LCAP

LOCAL CONTROL & ACCOUNTABILITY PLAN

2026–2027

CHOWCHILLA ELEMENTARY SCHOOL DISTRICT
EST. 1913
TOUCHING HEARTS
TEACHING MINDS

touching hearts,
teaching minds,
impacting generations
one student
at a time.

GOAL 1
ACADEMIC
ACHIEVEMENT

GOAL 2
SAFE AND WELCOME
ENVIRONMENT

GOAL 3
HIGHLY EFFECTIVE
STAFF

INTEGRITY • EXCELLENCE • TEAMWORK • RESILIENCE • KINDNESS

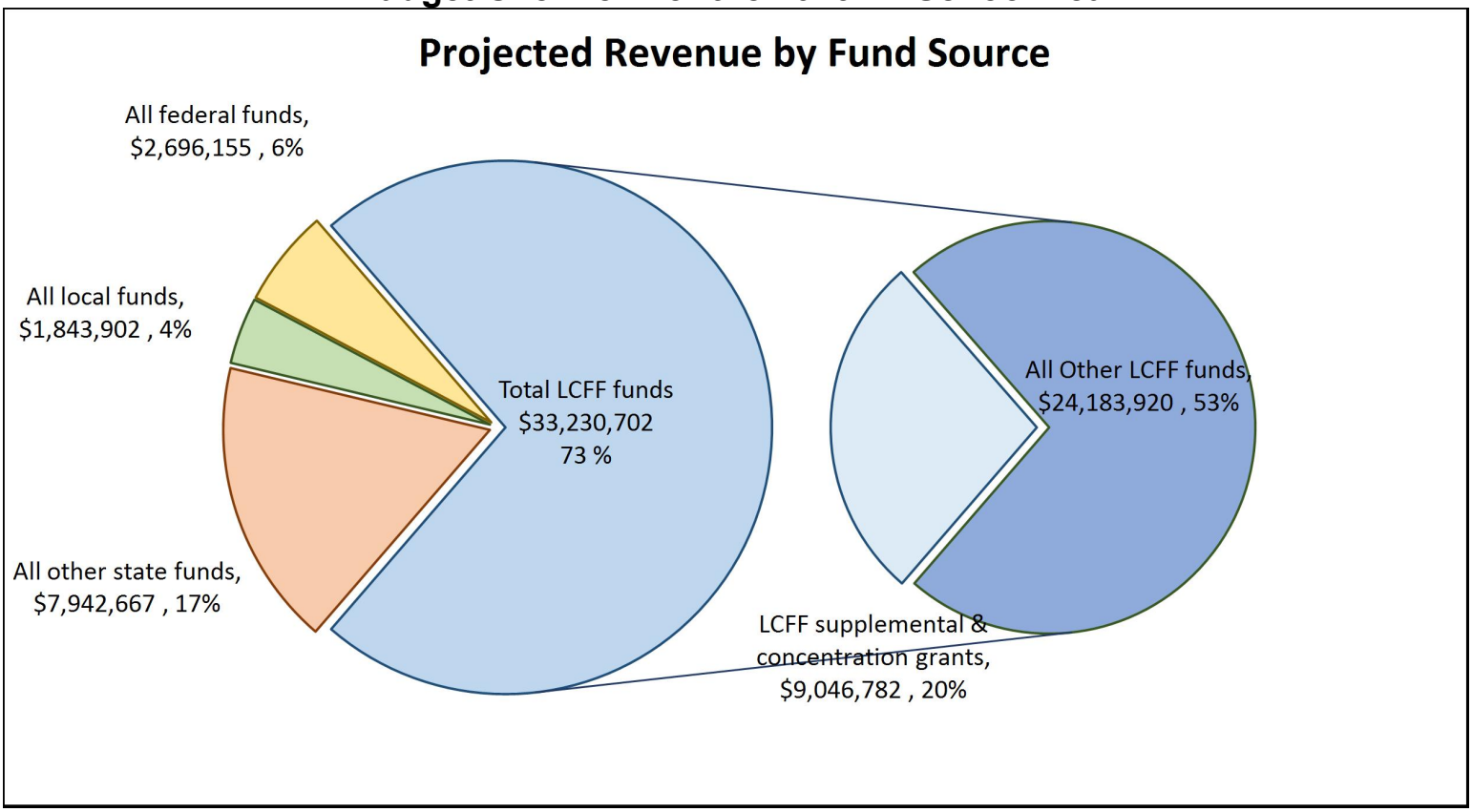
CESD

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Chowchilla Elementary School District
CDS Code: 20651930000000
School Year: 2026-27
LEA contact information:
Michelle Worrell
Assistant Superintendent
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5596658021

