7%, showing that fewer English learners are making expected progress toward English language proficiency. While Action 2.3 provided important instructional support for teachers, the data show that additional focus is needed to improve English learner progress. The district will continue strengthening coaching, language development strategies, and data-driven supports to better meet the needs of English learners. Districtwide CAASPP results reflect continued improvement in English Language Arts (ELA). Students performed 67.8 points below standard, representing a 6.1-point increase from the previous year, demonstrating positive movement toward meeting grade-level standards.

Action(s): 2.4 Digital Literacy
Effectiveness of Action(s): 2
Metric(s): 2.2
Analysis Statement: This action was effective in supporting progress toward improved student literacy outcomes. Library and media clerks provided students with expanded access to literacy resources, digital learning opportunities, and engaging makerspace experiences that complemented classroom instruction. Districtwide CAASPP data demonstrates positive growth in ELA, with students performing 67.8 points below standard, an improvement of 6.1 points from the previous year. While students continue to perform below standard, the improvement suggests that the district’s combination of instructional and supplemental supports, including expanded library, literacy, and media services, is contributing to improved ELA outcomes. Continued implementation of this action will provide students with additional opportunities to strengthen literacy, research, technology, and 21st-century learning skills.

Action(s): 2.5 Early Childhood Education
Effectiveness of Action(s): 2
Metric(s): 2.5
Analysis Statement: This action was effective in supporting progress toward improved student literacy outcomes through a continued focus on early childhood learning and foundational literacy development. Early learning opportunities provided students with experiences that supported language development, early literacy skills, and school readiness, creating a stronger foundation for future academic success. Districtwide CAASPP data demonstrates positive growth in ELA, with students performing 67.8 points below standard, an improvement of 6.1

points from the previous year. While students continue to perform below standard, the improvement suggests that the district's combination of early learning, instructional, and supplemental supports is contributing to improved literacy outcomes.

Action(s): 2.6 College and Career Readiness
Effectiveness of Action(s): 2
Metric(s): 2.2
Analysis Statement: CAASPP ELA Dashboard data demonstrated positive growth among several student groups, including English Learners (+0.86), Hispanic students (+1.8), Socioeconomically Disadvantaged students (+1.24), and Students with Disabilities (+2.31). Additionally, CAASPP Math Dashboard data reflected growth for English Learners (+0.76), Hispanic students (+1.47), and Socioeconomically Disadvantaged students (+1.53). Students with Disabilities showed a slight decline in mathematics performance (-0.69), indicating an area for continued focus and targeted support.
The district's action to provide 3–8 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: Action 2.7 was effective in supporting technological advancement and 21st-century learning opportunities for students. Library and media clerks expanded access to technology, digital resources, and innovative makerspace experiences that enhanced classroom instruction and provided opportunities for students to develop technology, research, problem-solving, and critical-thinking skills. Districtwide CAASPP data also demonstrates positive growth in ELA, with students performing 67.8 points below standard, an improvement of 6.1 points from the previous year. While continued academic growth is needed, the improvement, combined with increased access to technology-enhanced learning opportunities, supports the continued implementation of this action.

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 implemented academic content and performance standards adopted by the State Board of Education, which helped support instructional alignment and consistency across classrooms. However, 2024–25 Dashboard ELA outcomes show that English Learners remain 80.8 points below standard and Socioeconomically Disadvantaged students remain 73.6 points below standard, showing that significant achievement gaps continue. Providing Common Core-aligned supplemental materials, including books, consumables, and software, helped ensure students had access to rigorous, standards-based instruction. These resources supported the core curriculum, differentiated instruction, and scaffolded learning, especially for English Learners and SED students who may need additional academic support and access to learning materials. By improving access to consistent instructional resources across classrooms and sites, this action supported instructional coherence and equity while continuing to build the foundation for long-term academic improvement.

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 and supports for English learners. Districtwide, English learners demonstrated academic growth during the 2024–2025 school year, with gains of +0.86 points in ELA and +13.5 points in mathematics. However, the number of students reclassified as Fluent English Proficient decreased by 42 students compared to the previous year and decreased by 10 students in comparison to our baseline data, indicating a continued need to strengthen reclassification supports and opportunities for English learners.

English Learner +0.86 (ELA) & English Learner: 13.5 (Math)

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.

Action(s): 2.11 Enrichment Programs
Effectiveness of Action(s): 4
Metric(s): 2.11
Analysis Statement: This action was effective in supporting student engagement, school connectedness, and positive school climate through enrichment opportunities. Suspension rates decreased among key student groups, including Students with Disabilities (SWD) by 10.1%, English Learners (EL) by 3.3%, and Socioeconomically Disadvantaged (SED) students by 1.7%. While these improvements cannot be attributed solely to enrichment programming, the data suggests that expanded opportunities in the arts, VAPA, and other enrichment activities may contribute to more engaging, inclusive, and culturally responsive learning environments.

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

As a result of the analysis of performance data and insights from the California Dashboard, the District implemented strategic adjustments to better support student achievement and align actions with identified needs.

Goal: No changes.

Target outcomes:

Metrics 2.1:
Updates were made to incorporate site-level data to better measure and evaluate Year 2 outcomes. This will allow the district to monitor progress more closely at each school site and use the data to inform ongoing improvements.

Actions 2.2–2.9:
No changes were made to these actions.

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.	$794,106.76	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) to support low class size in all mathematics and ELA classes and fully engage students to increase mathematics results.	$1,120,272.12	Yes
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.	$557,565.97	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$309,525.41	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.	$242,269.00	Yes
2.6	College and Career Readiness	Provide college- and career-readiness activities to support and prepare all TK–8 students for postsecondary success through schoolwide AVID implementation, college and career days, data and assessment systems (DIBELS, Illuminate, i-Ready, etc.), and student information systems. Due to budget adjustments, college and university field trips will be limited to students in grades 3–8 beginning next year. This change allows the district to maximize resources and provide developmentally appropriate experiences at a stage when college and career exploration is most meaningful. Students in TK–2 will continue to receive early college and career exposure through classroom-based lessons, schoolwide activities, and experiences aligned to ASCA College and Career Readiness Standards.	$111,583.07	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.	$939,915.74	Yes
2.8	Supplemental Instructional Materials	To support this action, each site will receive a per-pupil allocation based on projected unduplicated pupil counts: ASA $89,440; CCES $98,560; MCA $99,840; OAK $112,320; and VVMS $121,120, for a total site allocation of $521,280. Additionally, with district allocation of $121,120 to support district-wide initiatives for alignment across all sites. The district portion will	$1,795,496.94	Yes

Action #	Title	Description	Total Funds	Contributing
		go to 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. To track implementation and effectiveness over time, each site's SPSA will be linked to this action and reviewed for alignment between identified student needs, planned supplemental materials, expenditures, and measurable outcomes. Site SPSA Links: Arroyo Seco: https://bit.ly/49W0Vvc Cesar Chavez: https://bit.ly/4v4piiL Mary Chapa: https://bit.ly/4osNQjd Oak Avenue: https://bit.ly/4v82SNP Vista Verde: https://bit.ly/43ybL72		
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)	$464,536.22	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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. 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, 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.	$29,752.00	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	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		actions and activities at all school sites during the school day and in the evenings with our parent community.		