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

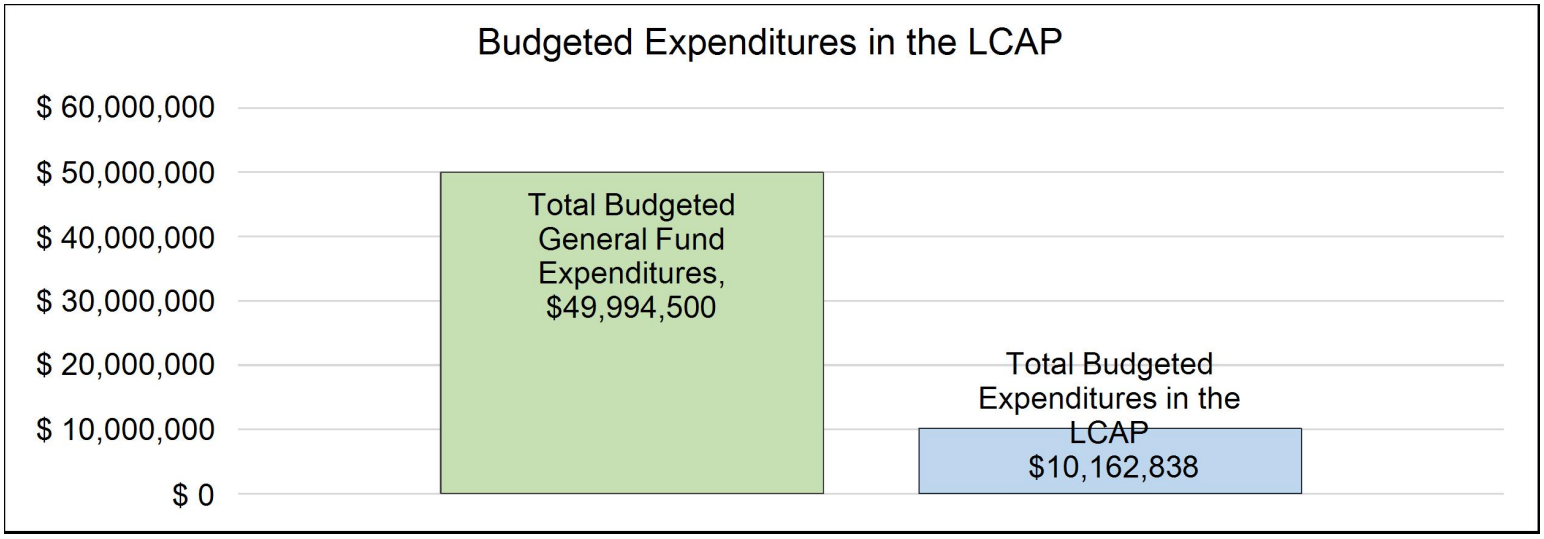


This chart shows the total general purpose revenue Chowchilla Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Chowchilla Elementary School District is $45,713,426, of which $33,230,702 is Local Control Funding Formula (LCFF), $7,942,667 is other state funds, $1,843,902 is local funds, and $2,696,155 is federal funds. Of the $33,230,702 in LCFF Funds, $9,046,782 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 Chowchilla Elementary 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: Chowchilla Elementary School District plans to spend $49,994,500 for the 2026-27 school year. Of that amount, $$10,162,838 is tied to actions/services in the LCAP and $39,831,662 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

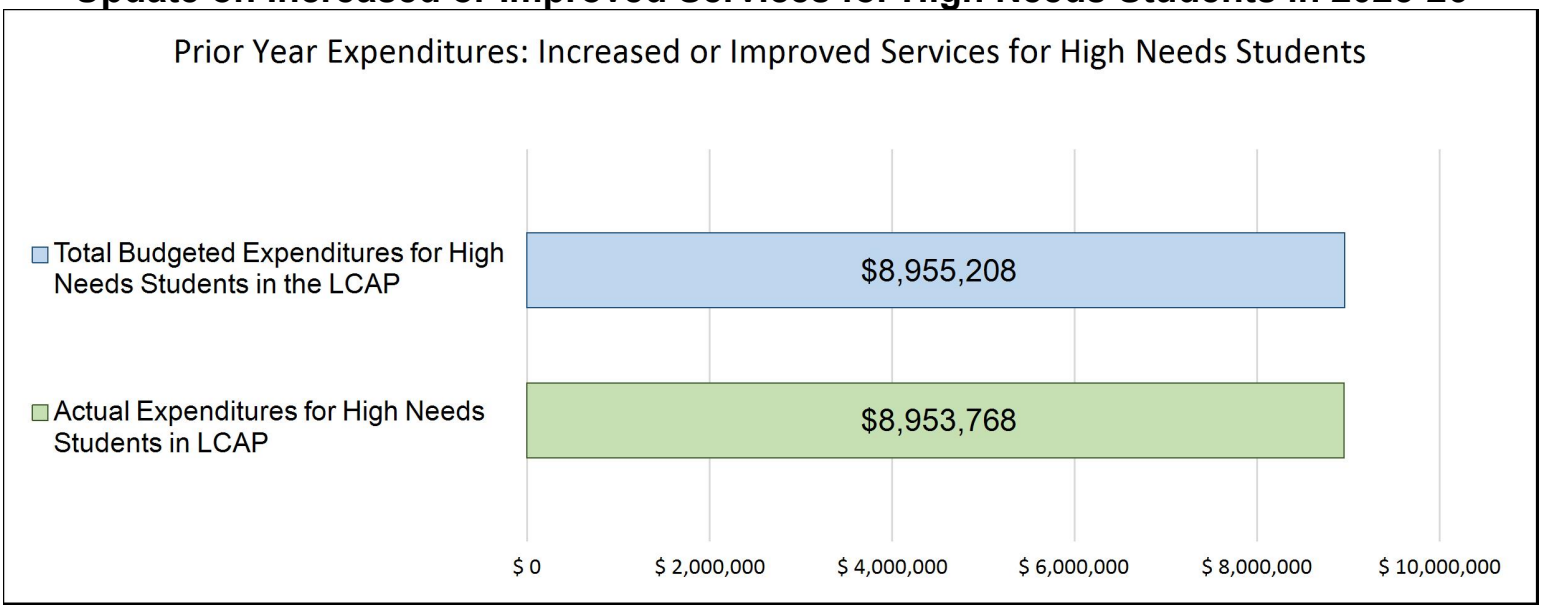
General fund expenditures not included in the LCAP cover essential operational costs required to maintain districtwide educational services. These include all staff salaries necessary to support day-to-day educational operations, maintenance and operations expenses such as cleaning, repairs, and utilities, rising pension obligations, and required contributions to transportation and special education services that exceed the state and federal entitlements received.

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

In 2026-27, Chowchilla Elementary School District is projecting it will receive $9,046,782 based on the enrollment of Foster Youth, English learner, and low-income students. Chowchilla Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Chowchilla Elementary School District plans to spend $$9,256,729 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 Chowchilla Elementary 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 Chowchilla Elementary 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, Chowchilla Elementary School District's LCAP budgeted $8,955,208 for planned actions to increase or improve services for high needs students. Chowchilla Elementary School District actually spent $$8,953,768 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $1,440 had the following impact on Chowchilla Elementary School District’s ability to increase or improve services for high needs students:

The original allocation for actions and services to increase or improve services for high needs students in the 2025–2026 school year was $8,955,208. After the school year began, through the First and Second Interim reporting processes, the actual allocation was adjusted to $8,867,700, a difference of $87,508. This adjustment represented less than one percent of the overall allocation and was accommodated through ongoing budget monitoring and expenditure management. As a result, the District was able to fully implement the planned actions and services outlined in the LCAP while maintaining support for targeted student groups.

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
Chowchilla Elementary School District	Michelle Worrell Assistant Superintendent	worrellm@chowkids.com 5596658021

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 Chowchilla Elementary School District (CESD) is located in the city of Chowchilla, nestled in California's agriculturally rich Central Valley within Madera County. This region is characterized by its deep-rooted farming traditions and a close-knit community atmosphere.

CESD comprises five schools, four elementary and one middle school, serving approximately 2,155 students. The student population is notably diverse: 72.4% identify as Hispanic/Latino, 21% as White, with the remaining percentage representing other racial and ethnic groups. A significant majority, 87.9%, of students are economically disadvantaged, qualifying for free or reduced-price lunch programs.

The broader Chowchilla community mirrors this diversity. Approximately 49.5% of residents identify as Hispanic or Latino, and 43.1% as White. The average household income stands at $85,332, though the city experiences a poverty rate of 22.25%. Linguistic diversity is also prominent, with about 41.9% of residents speaking a language other than English at home.

Regarding employment, Chowchilla has an unemployment rate of 37.7%, which is lower than both the state and national averages. This rate reflects the economic challenges faced by the community, including limited local job opportunities and a reliance on seasonal agricultural work. The area experiences a relatively high rate of student mobility, as families frequently move in and out of the district due to the transient nature of agricultural employment.

For educational partners, CESD offers a unique opportunity to engage with a vibrant, multicultural student body in a community that values education and cultural heritage. The district's commitment to serving a diverse and economically varied population makes it a meaningful partner for initiatives aimed at promoting equity and inclusion in education.

In 2023, CESD launched a comprehensive five-year Strategic Plan in collaboration with educational partners. This initiative represents a community-driven commitment to long-term success and growth for all students. The Strategic Plan is guided by a purpose statement that reflects the heart of the district's mission:

"Touching hearts, teaching minds, impacting generations one student at a time."

This purpose is supported by five core values that define CESD's culture and guide decision-making:

* Integrity

* Excellence

* Kindness

* Resilience

* Teamwork

The Strategic Plan includes five overarching focus areas:

1. Student Literacy and Academic Achievement
Student achievement and literacy are at the heart of CESD's purpose. The district provides equitable access to research-based instruction to ensure that all students emerge college- and career-ready.

2. Student and Staff Safety and Wellness
A safe and respectful environment is essential to student success. CESD fosters a culture that promotes the emotional health, safety, and well-being of both students and staff.

3. Highly Qualified Teachers and Staff
Attracting and maintaining highly qualified teachers and staff is essential for student success. CESD is committed to building staff capacity, ensuring well-being, and offering ongoing professional development.

4. Sustainable, Service-Oriented Finances and Facilities
A critical measure of a school district's performance is the effectiveness with which it utilizes and generates resources. CESD ensures that all fiscal and capital resources are managed in a way that maximizes educational opportunities.

5. Community Partnerships and Pride
Educational partners play a vital role in the success of CESD students. The district values community input and feedback and maintains a culture of respect and positive relationships with parents, community members, and business partners.

Through this Strategic Plan, Chowchilla Elementary School District demonstrates its dedication to continuous improvement, student achievement, and meaningful partnerships that benefit the entire community. CESD uses the Local Control and Accountability Plan (LCAP) in close alignment with the Strategic Plan to ensure a cohesive focus on student success for all students, while closing the achievement gap for unduplicated students, allowing the district to clearly align its actions and resources with its purpose and goals

Reflections: Annual Performance

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

The 2025 California Dashboard data reflects a year of meaningful progress and growth for Chowchilla Elementary School District. Across multiple indicators, CESD students demonstrated academic improvement, stronger attendance outcomes, and significant gains among our unduplicated student groups, particularly English Learners and Long-Term English Learners. The district saw positive movement in both English Language Arts and Mathematics, substantial growth in the English Learner Progress Indicator, and chronic absenteeism rates that continue to outperform state averages. These outcomes reflect the dedication of our students, staff, families, and educational partners, as well as the impact of targeted supports, strong instructional practices, and ongoing collaboration across the district and with Madera County Superintendent of Schools. While opportunities for continued growth remain, the 2025 data demonstrates that CESD is moving in a positive direction and building momentum toward improved outcomes for all students and closing the achievement gap for our unduplicated students.

Districtwide English Language Arts (ELA) Reflection

Districtwide English Language Arts (ELA) performance reflected meaningful academic progress during 2025 and demonstrated that district instructional efforts are positively impacting student achievement across CESD. Overall, CESD students scored 52.8 points below standard, representing a strong 7-point increase from 2024 and improving the district Dashboard indicator from orange to yellow. This upward movement reflects growing academic momentum and continued progress toward improving literacy outcomes for all students. Among CESD's unduplicated student groups, English Learners demonstrated especially notable improvement, increasing 14.5 points from the prior year and moving from a red Dashboard indicator to orange. Socioeconomically disadvantaged students also improved by 6.5 points and moved from orange to yellow, demonstrating that district intervention systems and instructional supports are helping accelerate learning for unduplicated pupils. Long-Term English Learners maintained performance and continued to outperform the state average, even while remaining one of the district's highest-need student groups. Foster Youth did not represent a statistically significant student group for district ELA reporting.