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 these parents are	2024-25 school year we had an overall annual attendance of 1659 parents that attended our Saturday Parent	In the 2025–2026 school year, a total of 12,574 parents participated in Saturday Parent Workshops and district events,	By 2026-2027 school year, we will have a 5% or 70 parents increasing overall annual attendance to 1,461	Saturday Parent Academy Attendance: 11,183

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		families of unduplicated students and students with disabilities.	Workshops. Many of these parents are families of unduplicated students and students with disabilities.	demonstrating strong family engagement across Greenfield Union School District. Many of these workshops offered hands-on, interactive activities that allowed parents to connect, learn, and engage alongside their children. A significant portion of attendees were families of unduplicated students, including students with disabilities, highlighting that these family-centered experiences are effectively reaching and supporting our highest-priority student populations.		
3.2	Partner Involvement	2024, we had over 48 agency partners who supported Greenfield Union School District. They have participated in a variety of ways to	In 2024-25, we were proud to have over 161 agency partners who played a vital role in supporting	In the 2025–2026 school year, over 167 community and agency partners supported Greenfield Union	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
		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.	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 present at numerous district and/or site events.	School District through a variety of initiatives. Partners actively participated in monthly Community Collaborative meetings, provided direct support to families in the Family Resource Center, attended parent workshops and meetings, and engaged with students and families at site-based events, strengthening districtwide connections and enhancing services for our school communities.		
3.3	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.	In the 2025–2026 school year, more than 1,417 parents participated in Parent Cafés across all five school sites, reflecting strong and consistent family	By 2026-2027, we will have a 5% increase in attendance to 1,346 parents.	Parent Cafes Attendance: +290

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				engagement. These cafés provided welcoming, interactive spaces where families could connect, engage in meaningful dialogue, and build partnerships with school staff. Using data from the annual Parent Interest Survey, workshops were tailored to meet families' unique needs and interests, ensuring relevant, differentiated content. These sessions equipped parents with knowledge, resources, and practical strategies to support their children's academic growth, social-emotional well-being, and overall development.		

Goal Analysis [2025-26]

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

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

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's FACE program maintained a team of seven full-time community liaisons, supported by a Director who provides strategic oversight for family and community engagement initiatives. These staff actively engaged parents and community members to strengthen connections and expand access to services and supports for students and their families. The team played a critical role in coordinating districtwide outreach, Saturday academies, evening family events, and culturally responsive programs across all sites. Expenditures aligned with the allocated budget and successfully covered the costs associated with FTEs, benefits, overtime, and substitute coverage, ensuring the effective implementation of these engagement efforts., overtime, and substitute coverage, ensuring the effective implementation of these engagement efforts.

Action 3.2 – FACE Workshops
Parent and community workshops were offered in multiple formats, including in-person, virtual, and hybrid sessions, with in-person simultaneous interpretation in Spanish, Triqui, and Mixteco to ensure all families could engage fully. Workshop topics included academic support, social-emotional wellness, digital literacy, and family leadership. While actual expenditures were lower than budgeted due to cost efficiencies in facilitation and materials, all planned sessions were successfully delivered, resulting in more accessible, meaningful, and participatory experiences for families.

Action 3.3 – Family and Community Resource Center
The Family and Community Resource Center continued to serve as a welcoming hub, offering differentiated services, materials, and space for parent meetings, workshops, and trainings. It functioned as a critical site for family support, reinforcing a culture of respect, collaboration, and partnership. Expenditures aligned with projections, and implementation proceeded as planned, ensuring consistent access to resources for all families.

Action 3.4 – Communication Access
To enhance communication with multilingual families, the District expanded translation services and partnered with professional interpretation agencies to provide real-time support at workshops, meetings, and events. These strategies ensured equitable access to information, facilitated meaningful participation, and strengthened two-way communication between families and schools. The increased expenditures reflect a strategic prioritization of inclusive, multilingual communication.

Action 3.5 – Community Partnerships
Greenfield sustained and expanded partnerships with the City of Greenfield and local agencies to support family and student needs. Notable collaborations included the School Resource Officer program and CrimeStoppers initiatives at middle schools, contributing to a safe and

welcoming learning environment. The increase in expenditures reflects these expanded services, which were funded outside of supplemental/concentration resources.

Action 3.6 – Community Collaborative
The District coordinated monthly Community Collaborative meetings, bringing together city officials, local agencies, and nonprofit partners to align services, address family needs, and strengthen community engagement. Investments in materials and event coordination enhanced participation and created opportunities for meaningful collaboration that directly benefits families and students.

Overall Impact:
Through these coordinated actions, Greenfield Union School District has strengthened family-school partnerships, increased access to services, and fostered inclusive, culturally responsive engagement. Families are more informed, empowered, and connected, while community collaborations continue to support student learning, safety, and well-being.

Action 3.7 – Enrichment Partners
Greenfield Union effectively partnered with federal, state, and local organizations to expand enriching opportunities for students. The district provided all fifth-grade students across its four elementary schools the opportunity to attend science camp and supported hands-on learning through walking field trips and science-focused events at each elementary site.

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: $906,268.00 | Actual: $ 906,268.00

There was no material difference between the LCAP budget and actual expenditures. Overall spending remained consistent with the amount budgeted in the LCAP. Expenditures included funding for seven full-time Community Liaison positions and one Director position, along with the associated employee benefit costs.

Action 3.2 – FACE Workshops
Budgeted: $72,166.00 | Actual: $72,166.00

There was no material difference between the LCAP budget and actual expenditures. Expenditures were generally consistent with the amount budgeted, with minor savings resulting from lower-than-anticipated costs for facilitation services and program materials. All planned workshops and activities were implemented as intended, and the district continued to expand family engagement opportunities, including ESL classes for families, without a material impact on overall LCAP expenditures.