Additional student groups also reflected positive growth trends. Hispanic students improved by 9.3 points and moved from orange to yellow, while White students improved by 3.2 points and also advanced to a yellow Dashboard indicator. Importantly, no student groups fell into the minimal growth category, demonstrating that all student groups made progress during 2025. Growth measures further highlighted the district's positive trajectory, with African American students, Hispanic students, socioeconomically disadvantaged students, English Learners,

students with disabilities, and White students all demonstrating moderate growth, while Asian students demonstrated accelerated growth. Although achievement gaps remain for some student groups, particularly students with disabilities and Long-Term English Learners, the district's overall ELA performance demonstrates encouraging progress and reflects the impact of targeted literacy instruction, designated English language development supports, PLC collaboration, and intervention systems focused on improving outcomes for students furthest from standard.

The longer-term data provides additional context for these annual outcomes. English Learners scored 85.1 points below standard in 2023 compared to 73.3 points below standard in 2025 (action 1.10), representing an 11.8-point improvement over the two-year period. This longitudinal progress reinforces the positive movement seen in 2025 and demonstrates that improvement for English Learners is occurring over time rather than being limited to a single year. Students with disabilities demonstrated considerably less movement, scoring 125.4 points below standard in 2023 compared to 124.9 points below standard in 2025 (action 1.11). Although this represents a slight 0.5-point improvement, performance has remained relatively stable across the two-year period and continues to identify this student group as an area requiring focused academic support.

Story 2023–2025

The 2023–2025 ELA story demonstrates meaningful progress for English Learners alongside a continued need to accelerate outcomes for students with disabilities. English Learners moved 11.8 points closer to standard across the two-year period and demonstrated particularly strong recent momentum through a 14.5-point improvement from the prior year and movement from red to orange on the 2025 Dashboard. This pattern provides evidence that CESD's continued emphasis on literacy instruction, designated and integrated ELD, PLC collaboration, intervention, and targeted instructional supports is contributing to improved outcomes. In contrast, students with disabilities remained essentially stable from 2023 to 2025. While local growth measures are encouraging, the limited longitudinal movement reinforces the importance of strengthening the quality and consistency of targeted literacy supports for students with disabilities while continuing to build upon the progress being demonstrated by English Learners.

Districtwide Mathematics Reflection

Districtwide mathematics performance also reflected positive progress and continued academic growth during 2025. CESD students scored 69.8 points below standard, representing a 5.1-point increase from the prior year while maintaining the district's yellow Dashboard indicator. Mathematics growth across multiple student groups demonstrates that districtwide instructional strategies and intervention supports are helping students strengthen foundational math skills and conceptual understanding. Among unduplicated student groups, English Learners demonstrated especially strong growth, improving by 9.9 points and moving from a red Dashboard indicator to yellow, representing a significant two-band increase. Long-Term English Learners also improved by 8.6 points and moved from red to orange, reflecting meaningful progress for a historically high-need student group. Socioeconomically disadvantaged students improved by 4.5 points and maintained a yellow Dashboard indicator. Foster Youth did not represent a statistically significant student group for district mathematics reporting.

Additional student group data also reflected several encouraging outcomes. Hispanic students improved by 6.5 points and performed very close to the state average, while White students improved by 3.3 points. Growth measures further demonstrated positive movement across the district. African American students and students with disabilities demonstrated moderate growth, while English Learners, Hispanic students, socioeconomically disadvantaged students, Long-Term English Learners, and White students demonstrated average growth. Asian students demonstrated accelerated growth. While mathematics remains an area of continued focus, particularly for students with disabilities and Long-Term English Learners, district data demonstrates that students across CESD are making measurable academic progress. CESD will continue building upon this momentum through rigorous mathematics instruction, PLC collaboration, intervention supports, and instructional strategies focused on student engagement and academic discourse.

Longitudinal mathematics data further supports the positive trajectory for English Learners. In 2023, English Learners scored 103.6 points below standard. By 2025, performance had improved to 92.7 points below standard, representing a 10.9-point improvement over the two-year period. When viewed alongside the strong one-year improvement in 2025 and movement from red to yellow on the Dashboard, the longer-term data demonstrates sustained movement toward standard for this unduplicated student group.

Story 2023–2025

The 2023–2025 mathematics story demonstrates encouraging progress for English Learners. Over the two-year period, English Learners moved 10.9 points closer to standard (action 1.10). This longitudinal improvement, together with the recent 9.9-point annual gain and movement from red to yellow, indicates that CESD is beginning to see sustained improvement rather than isolated annual growth. When considered alongside the 11.8-point longitudinal ELA improvement for English Learners, the data demonstrates positive academic movement across both major content areas. Achievement remains below standard, however, and Long-Term English Learners and students with disabilities continue to require focused attention. CESD will continue strengthening mathematics instruction, PLC collaboration, intervention, academic discourse, and targeted supports to build upon this momentum.

Districtwide Chronic Absenteeism Reflection

Districtwide chronic absenteeism data reflected one of CESD’s strongest areas of success during 2025. Overall chronic absenteeism declined to 11.3%, representing a significant 3.9 percentage point decrease from the prior year while maintaining a yellow Dashboard indicator. CESD also continued to significantly outperform the state average of 17.1%, demonstrating the effectiveness of district attendance systems, family outreach efforts, and student engagement supports.

Among unduplicated student groups, English Learners demonstrated especially strong improvement, declining to 7.2% chronically absent and moving from a yellow to green Dashboard indicator. Long-Term English Learners maintained strong attendance outcomes at 8.8% chronically absent and remained within the green Dashboard indicator, substantially outperforming the state average. Socioeconomically disadvantaged students also demonstrated improvement, declining by 3.8 percentage points from the prior year. Foster Youth experienced one of the largest improvements districtwide, declining by 11.9 percentage points, demonstrating the positive impact of targeted attendance supports and student outreach efforts.