Action 3.3 – Family and Community Resource Center
Budgeted: $90,000.00 | Actual: $ 68,430.30

A material decrease in Family Resource Center expenditures resulted from lower-than-anticipated costs for facilitation services, program materials, and direct support services. Most direct services and resources provided to families were secured at little to no cost through partnerships and community collaborations. All planned workshops, events, and support activities were implemented as intended, and the reduced expenditures reflected increased programmatic efficiency and cost savings rather than a reduction in services or implementation.

Action 3.4 – Communication Access
Budgeted: $564,458.00 | Actual: $ 603,131.18

A material increase occurred due to expanded interpretation and translation services needed to support and engage multilingual families. Additional interpreter services were necessary to ensure equitable access and meaningful participation in a variety of meetings and programs, including, but not limited to, IEP meetings, SST meetings, 504 Plan meetings, and parent engagement activities. This investment strengthened accessibility and promoted inclusive communication across district services and supports.

Action 3.5 – Community Partnerships
Budgeted: $0.00 | Actual: $0.00

We didn't incur any expenditures due to the strong support from community partners, who provided services and resources at no cost to the district. These partnerships allowed the district to continue implementing planned programs, workshops, and family support services while reducing overall operational costs. The reduced expenditures reflected effective collaboration and programmatic efficiency rather than a reduction in services or implementation.

Action 3.6 – Community Collaborative
Budgeted: $2,500.00 | Actual: $0

There was no material difference between the LCAP budget and actual expenditures for Community Collaboratives. Community partners provided outreach, services, and support at no cost to the district, which helped minimize expenditures while allowing the district to continue providing meaningful family engagement opportunities and strengthening community partnerships. All planned collaborative activities were implemented as intended.

Action 3.7 – Enrichment Partners
Budgeted: $100,000.00 | Actual: $97,546.50
There was no material difference in expenditures for this action. A small savings was realized while the district continued to provide school safety supports, including a School Resource Officer and CrimeStoppers security services at the middle school.

Action 3.8 – Academic Advancement Programs
Budgeted: $75,000.00 | Actual: $0.00
No expenses were incurred because the partnerships worked with the district at no cost.

Action 3.9 – High School Partnerships
Budgeted: $5,000.00 | Actual: $0.00
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

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

Action 3.1 – Family and Community Engagement (FACE) Support
Effectiveness of Action(s): 3
Metric(s): Chronic Absenteeism

Analysis Statement: Funding for 7.0 FTE dedicated Family and Community Engagement (FACE) staff supported consistent outreach and strengthened relationships between schools and families across all sites. FACE staff played a critical role in building trust, connecting families to resources and services, addressing barriers to regular school attendance, and coordinating engagement opportunities that

reflected the community's identified needs and interests. Chronic absenteeism is used to monitor the effectiveness of this action, and Districtwide chronic absenteeism declined by 0.5 percentage points to 11.2%. While continued improvement is needed, the decline reflects positive progress and demonstrates the importance of ongoing family outreach, early identification of attendance concerns, and connecting families with resources and supports that help students attend school consistently.

Action 3.2 – FACE Workshops
Effectiveness of Action(s): 3
Metric(s): Chronic Absenteeism

Analysis Statement: The Greenfield Union School District Family Resource Center successfully implemented LEA-wide services designed to support students, parents, and families, with a principal focus on low-income and English learner populations. Services included food assistance, clothing support, access to social services, and parenting education, ensuring families received essential resources to promote stability and school engagement. By providing these supports LEA-wide, the Family Resource Center ensured that all students had equitable access to services that enhance academic success, well-being, and overall educational experience. These efforts contributed to improved student engagement and attendance, and the district met its chronic absenteeism metric, as measured by California School Dashboard data.

Action 3.3 – Family and Community Resource Center
Effectiveness of Action(s): 3
Metric(s): Chronic Absenteeism

Analysis Statement: The Family Resource Center (FRC) was implemented to address the root causes of chronic absenteeism by providing LEA-wide, comprehensive wraparound supports that primarily serve unduplicated students and families. Services included assistance with housing instability, transportation barriers, and access to healthcare, as well as connections to social services that reduce barriers to consistent school attendance. The FRC also increased parent engagement through education sessions focused on the importance of regular attendance and positive school participation, while supporting positive behavior through caregiver collaboration and referrals to counseling and mentoring services. In addition, the FRC strengthened school climate by offering cultural events and community-building activities that promote belonging, particularly for historically marginalized student groups. These coordinated efforts resulted in improved student attendance outcomes, demonstrating a positive impact on chronic absenteeism as measured through district monitoring and California School Dashboard indicators.

Action 3.4 – Communication Access
Effectiveness of Action(s): 3
Metric(s): Chronic Absenteeism and Suspensions

Staff Analysis: Funding for communication supports, including Norbili interpretation services, has ensured equitable access for multilingual and trilingual families, strengthening their ability to fully participate in district communications, meetings, and engagement opportunities. The district has expanded interpretation access to include on-demand 2- and 3-way interpretation as well as in-person interpretation at each school site through Norbili, further increasing timely and equitable communication with families. This improved access has supported stronger family engagement, which is closely linked to higher student attendance and reduced behavioral incidents. Community Partnerships also expanded significantly, increasing from 48 to 167 partners (a 246% increase) through monthly Community Collaborative meetings and

weekly opportunities for agencies to provide direct services. These partnerships have expanded access to resources, strengthened coordinated support systems, and increased family engagement across the district. As a result of these integrated efforts, the district maintained high student attendance rates and low suspension rates, demonstrating positive outcomes in both chronic absenteeism and student behavior as measured through district and California School Dashboard indicators.

3.5: Action 3.5 – Community Partnerships
Effectiveness of Action(s): 3
Metric(s): Chronic abseteeism

Staff Analysis: The use of community partners has strengthened the district's ability to provide expanded services and supports that address key barriers contributing to chronic absenteeism. Through these partnerships, the district has delivered high-quality programs, workshops, and services at little to no cost, increasing access and engagement across school sites. These collaborations have directly supported student attendance by connecting families to enrichment opportunities, mental health supports, family engagement activities, and community-based resources that promote stability, resilience, and stronger school connectedness. As a result of these coordinated efforts, the district improved conditions that impact attendance and met its chronic absenteeism metric, as reflected in increased student engagement and positive outcomes reported through district and California School Dashboard data.

Action 3.6 – Community Collaborative
Effectiveness of Action(s): 3
Metric(s): CAASPP ELA and Math

Staff Analysis: The GUSD Community Collaborative was implemented as planned through monthly meetings and expanded partnerships with local businesses, colleges, and community-based organizations to support English Learners (EL) and Socioeconomically Disadvantaged (SED) students in CAASPP ELA and Math. These partnerships provided culturally responsive mentorship, enrichment, academic supports, and work-based learning opportunities that strengthened college and career readiness and reduced barriers such as limited access to tutoring and post-secondary guidance. Overall, CAASPP ELA and Math scores have increased, demonstrating the effectiveness of these coordinated efforts in improving academic outcomes for unduplicated student groups.

Action 3.7 – Enrichment Partners
Effectiveness of Action(s): 3
Metric(s): 2.2
Staff Analysis: 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. 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 – Academic Advancement Programs

Effectiveness of Action(s): 3
Metric(s) 2.2
Staff Analysis: 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 – High School Partnerships
Effectiveness of Action(s): 3
Metric(s) 2.2
Staff Analysis: This action was effective in strengthening the K–12 continuum and supporting student academic transitions through continued collaboration with Greenfield High School. Early articulation, IEP transition meetings, and coordination of instructional supports help ensure that students, particularly those in vulnerable subgroups, experience greater continuity as they transition from middle to high school. Districtwide CAASPP data demonstrates positive growth in both ELA and mathematics, with students performing 67.8 points below standard in ELA, an improvement of 6.1 points, and 93.2 points below standard in mathematics, an improvement of 4.6 points from the prior year. While continued improvement is needed, these results support the district's ongoing efforts to strengthen academic alignment and coordinated supports across grade spans.

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:

Action 3.4: Enhanced Two-Way Communication: Interpretation services will be expanded to include multilingual languages to improve access and engagement across all groups.

Action 3.5: 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.
This action will not be funded from supplemental/concentration grant funds moving forward.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	FACE Support	Provide district and site Family and Community Engagement staff and services to actively engage parents, families, and community members in meaningful partnerships that support student success, well-being, and school connectedness. Staffing includes 5 Site Liaisons, 1 Family Resource Center Liaison, and 1 Community Engagement Specialist (7.0 FTE) who work collaboratively to strengthen communication between home and school, coordinate family engagement opportunities, connect families to community resources and support services, facilitate outreach efforts, and promote inclusive participation in district and school initiatives. These services help foster positive relationships, increase family involvement, and support a welcoming and culturally responsive school environment across the district.	$954,604.47	Yes
3.2	FACE Workshops	Provide community and parent engagement events, workshops, and opportunities that encourage families to actively participate in their children's education and overall well-being through districtwide events and site-based Parent Cafés. Workshop topics may include PBIS, school attendance, school rules and expectations, college and career readiness, literacy, numeracy, mental health awareness, nutrition, housing and community resources, social-emotional wellness, and other family support services responsive to site and community needs. Services will include childcare and support for classified staff to increase accessibility and participation for families. These efforts are designed to strengthen family-school partnerships, build parent capacity, promote student success, and foster positive, connected, and supportive school communities.	$148,000.00	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.	$100,290.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.).	$728,000.00	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.	$5,000.00	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 (e.g., Greenfield Science Workshop, Greenfield Cultural Arts Center, student outdoor camping experiences, Indigenous Group Organizations, and other groups that support community need, etc.).	$159,040.00	Yes
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

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$13,768,256	$1,738,805.00

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
37.964%	0.000%	$0.00	37.964%

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	This action is being implemented to address the identified social-emotional, behavioral, attendance, and academic support needs of unduplicated students, particularly English learners, low-income students, foster youth, and students experiencing homelessness. California School Dashboard indicators and local district data demonstrate ongoing challenges related to chronic absenteeism, school connectedness, behavioral supports, and academic engagement for these student groups. Educational partner feedback from	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	parents, students, and staff also emphasized the need for increased mental health, counseling, and student wellness services. The district will provide school counselors and counseling support services to deliver social-emotional learning supports, attendance interventions, restorative practices, academic guidance, behavior intervention support, wellness check-ins, family outreach, and college and career readiness services. Counselors will collaborate with school site teams, social workers, administrators, and families to identify barriers to learning and connect students to appropriate supports and interventions. This action is principally directed toward unduplicated students because English learners, low-income students, foster youth, and students experiencing homelessness demonstrate disproportionately higher needs related to attendance, social-emotional wellness, school engagement, and academic performance. These student groups often experience barriers outside of school that impact their ability to fully access instruction and maintain consistent engagement in school. Counseling services are specifically designed to address these barriers and provide targeted supports that increase student connectedness, engagement, and access to learning. Because unduplicated students comprise approximately 88% of the district's enrollment and demonstrate the greatest need based on Dashboard and local data, the district has	

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
		determined that providing these services on an LEA-wide basis is the most effective use of funds to ensure equitable access to counseling, intervention, and wellness supports across all school sites while reducing stigma and increasing responsiveness to student needs. The district expects this action to be effective in increasing or improving services for unduplicated students by improving attendance, reducing suspensions, strengthening school connectedness, increasing access to social-emotional supports, and improving academic engagement. Effectiveness will be measured through chronic absenteeism rates, suspension data, student climate survey results, counseling referral data, and Dashboard indicators disaggregated by student group. 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	This action is being implemented to address the identified needs related to school safety, student supervision, school connectedness, and behavioral supports for unduplicated students, particularly low-income students, English learners, foster youth, and students experiencing homelessness. District data and educational partner feedback identified concerns related to	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
	Scope: LEA-wide	student behavior, school climate, attendance, and the need for increased adult support and supervision across school sites. The district will provide Student Supervisor Assistants, Campus Supervisors, and related support personnel to increase safe, structured, and supportive school environments. These staff members will support increased supervision during instructional and non-instructional times, reinforce Positive Behavioral Interventions and Supports (PBIS) expectations, support student engagement, monitor student safety, assist with attendance interventions, and collaborate with site administrators and support teams to proactively address behavioral and school climate concerns. This action is principally directed toward unduplicated students because low-income students, English learners, foster youth, and students experiencing homelessness experience disproportionately higher rates of attendance challenges, behavioral concerns, and barriers to school engagement that negatively impact academic success. Increased adult supervision, relationship-building, and behavioral supports are designed to improve school connectedness and create safer learning environments that better support the needs of unduplicated students. The district has determined that implementing this action on an LEA-wide basis is the most effective method to improve school climate, student safety, attendance, and engagement outcomes for unduplicated students while maintaining consistency across the district.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		The district expects this action to be effective in increasing or improving services for unduplicated students by reducing behavioral incidents, increasing student connectedness, improving school safety, and supporting improved attendance outcomes. Effectiveness will be measured through suspension data, chronic absenteeism rates, student climate survey results, behavior referral data, and school safety indicators disaggregated by student group. 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 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.	
1.3	**Action:** Transportation Access **Need:**	This action is being implemented to address transportation and school access barriers experienced by unduplicated students, particularly low-income students, foster youth, students	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
	California Dashboard "Red" Indicators Math and ELA for Socioeconomically Disadvantaged Students **Scope:** LEA-wide	experiencing homelessness, and students participating in specialized academic or support programs. District attendance data and educational partner feedback identified transportation instability and limited access to reliable transportation as contributing factors to chronic absenteeism, inconsistent school attendance, and reduced access to educational opportunities for these student groups. The district will provide transportation services, personnel, substitute drivers, transportation equipment, and operational supports to ensure students have safe and reliable access to school and district-supported academic programs. Transportation supports will also assist students accessing specialized programs, intervention services, and placements outside of their neighborhood attendance area. This action is principally directed toward unduplicated students because low-income students, foster youth, and students experiencing homelessness are disproportionately impacted by transportation instability and other barriers that interfere with consistent school attendance and access to educational opportunities. Reliable transportation increases school access, improves attendance consistency, and supports student participation in instructional and intervention programs designed to improve academic outcomes. Because transportation needs impact students across all school sites and attendance areas, and because unduplicated students comprise the	