Additional student groups also reflected significant positive attendance trends. African American students demonstrated one of the most substantial improvements across the District, with chronic absenteeism declining by 21.3 percentage points to just 10.8%. This rate is significantly below the statewide African American chronic absenteeism rate of 29.8%, with CESD's rate approximately one-third of the state rate. Hispanic students declined by 3 percentage points, White students declined by 4.5 percentage points and improved into the green Dashboard indicator, and students with disabilities declined by 6.4 percentage points while continuing to outperform the state average.

Overall, chronic absenteeism data demonstrates that CESD's attendance initiatives are producing strong outcomes across multiple student groups. The significant improvements among both unduplicated students and additional student groups, particularly the dramatic reduction for African American students, provide strong evidence that the District's continued emphasis on attendance monitoring, family engagement, relationship-building, targeted supports, and early intervention systems is contributing to increased student attendance and engagement across CESD.

Story 2023–2025 (Required Actions)

Chronic absenteeism represents one of CESD's strongest examples of sustained systemic improvement over time. Districtwide chronic absenteeism declined from 25.6% in 2023 to 15.2% in 2024 and then to only 11.3% in 2025. English Learners demonstrated an especially strong multi-year trajectory, declining from 20.7% chronically absent in 2023 to 11.7% in 2024 and 7.2% in 2025. Socioeconomically disadvantaged students demonstrated a similar pattern, declining from 27.4% in 2023 to 16.0% in 2024 and 12.2% in 2025. The District has also maintained zero red chronic absenteeism indicators since 2023, a substantial improvement from 2022 when 10 of 12 student groups were identified in the red performance band. These sustained reductions demonstrate that attendance improvement is not a single-year outcome but reflects continued progress associated with family outreach, attendance monitoring, relationship-building, student engagement, targeted interventions, and early identification systems.

Districtwide Suspension Rate Reflection

While suspension rates increased during 2025 and remain an area of focus for CESD, district data also reflects opportunities for growth and continued improvement through strengthened behavioral supports and restorative practices. Overall, the district suspension rate increased to 4.3%, resulting in a Dashboard decline from green to orange. Although this represents an area for continued attention, CESD recognizes the importance of proactively identifying student behavioral needs and strengthening systems designed to support positive student behavior and school connectedness.

Among unduplicated student groups, suspension rates increased for English Learners, Long-Term English Learners, Foster Youth, and socioeconomically disadvantaged students. Despite these increases, the district remains encouraged by the systems and supports already being implemented to address student behavior needs, including restorative practices, trauma-informed approaches, social-emotional learning, and targeted intervention systems. Foster Youth and Long-Term English Learners remain relatively small student groups, which can

contribute to greater year-to-year variation in data outcomes. The district will continue prioritizing relationship-centered practices and proactive behavioral interventions to improve outcomes for unduplicated pupils moving forward.

Additional student groups also reflected increases in suspension rates during 2025. Hispanic students, students with disabilities, and White students all experienced increases and moved into the orange Dashboard indicator range. The district also identified African American students and students identified as Two or More Races within the red Dashboard indicator. While these outcomes highlight an area of continued need, CESD remains committed to strengthening positive school climate systems and ensuring students receive the academic, behavioral, and social-emotional supports necessary for success. The district views this data as an opportunity to further enhance student supports and continue building safe, supportive, and inclusive school environments across all sites.

The longitudinal student-group data provides important context for interpreting the 2025 suspension outcomes. African American students demonstrated improvement across the two-year period, with the suspension rate declining from 12.1% in 2023 to 8.1% in 2025, a decrease of 4 percentage points (action2.12). Foster Youth experienced an increase from 15.8% suspended in 2023 to 17.4% in 2025, an increase of 1.6 percentage points. CESD's Foster Youth population is particularly small and typically includes approximately 10 students (action 2.6). In 2025, the group included 13 students, and the experiences of a small number of students with significant behavioral needs had a substantial impact on the overall percentage.

Students experiencing homelessness also demonstrated an increase, moving from 8.2% suspended in 2023 to 15.4% in 2025 (action 2.12), a 7.2 percentage point increase. This also represents a relatively small student group, meaning that the suspension of even one additional student can create a substantial change in the overall percentage. These increases remain important and require continued monitoring and individualized intervention; however, the small size of these student groups should be considered when interpreting year-to-year variation.

Story 2023–2025

The 2023–2025 suspension story is more mixed than CESD's academic and attendance outcomes. Districtwide suspensions declined from 4.6% in 2023 to 2.5% in 2024, moving the District from orange to green and reducing the number of red student-group indicators from three to one. In 2025, however, the overall suspension rate increased to 4.3%, returning the District to orange and increasing the number of red indicators to five. This pattern demonstrates that CESD's behavioral systems have previously produced significant reductions, but those gains were not fully sustained in 2025. Within the broader district trend, African American students demonstrated a 4 percentage point improvement from 2023 to 2025, while Foster Youth and students experiencing homelessness experienced increases. The small size of these groups contributes to volatility, but the students represented within the data continue to require focused behavioral and social-emotional support. The longitudinal data reinforces the need to strengthen implementation fidelity across PBIS, restorative practices, early behavioral intervention, trauma-informed approaches, relationship-centered practices, and individualized supports.

Districtwide Science Reflection

Although science data is considered informational rather than a Dashboard accountability indicator, CESD recognizes science achievement as an important component of preparing students for future academic and career success. Overall, CESD students scored 43.6 science points, and district leaders remain encouraged by the continued opportunities to strengthen science instruction through PLC collaboration, instructional alignment, and hands-on learning opportunities. Among unduplicated student groups, English Learners, Long-Term English Learners, and socioeconomically disadvantaged students all demonstrated science performance levels that provide important insight into future instructional priorities. Long-Term English Learners scored 34.9 science points, while English Learners scored 36.7 science points and socioeconomically disadvantaged students scored 40.6 science points. Foster Youth did not represent a statistically significant student group for science reporting purposes due to the limited number of students tested.

Science data continues to reinforce the importance of strengthening academic vocabulary development, inquiry-based instruction, and integrated literacy supports within science instruction. CESD remains committed to improving science achievement for all students while continuing to reduce achievement gaps between all students and unduplicated student groups through high-quality instruction and professional learning opportunities for staff.

Story 2023–2025

Comparable 2023 and 2025 numerical science data was not included in the longitudinal information available for this reflection; therefore, a numerical two-year comparison cannot yet be made without introducing data that has not been provided. Across this period, CESD has continued to increase student access to hands-on STEAM experiences and opportunities designed to strengthen science engagement. Current outcomes indicate that these opportunities have not yet resulted in the level of measurable science achievement desired by the District. Moving forward, CESD will continue strengthening the connection between STEAM experiences, grade-level science standards, inquiry-based instruction, academic vocabulary, integrated literacy, and classroom instruction while monitoring future CAST results for evidence of sustained longitudinal growth.

Districtwide English Learner Progress Indicator (ELPI) Reflection

The English Learner Progress Indicator represented one of CESD's greatest successes during 2025 and reflected the district's strong commitment to supporting English Learners and Long-Term English Learners. A total of 55.5% of English Learners made progress toward English proficiency, representing a substantial 12.3% increase from the prior year and moving the district from a yellow to blue Dashboard indicator, the highest possible performance level. CESD exceeded the state average by 9.1 percentage points, demonstrating the effectiveness of districtwide English Learner supports, designated English language development instruction, and targeted intervention systems.

Long-Term English Learners also demonstrated exceptional progress, with 62.5% making progress toward English proficiency compared to the state average of 49.1%, outperforming the state by 13.4 percentage points. District leaders attribute this significant improvement to intentional goal-setting practices, mentoring supports, and focused intervention systems designed specifically for Long-Term English Learners. Another especially positive outcome was the significant reduction in students falling within the lowest English Learner progress

category. Between 2019 and 2024, CESD consistently had between 19% and 22% of English Learners decline at least one proficiency level. In 2025, that percentage declined dramatically to only 9.2%. This demonstrates that district systems are successfully supporting growth among English Learners at all proficiency levels and reflects meaningful progress in improving outcomes for one of CESD's key unduplicated student groups.

Story 2023–2025

Although a comparable districtwide 2023 ELPI percentage was not included in the longitudinal data provided, the available multi-year evidence demonstrates an increasingly positive English Learner trajectory. In 2025, 55.5% of English Learners made progress toward proficiency and CESD earned the blue Dashboard indicator, while 62.5% of Long-Term English Learners made progress and substantially outperformed the state. Equally significant is the reduction in English Learners declining a proficiency level. Between 2019 and 2024, this percentage consistently ranged between 19% and 22%, but fell to only 9.2% in 2025. When these language-development outcomes are viewed alongside the 2023–2025 academic improvements for English Learners of 11.8 points in ELA and 10.9 points in mathematics, the broader story demonstrates progress not only in English acquisition but also in academic performance.

School Site Reflections

Wilson Middle School Reflection

Wilson Middle School demonstrated several positive areas of growth during 2025, particularly in attendance outcomes and English Learner progress. While academic achievement remains an area of continued focus, the site demonstrated encouraging progress among unduplicated student groups and continued improvement in student engagement outcomes. In ELA, Wilson students scored 53.8 points below standard, performing closely aligned with the district average of 52.8 points below standard (action 1.11). English Learners maintained performance from the prior year, while Long-Term English Learners also maintained performance, reflecting stability for a historically high-need student group. Socioeconomically disadvantaged students demonstrated continued progress and remained substantially closer to standard than district averages for socioeconomically disadvantaged students districtwide. In mathematics, English Learners improved by 10.9 points, Long-Term English Learners improved by 7.8 points, and socioeconomically disadvantaged students improved by 11.2 points, demonstrating strong academic growth trends among unduplicated student groups (action 1.10).

Wilson also demonstrated positive outcomes in English Learner Progress, with 58.6% of English Learners making progress toward proficiency, exceeding the district average of 55.5%. Long-Term English Learners also demonstrated strong progress at 62.4%, closely aligned with districtwide LTEL success rates. Science outcomes remained closely aligned with district averages and continue to provide opportunities for strengthening science instruction and academic vocabulary development.

One of Wilson's strongest areas of success was chronic absenteeism. Overall chronic absenteeism declined by 2.7 percentage points, while English Learners, Long-Term English Learners, and socioeconomically disadvantaged students all demonstrated improved attendance outcomes and performed below the district chronic absenteeism rate. White students demonstrated particularly strong attendance outcomes, with chronic absenteeism declining by 4.9 percentage points to 8.0%, substantially below the state average of 12.3% (action 2.10). Students with disabilities also continued to demonstrate progress, with chronic absenteeism declining to 18.0%, a 0.9 percentage point improvement from the prior year and significantly below the statewide rate of 24.9% for students with disabilities (action 2.10). These outcomes demonstrate that Wilson's attendance systems and targeted supports are contributing to improved school engagement across multiple student groups.

Although suspension rates increased during 2025, the site continues to prioritize restorative practices, student relationship-building, and behavioral intervention systems to support improved student outcomes. Wilson remains focused on building upon its positive attendance and English Learner progress outcomes while continuing to strengthen academic achievement and school climate systems.

Additional longitudinal data provides important context for Wilson's annual outcomes. Chronic absenteeism among students with disabilities declined from 37.5% in 2023 to 18.0% in 2025, representing a substantial 19.5 percentage point reduction. White students demonstrated similarly significant improvement, declining from 22.8% chronically absent in 2023 to only 8.0% in 2025, a 14.8 percentage point reduction (action 2.10).