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
		majority of district enrollment, the district has determined that providing transportation services on an LEA-wide basis is the most effective method to remove barriers to attendance and maximize equitable access to educational programs and services for unduplicated students. The district expects this action to be effective in increasing or improving services for unduplicated students by reducing attendance barriers, improving school attendance, increasing participation in instructional programs, and strengthening student engagement. Effectiveness will be measured through attendance rates, chronic absenteeism data, transportation utilization data, and student participation metrics disaggregated by student group.	
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	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

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
		by embedding the support into all schools and reducing health-related absences and increasing ELA/Math outcomes.	
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 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.	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.
1.6	**Action:** Facilities Modernization	High-quality, safe school facilities encourage high attendance rates, especially for low-income, foster youth, and English learner students, by providing a	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
	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% **Scope:** LEA-wide	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.	
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%	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

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 19.8% **Scope:** LEA-wide		
1.8	**Action:** New Teacher and Administrator Support **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 **Scope:** LEA-wide	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 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.	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.
1.9	**Action:** PBIS Implementation **Need:**	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	Students in these demographic groups will be considered first to receive priority for the

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
	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 -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	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 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.	referral to social-emotional behavior supports (ie., counseling and PBIS). Suspension data will be monitored for effectiveness of this action.
1.10	**Action:** Enrichment Opportunities + LREBG Addition **Need:**	This action is being implemented to address the identified academic, engagement, and learning recovery needs of unduplicated students, particularly English learners, low-income students,	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
	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 Suspension Rates: Students With Disabilities, White **Scope:** LEA-wide	foster youth, and students experiencing homelessness. California School Dashboard results, local assessment data, and educational partner feedback identified ongoing unfinished learning, achievement gaps, and the need for additional academic support and enrichment opportunities beyond the regular instructional day. The district will provide expanded learning opportunities, including Saturday Academy, Summer Academy, after-school enrichment, targeted academic intervention, tutoring, homework assistance, literacy intervention, and enrichment activities. These services are designed to increase instructional time, provide targeted support in English Language Arts and Mathematics, strengthen student engagement, and expand access to academic recovery opportunities. This action is principally directed toward unduplicated students because English learners, low-income students, foster youth, and students experiencing homelessness continue to demonstrate disproportionately lower academic outcomes and greater need for additional instructional time and academic support. These expanded learning opportunities are designed to address those needs by providing supplemental intervention and enrichment beyond the core instructional program. Because the identified academic and engagement needs of unduplicated students are present across all school sites, the district has determined that providing expanded learning opportunities on an	

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 basis is the most effective approach. LEA-wide implementation ensures consistent access to academic recovery supports, reduces barriers to participation, avoids stigma associated with targeted intervention, and allows students to receive support at their school site or through districtwide extended learning programs. The district expects this action to be effective in increasing or improving services for unduplicated students by improving academic achievement, increasing access to intervention, strengthening school connectedness, and supporting recovery from unfinished learning. Effectiveness will be measured through CAASPP English Language Arts and Mathematics performance, local benchmark assessment data, attendance rates, chronic absenteeism data, expanded learning participation rates, and student engagement data disaggregated by student group. LREBG funds included in this action are aligned to allowable uses for academic recovery and extended learning. These funds will support expanded instructional time, targeted literacy intervention, and enrichment opportunities designed to address unfinished learning and improve outcomes for students most impacted by academic disruption.	
2.1	**Action:** Enrichment - Staff **Need:** California Dashboard "Red" Indicators:	To address chronic absenteeism and strengthen student engagement, the district will provide enhanced and supplemental Visual and Performing Arts (VAPA) and Physical Education (PE) opportunities designed to increase student participation, school connectedness, and positive	To maximize the impact of this action in reducing chronic absenteeism throughout the LEA and including feeling happy at school, chronic