Suspension outcomes also demonstrated longer-term improvement for specific student groups. Students with disabilities declined from 17.2% suspended in 2023 to 10.0% in 2025, a 7.2 percentage point reduction (action 2.12). Hispanic students declined from 10.6% suspended in 2023 to 9.5% in 2025, a 1.1 percentage point reduction (action 2.12). These results provide important context for the overall site suspension increase during 2025 and demonstrate that some individual student groups remain below their 2023 suspension levels.

Academic outcomes across the same period were more mixed. In ELA, students with disabilities scored 139.5 points below standard in 2023 compared to 150 points below standard in 2025, representing a 10.5-point decline (action 1.11).. In mathematics, English Learners moved from 118 points below standard in 2023 to 122 points below standard in 2025, a 4-point decline over the two-year period. This longer-term comparison provides important context for the strong 10.9-point improvement demonstrated during the most recent year, indicating that recent movement is encouraging but has not yet resulted in performance exceeding the 2023 level. Socioeconomically disadvantaged students demonstrated modest longitudinal improvement in mathematics, moving from 98.6 points below standard in 2023 to 96.6 points below standard in 2025, a 2-point improvement. Hispanic students moved from 97.3 points below standard in 2023 to 98.7 points below standard in 2025, a change of approximately 1.4 points that is considered maintained by the state (action 1.10).

Story 2023–2025

Wilson's 2023–2025 story demonstrates particularly strong progress in student attendance and engagement alongside more variable academic results. Chronic absenteeism declined by 19.5 percentage points for students with disabilities and by 14.8 percentage points for White students. Suspension also improved over the two-year period for students with disabilities and Hispanic students. These outcomes demonstrate that Wilson has strengthened systems that help students remain connected to school and instruction. Academic performance, however, has not yet demonstrated the same level of sustained longitudinal improvement. Students with disabilities experienced a decline in ELA, while English Learners remained slightly further from standard in mathematics in 2025 than in 2023 despite strong recent annual

growth. Socioeconomically disadvantaged students demonstrated modest mathematics improvement, while Hispanic students essentially maintained performance. Wilson's continued work will focus on building upon its significant success in attendance and engagement and translating increased access to instruction and recent academic growth into sustained achievement gains over multiple years.

Fairmead Elementary School Reflection

Fairmead Elementary School demonstrated encouraging growth across several key indicators during 2025, particularly among unduplicated student groups. In ELA, Fairmead students outperformed the district all-student average, scoring 50.4 points below standard compared to the district average of 52.8 points below standard (action 1.9) . English Learners demonstrated especially strong improvement, increasing 24.5 points from the prior year, while socioeconomically disadvantaged students improved by 13 points (action 1.9). Additional student groups also demonstrated substantial ELA growth. Students with disabilities improved by 17.2 points, scoring 122.8 points below standard and moving from the red to the orange Dashboard performance band. Hispanic students improved by 21.5 points, scoring 54.6 points below standard and moving into the yellow performance band (action 1.9). These significant gains across multiple student groups reflect the positive impact of instructional supports, targeted interventions, and focused literacy instruction at the site level.

Mathematics data also reflected encouraging growth trends. English Learners improved by 16.6 points (action 1.9), while socioeconomically disadvantaged students improved by 7.7 points from the prior year (action 1.9). Hispanic students also demonstrated strong growth, improving by 12.9 points and scoring 79.7 points below standard, approaching the statewide Hispanic student group performance of 73.6 points below standard. Despite this substantial improvement, Hispanic students remained within the yellow Dashboard performance band (action 1.9). Although mathematics remains an area of continued focus, the consistent gains across multiple student groups demonstrate that students are making meaningful academic progress. Fairmead's English Learner Progress Indicator also reflected positive outcomes, with 52.8% of English Learners making progress toward proficiency and earning a green Dashboard indicator.

Attendance outcomes represented another area of strength. Chronic absenteeism declined significantly for all students and all reported unduplicated student groups. English Learners improved into the green Dashboard indicator. Socioeconomically disadvantaged students demonstrated substantial improvement, with chronic absenteeism declining by 5.1 percentage points to 13.4%. This rate was considerably lower than the statewide rate of 21.7% for socioeconomically disadvantaged students. While this represented strong improvement, the student group remained within the yellow Dashboard performance band. These outcomes demonstrate the effectiveness of family outreach, attendance monitoring, targeted supports, and student engagement systems.

While suspension rates increased during 2025, Fairmead remains focused on strengthening positive behavior systems, restorative practices, and relationship-centered supports to continue improving school climate and student outcomes. Overall, Fairmead's data reflects encouraging progress across multiple indicators, with particularly strong academic gains among English Learners, socioeconomically disadvantaged students, Hispanic students, and students with disabilities, along with continued improvement in attendance outcomes. Socioeconomically disadvantaged students had a slight change from 6.2% in 2023 to 5.9% suspended in 2025 (action 2.12).

Fairmead's longitudinal data further strengthens the positive annual academic story. Schoolwide ELA performance improved from 71.8 points below standard in 2023 to 50.4 points below standard in 2025, representing a 21.4-point improvement. English Learners improved from 101.8 points below standard in 2023 to 76.2 points below standard in 2025, a 25.6-point improvement. Socioeconomically disadvantaged students improved from 80.9 points below standard to 59.6 points below standard, a 21.3-point improvement. Students with disabilities improved from 138.7 points below standard to 122.8 points below standard, a 15.9-point improvement. Hispanic students demonstrated the largest ELA gain among these groups, moving from 82.5 points below standard in 2023 to 54.6 points below standard in 2025, a substantial 27.9-point improvement.

Mathematics also demonstrates a positive longitudinal trajectory across multiple student groups. English Learners improved from 106.8 points below standard in 2023 to 98.3 points below standard in 2025, an 8.5-point improvement. Socioeconomically disadvantaged students improved from 99.2 points below standard to 81.6 points below standard, a 17.6-point improvement. Hispanic students improved from 99.3 points below standard to 79.7 points below standard, a 19.6-point improvement.