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: 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	engagement with school. VAPA and PE instruction will include hands-on, culturally relevant, collaborative, and wellness-focused learning experiences that support student belonging, self-expression, relationship-building, and physical wellness. Research shows that: VAPA experiences, such as music, dance, and art projects, improve school connectedness and self-expression. 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. This action is principally directed toward unduplicated students, particularly socioeconomically disadvantaged students and English learners, because these student groups experience greater barriers to school engagement and are disproportionately impacted by chronic absenteeism. Enhanced engagement opportunities through VAPA and PE are intended to strengthen school connection, increase motivation to attend, and improve participation in the school environment. Because attendance and engagement needs are present across school sites and student groups, the district has determined that providing this	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
		action on an LEA-wide basis is the most effective method to ensure equitable access to enrichment and engagement opportunities, maintain consistent implementation across sites, and reduce barriers to participation for unduplicated students.	
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 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%	To address the academic needs identified through California School Dashboard and local assessment data for English learners, socioeconomically disadvantaged students, and foster youth, the district will provide structured academic intervention systems, progress monitoring tools, screening assessments, and targeted instructional supports designed to improve English Language Arts achievement and increase access to timely intervention. These actions will support identification of students performing below grade level, provide data-driven intervention planning, and allow teachers to monitor student progress and adjust instruction based on individual student needs. Supplemental intervention supports and progress monitoring systems are intended to strengthen academic achievement, increase proficiency, and improve outcomes for unduplicated students who demonstrate the greatest academic need. This action is principally directed toward English learners, socioeconomically disadvantaged students, and foster youth because these student groups continue to demonstrate disproportionately lower academic outcomes in English Language Arts and require additional intervention, progress monitoring, and differentiated instructional support beyond the core instructional program.	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
	-Homeless Youth: 17.30% -Socioeconomically Disadvantaged: 19.79% -Students With Disabilities: 2.61% **Scope:** LEA-wide	The district is providing these actions on an LEA-wide basis because the identified academic needs of unduplicated students are present across school sites and grade levels. Districtwide implementation allows for consistent intervention practices, coordinated use of data systems, equitable access to targeted supports, and efficient deployment of staff and fiscal resources to improve outcomes for unduplicated students. Effectiveness will be monitored using CAASPP English Language Arts performance, benchmark assessment data, intervention progress monitoring results, English Learner Progress Indicator data, and student academic growth outcomes disaggregated by student group.	
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 -Homeless Youth: Arroyo Seco Academy, Vista Verde Middle School	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 aimed at addressing specific areas where students need improvement.	We expect all students below standards on state ELA CAASPP data to benefit from 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
	-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	-Academic coaches lead district-wide initiatives to improve ELA and math achievement, fostering a culture of continuous improvement. -The VILS coach provides implementation support for the VILS initiative. This initiative provides technology devices and programs for both teachers and students. 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 -Hispanic: Arroyo Seco Academy, Mary Chapa Academy, Vista Verde Middle School, District Wide -Homeless Youth: Arroyo Seco Academy, Vista Verde Middle School	To address low English Language Arts outcomes for English learners, socioeconomically disadvantaged students, and foster youth, the district will provide Library/Media Clerks, library access, digital resources, multimedia materials, and makerspace learning opportunities that support literacy development, academic engagement, technology integration, and hands-on learning. Library/Media Clerks will support students in accessing books, research materials, digital tools, and literacy activities that build reading skills, curiosity, and independent learning habits. Makerspaces will provide engaging STEM-based	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
	-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	learning opportunities, including coding, robotics, 3D printing, and project-based activities that strengthen problem-solving, creativity, collaboration, and academic confidence. This action is principally directed toward unduplicated students because English learners, socioeconomically disadvantaged students, and foster youth demonstrate lower ELA outcomes and benefit from additional access to literacy-rich environments, technology-supported learning, and engaging academic experiences beyond the core instructional program. This action is provided districtwide because literacy and engagement needs are present across school sites. A districtwide approach ensures consistent access to library, media, technology, and makerspace supports while allowing staff and resources to be deployed efficiently to improve academic engagement and literacy outcomes for unduplicated students. Effectiveness will be monitored through CAASPP ELA performance, local reading assessment data, library/media participation data, makerspace participation data, and student engagement indicators disaggregated by student group.	
2.5	**Action:** Early Childhood Education **Need:** California Dashboard "Red" Indicators ELA : -All Students: Arroyo Seco Academy, Vista Verde Middle School, District Wide	This action is principally designed to support our lowest indicators, specifically for English learners, socioeconomically disadvantaged, and foster youth: -ECE helps close achievement gaps for children from disadvantaged backgrounds, providing them	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
	-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	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.	
2.6	**Action:** College and Career Readiness **Need:** California Dashboard "Red" Indicators ELA : -All Students: Arroyo Seco Academy, Vista Verde Middle School, District Wide	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	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
	-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	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.	
2.7	**Action:** Technological Advancement **Need:** California Dashboard "Red" Indicators ELA : -All Students: Arroyo Seco Academy, Vista Verde Middle School, District Wide	To address low academic outcomes for English learners, socioeconomically disadvantaged students, and foster youth, the district will provide technology infrastructure, maintained student devices, digital learning tools, data systems, and technology support staff to increase access to	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
	-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	technology-based instruction, intervention, progress monitoring, and academic engagement. Technology systems will support teachers in using data to monitor student progress, identify learning gaps, personalize instruction, and provide targeted academic supports. Reliable devices, digital platforms, and technology support will reduce interruptions to learning and expand access to interactive instructional resources, multimedia tools, simulations, and makerspace activities that promote problem-solving, creativity, and college/career readiness skills. This action is principally directed toward unduplicated students because English learners, socioeconomically disadvantaged students, and foster youth demonstrate lower academic outcomes and may experience greater barriers to consistent access to technology-supported learning and intervention opportunities. This action is provided districtwide because technology access and academic intervention needs are present across school sites. A districtwide approach ensures reliable infrastructure, consistent access to digital learning tools, and efficient deployment of technology staff and resources to improve academic engagement and outcomes for unduplicated students. Effectiveness will be monitored through CAASPP ELA and Mathematics performance, benchmark assessment data, intervention platform usage, student technology access data, and student	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		engagement indicators disaggregated by student group.	
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% -Students With Disabilities: 2.61% **Scope:**	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
	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) **Scope:** LEA-wide	To address school climate and engagement needs for English learners, socioeconomically disadvantaged students, and foster youth, the district will provide supplemental arts education and evening arts events designed to increase student connectedness, self-expression, self-regulation, and family engagement. Arts activities will provide creative, relationship-based opportunities for students to reduce stress, build confidence, practice discipline, and strengthen positive participation in school. Evening arts events will also increase family connection to school, which supports improved engagement and positive behavior. This action is principally directed toward unduplicated students because these students experience barriers related to school connectedness, engagement, and behavioral outcomes that can contribute to suspension and other school climate concerns. This action is provided districtwide because school climate and engagement needs are present across school sites. A districtwide approach ensures consistent access to enrichment, family engagement, and positive school climate supports for unduplicated students. Effectiveness will be monitored through suspension rates, school climate survey results, student participation data, family engagement	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
		data, and Dashboard indicators disaggregated by student group.	
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
3.2	**Action:** FACE Workshops **Need:**	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	Chronic absenteeism 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
	Greenfield Union School District serves a high percentage of unduplicated students, including socioeconomically disadvantaged students, English learners, foster youth, and families experiencing homelessness, many of whom face barriers related to access to resources, school communication, attendance, and family support services. Educational partner feedback, including parent surveys and community input, identified a continued need for family support services, resource coordination, translation assistance, and connections to community-based supports through the Family Resource Center. **Scope:** LEA-wide	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.	
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: Chronic Absenteeism: White Suspension Rates: Students with Disabilities and White **Scope:**	The Family Resource Center will address barriers that affect attendance, behavior, and school engagement for unduplicated students, including English learners, low-income students, foster youth, and students experiencing homelessness. Local data show continued chronic absenteeism concerns for English learners and low-income students, and educational partner feedback identified a need for expanded family support, resource coordination, and parent engagement. The FRC will provide wraparound services, referrals, attendance support, family outreach, parent education, translation assistance, and connections to community-based resources related to housing, transportation, health, wellness, and basic needs. These services are	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
	LEA-wide	designed to reduce barriers that interfere with regular attendance, positive behavior, and student engagement. This action is principally directed toward unduplicated students because these students and families are more likely to experience barriers related to economic hardship, language access, housing instability, and limited access to community resources. Although provided LEA-wide, the action is designed to ensure families across all school sites can access consistent support without stigma and receive timely assistance that improves student attendance, engagement, and school connection. Effectiveness will be monitored through chronic absenteeism rates, attendance data, suspension data, Family Resource Center participation/referral data, and parent engagement survey results disaggregated by student group. 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 comprehensive support to address the root causes	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		of 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 correlates with higher student achievement, better attendance, and improved behavior.	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 communication ensuring numbers and emails are

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	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.	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 and Foster Youth who may lack access to such networks independently.	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
		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 -Hispanic: Arroyo Seco Academy, 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. Performance for All Students (22.06%) and Hispanic students (21.65%) further demonstrates	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
	-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	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.	
3.8	**Action:** Academic Advancement **Need:**	This action addresses significant underperformance in English Language Arts (ELA) across multiple student groups, including English	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
	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	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.	
3.9	**Action:** High school partnerships **Need:**	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	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
	Community request for smooth articulation between Middle school and High school CAASPP ELA **Scope:** LEA-wide	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 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 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:**	To address low Mathematics outcomes for English learners, socioeconomically disadvantaged students, and foster youth, the district will implement a K–8 math curriculum continuum and provide supplemental professional development through i-Ready Math and instructional coaches. This action will strengthen standards-aligned instruction, support consistent implementation across grade levels, and build teacher capacity to use assessment data, differentiate instruction, and provide targeted math support for students performing below grade level. This action is principally directed toward unduplicated students because English learners, socioeconomically disadvantaged students, and foster youth demonstrate a need for additional instructional support to improve math achievement and access grade-level standards. This action is provided districtwide because math performance needs are present across grade levels and school sites. Districtwide implementation ensures consistent curriculum alignment, common instructional practices, and equitable access to improved math instruction for unduplicated students. Effectiveness will be monitored through CAASPP Mathematics performance, i-Ready Math diagnostic and growth data, local benchmark	Math CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	assessments, and student group performance data.	
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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	36,266,887.00	13,768,256	37.964%	0.000%	37.964%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$13,768,256.00	$586,567.00	$87,500.00	$1,121,037.00	$15,563,360.00	$11,227,575.76	$4,335,784.24

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	$1,408,840.64	$158,872.00	$1,567,712.64	$0.00	$0.00	$0.00	$1,567,712.64	
1	1.2	School Personnel Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,266,950.20	$21,000.00	$1,287,950.20	$0.00	$0.00	$0.00	$1,287,950.20	
1	1.3	Transportation Access	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$748,119.06	$196,500.00	$944,619.06	$0.00	$0.00	$0.00	$944,619.06	
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	$1,472,432.46	$22,324.00	$999,585.46	$495,171.00	$0.00	$0.00	$1,494,756.46	
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	$6,000.00	$0.00	$6,000.00	$0.00	$0.00	$0.00	$6,000.00	
1	1.6	Facilities Modernization	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$427,619.00	$60,000.00	$487,619.00	$0.00	$0.00	$0.00	$487,619.00	
1	1.7	21st Century Classrooms	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,000.00	$603,402.44	$531,402.44	$0.00	$75,000.00	$0.00	$606,402.44	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	New Teacher and Administrator Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$125,000.00	$126,400.00	$251,400.00	$0.00	$0.00	$0.00	$251,400.00	
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	$281,514.50	$281,514.50	$0.00	$0.00	$0.00	$281,514.50	
1	1.10	Enrichment Opportunities + LREBG Addition	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$44,032.00	$51,396.00	$4,032.00	$91,396.00	$0.00	$0.00	$95,428.00	
2	2.1	Enrichment - Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$794,106.76	$0.00	$794,106.76	$0.00	$0.00	$0.00	$794,106.76	
2	2.2	Response to Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,120,272.12	$0.00	$1,120,272.12	$0.00	$0.00	$0.00	$1,120,272.12	
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	$557,565.97	$0.00	$545,065.97	$0.00	$12,500.00	$0.00	$557,565.97	
2	2.4	Digital Literacy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$263,098.41	$46,427.00	$309,525.41	$0.00	$0.00	$0.00	$309,525.41	
2	2.5	Early Childhood Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$214,269.00	$28,000.00	$242,269.00	$0.00	$0.00	$0.00	$242,269.00	
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	$9,984.67	$101,598.40	$111,583.07	$0.00	$0.00	$0.00	$111,583.07	
2	2.7	Technological Advancement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$699,869.00	$240,046.74	$939,915.74	$0.00	$0.00	$0.00	$939,915.74	
2	2.8	Supplemental Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,071,037.00	$724,459.94	$724,459.94	$0.00	$0.00	$1,071,037.00	$1,795,496.94	
2	2.9	Professional Development and Language Acquisition Program ELs	English Learners	Yes	Limited to Unduplicated Student Group(s	English Learners	All Schools	Ongoing	$96,155.00	$368,381.22	$414,536.22	$0.00	$0.00	$50,000.00	$464,536.22	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					)											
2	2.10	Professional Development and Language Acquisition Program LTELs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$29,752.00	$29,752.00				$29,752.00	
2	2.11	Enrichment-Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.1	FACE Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$831,104.47	$123,500.00	$954,604.47	$0.00	$0.00	$0.00	$954,604.47	
3	3.2	FACE Workshops	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$30,000.00	$118,000.00	$148,000.00	$0.00	$0.00	$0.00	$148,000.00	
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	$100,290.00	$100,290.00	$0.00	$0.00	$0.00	$100,290.00	
3	3.4	Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$37,000.00	$691,000.00	$728,000.00	$0.00	$0.00	$0.00	$728,000.00	
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	$5,000.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	
3	3.7	Enrichment Partners	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,120.00	$157,920.00	$159,040.00	$0.00	$0.00	$0.00	$159,040.00	
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								

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
36,266,887.00	13,768,256	37.964%	0.000%	37.964%	$13,768,256.00	0.000%	37.964 %	**Total:**	$13,768,256.00
								LEA-wide Total:	$13,323,967.78
								Limited Total:	$444,288.22
								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	$1,567,712.64	
1	1.2	School Personnel Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,287,950.20	
1	1.3	Transportation Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$944,619.06	
1	1.4	Health Support + LREBG Addition	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$999,585.46	
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	$6,000.00	
1	1.6	Facilities Modernization	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$487,619.00	

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	$531,402.44	
1	1.8	New Teacher and Administrator Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$251,400.00	
1	1.9	PBIS Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$281,514.50	
1	1.10	Enrichment Opportunities + LREBG Addition	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,032.00	
2	2.1	Enrichment - Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$794,106.76	
2	2.2	Response to Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,120,272.12	
2	2.3	Teachers on Special Assignment (TOSAs)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$545,065.97	
2	2.4	Digital Literacy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$309,525.41	
2	2.5	Early Childhood Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$242,269.00	
2	2.6	College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$111,583.07	
2	2.7	Technological Advancement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$939,915.74	
2	2.8	Supplemental Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$724,459.94	
2	2.9	Professional Development and Language Acquisition Program ELs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$414,536.22	

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	$29,752.00	
2	2.11	Enrichment-Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.1	FACE Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$954,604.47	
3	3.2	FACE Workshops	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$148,000.00	
3	3.3	Family Resource Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,290.00	
3	3.4	Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$728,000.00	
3	3.6	Community Collaborative	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
3	3.7	Enrichment Partners	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$159,040.00	
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	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$15,398,379.00	$14,270,859.42

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	$1,984,161.00	$1,382,356.98
1	**1.2**	School Personnel Support	Yes	$1,343,422.00	$1,529,293.18
1	**1.3**	Transportation Access	Yes	$964,055.00	$1,063,984.24
1	**1.4**	Health Support + LREBG Addition	Yes	$1,405,943.00	$1,269,185.76
1	**1.5**	Supplemental Middle School Math and ELA Teachers	Yes	$93,793.00	$93,793.00
1	**1.6**	Facilities Modernization	Yes	$578,255.00	$503,255.00
1	**1.7**	21st Century Classrooms	Yes	$270,000.00	$170,000.00
1	**1.8**	New Teacher Support	Yes	$193,561.00	$149,834.11
1	**1.9**	PBIS Implementation	Yes	$331,995.00	$458,240.32
1	**1.10**	Expanded Learning Opportunities + LREBG Addition	Yes	$114,218.00	$79,721.78
2	**2.1**	Enrichment - Staff	Yes	$1,724,551.00	$1,535,918.

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	$1,154,120.00	$1,068,505.10
2	2.3	Teachers on Special Assignment (TOSAs)	Yes	$419,995.00	$422,126.74
2	2.4	Library and Media Clerk	Yes	$333,474.00	$301,384.63
2	2.5	Early Childhood Education	Yes	$379,015.00	$236,830.00
2	2.6	College and Career Readiness	Yes	$85,375.00	$85,375.00
2	2.7	Technological Advancement	Yes	$908,116.00	$890,888.00
2	2.8	Supplemental Instructional Materials	Yes	$690,476.00	$690,476.00
2	2.9	Professional Development and Language Acquisition Program ELs	Yes	$352,155.00	$385,842.60
2	2.10	Professional Development and Language Acquisition Program LTELs	Yes	$54,454.00	$54,454.00
2	2.11	Enrichment-Programs	Yes	$201,853.00	$151,853.00
3	3.1	FACE Support	Yes	$906,268.00	$906,268.00
3	3.2	FACE Workshops	Yes	$72,166.00	$72,166.00
3	3.3	Family Resource Center	Yes	$90,000.00	$68,430.30

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	**3.4**	Communication	Yes	$564,458.00	$603,131.18
3	**3.5**	Community Partnerships	No	$0.00	$0.00
3	**3.6**	Community Collaborative	Yes	$2,500.00	$0.00
3	**3.7**	Enrichment Partners	Yes	$100,000.00	$97,546.50
3	**3.8**	Academic Advancement	Yes	$75,000.00	$0.00
3	**3.9**	High school partnerships	Yes	$5,000.00	$0.00
4	**4.1**	*Discontinued* Specialized Instructional Support (Technical Support)			

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$13,476,343	$13,389,121.00	$13,558,479.33	($169,358.33)	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	$1,435,399.00	$1,382,356.98		
1	1.2	School Personnel Support	Yes	$1,343,422.00	$1,529,293.18		
1	1.3	Transportation Access	Yes	$964,055.00	$1,063,984.24		
1	1.4	Health Support + LREBG Addition	Yes	$612,662.00	$616,921.63		
1	1.5	Supplemental Middle School Math and ELA Teachers	Yes	$93,793.00	$93,793.00		
1	1.6	Facilities Modernization	Yes	$503,255.00	$503,255.00		
1	1.7	21st Century Classrooms	Yes	$170,000.00	$170,000.00		
1	1.8	New Teacher Support	Yes	$193,561.00	$149,834.11		
1	1.9	PBIS Implementation	Yes	$331,995.00	$458,240.32		
1	1.10	Expanded Learning Opportunities + LREBG Addition	Yes	$22,821.00	$13,075.82		
2	2.1	Enrichment - Staff	Yes	$1,535,918.00	$1,535,918.00		
2	2.2	Response to Intervention	Yes	$1,154,120.00	$1,068,505.10		
2	2.3	Teachers on Special Assignment (TOSAs)	Yes	$419,995.00	$422,126.74		

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	Library and Media Clerk	Yes	$288,474.00	$301,384.63		
2	2.5	Early Childhood Education	Yes	$236,830.00	$236,830.00		
2	2.6	College and Career Readiness	Yes	$85,375.00	$85,375.00		
2	2.7	Technological Advancement	Yes	$883,116.00	$890,888.00		
2	2.8	Supplemental Instructional Materials	Yes	$690,476.00	$690,476.00		
2	2.9	Professional Development and Language Acquisition Program ELs	Yes	$352,155.00	$385,842.60		
2	2.10	Professional Development and Language Acquisition Program LTELs	Yes	$54,454.00	$54,454.00		
2	2.11	Enrichment-Programs	Yes	$201,853.00	$151,853.00		
3	3.1	FACE Support	Yes	$906,268.00	$906,268.00		
3	3.2	FACE Workshops	Yes	$72,166.00	$72,166.00		
3	3.3	Family Resource Center	Yes	$90,000.00	$68,430.30		
3	3.4	Communication	Yes	$564,458.00	$603,131.18		
3	3.6	Community Collaborative	Yes	$2,500.00	$6,530.00		
3	3.7	Enrichment Partners	Yes	$100,000.00	$97,546.50		
3	3.8	Academic Advancement	Yes	$75,000.00	0.00		
3	3.9	High school partnerships	Yes	$5,000.00	0.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
35,526,989.00	$13,476,343	0	37.933%	$13,558,479.33	0.000%	38.164%	$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 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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