English Learner Progress provides an additional measure of sustained growth. In 2023, 37.1% of Fairmead's English Learners made progress toward English proficiency compared to 52.8% in 2025, representing a 15.7 percentage point increase and resulting in a green Dashboard indicator. In the area of suspension, socioeconomically disadvantaged students experienced a slight longitudinal improvement, moving from 6.2% suspended in 2023 to 5.9% in 2025 (actino 1.2).

Story 2023–2025

Fairmead's 2023–2025 story reflects some of the broadest and most consistent academic improvement across CESD. Schoolwide ELA performance improved by 21.4 points, while English Learners, socioeconomically disadvantaged students, students with disabilities, and Hispanic students all demonstrated double-digit gains. Mathematics also improved across each of the longitudinal student groups examined, with particularly strong two-year gains among socioeconomically disadvantaged and Hispanic students. English Learner Progress increased by 15.7 percentage points over the same period, reaching green in 2025. The significance of Fairmead's progress is not limited to any single measure or student group; improvement is visible across ELA, mathematics, language acquisition, attendance, and targeted school climate data. This broad-based trajectory provides evidence that instructional supports, intervention systems, English Learner supports, and site-level collaboration are contributing to improved student outcomes over time.

Ronald Reagan Elementary School Reflection

Reagan Elementary School demonstrated some of the strongest overall outcomes across CESD during 2025 and continued to serve as a strong example of academic growth and student support systems. In ELA, Reagan students demonstrated improvement across all major reported student groups. English Learners improved by 19.7 points from the prior year (action 1.10), while socioeconomically disadvantaged students improved by 12.2 points. Growth measures further demonstrated strong academic momentum, with all students, English Learners, and socioeconomically disadvantaged students all demonstrating moderate growth levels with more than 71% of students improving from the prior year.

Students with disabilities remain an additional area of continued focus in ELA. In 2025, students with disabilities scored 114.1 points below standard and maintained performance from the prior year. This student group remained within the red Dashboard performance band for the second consecutive year. While Reagan demonstrated significant growth for several other student groups, the continued red indicator for students with disabilities identifies an important opportunity for continued targeted instructional support and intervention.

Mathematics outcomes were especially encouraging. Reagan significantly outperformed district averages in mathematics, with all students scoring 49.1 points below standard compared to the district average of 69.8 points below standard. English Learners maintained performance from the prior year, while socioeconomically disadvantaged students improved by 6.1 points. Growth measures also reflected strong outcomes, with all reported student groups demonstrating moderate growth and more than 73% of students improving from the prior year.

Reagan also demonstrated exceptional outcomes in English Learner Progress, with 57.7% of English Learners making progress toward proficiency and earning the blue Dashboard indicator, the highest possible performance level. Attendance outcomes remained among the strongest in the district, with chronic absenteeism declining substantially across all student groups and English Learners achieving a green Dashboard indicator. Suspension rates also remained significantly below district averages, including a 0% suspension rate for English Learners. Overall, Reagan Elementary demonstrated strong systems of academic support, attendance intervention, English Learner support, and positive school climate practices that are contributing to continued student success.

The longitudinal data demonstrates that Reagan's strong 2025 outcomes are part of a broader pattern of significant improvement. In ELA, English Learners improved from 97.6 points below standard in 2023 to only 58 points below standard in 2025, representing a substantial 39.6-point improvement over the two-year period. This longer-term movement strengthens the significance of the 19.7-point improvement demonstrated in the most recent year and shows sustained progress toward standard.

English Learner Progress demonstrated a similarly substantial longitudinal gain. In 2023, 34.8% of Reagan's English Learners made progress toward English proficiency. By 2025, that percentage had increased to 57.7%, representing a 22.9 percentage point increase and resulting in the blue Dashboard indicator. Students with disabilities also demonstrated substantial progress in attendance. Chronic absenteeism declined from 28.2% in 2023 to only 7.1% in 2025, a 21.1 percentage point reduction (action 1.2).

Story 2023–2025

Reagan's 2023–2025 story demonstrates significant progress across academics, language development, and student engagement. English Learners moved 39.6 points closer to standard in ELA while simultaneously increasing English Learner Progress by 22.9 percentage points. Students with disabilities experienced a dramatic 21.1 percentage point reduction in chronic absenteeism(action 2.10), substantially increasing their access to daily instruction. Together, these results demonstrate that Reagan's instructional, language-development, attendance, and student-support systems are producing meaningful outcomes over time. One important area of continued focus remains. Despite the significant improvement in attendance for students with disabilities, ELA achievement for this group remained within the red Dashboard performance band in 2025. Reagan's continued work will focus on translating its strong engagement and attendance systems into accelerated academic achievement for students with disabilities while sustaining the significant gains demonstrated by English Learners.

Stephens Elementary School Reflection

Stephens Elementary School demonstrated several positive outcomes during 2025, particularly in the areas of English Learner progress, attendance, and suspension rates. Because Stephens serves TK–1 students and does not directly administer state assessments, academic data is proportionally connected to Reagan Elementary's third-grade outcomes. As a result, Stephens' academic indicators reflect the same strong foundational academic trends demonstrated at Reagan Elementary.

English Learner progress represented one of Stephens' greatest strengths. A total of 57.1% of English Learners made progress toward English proficiency, representing a substantial increase from the prior year and aligning closely with districtwide success in the English Learner Progress Indicator. Attendance outcomes also reflected positive progress for several student groups. English Learners demonstrated a significant 6.9% decline in chronic absenteeism and earned a green Dashboard indicator, while overall attendance remained relatively stable.

Suspension outcomes remained a positive area for the site. Overall suspension rates declined to only 0.8%, significantly outperforming district averages. Socioeconomically disadvantaged students maintained a green Dashboard indicator for suspensions, demonstrating the effectiveness of positive behavior supports and relationship-centered school climate practices. Stephens continues to provide strong early learning supports, student engagement systems, and positive behavioral interventions that contribute to student success during foundational primary years.

Story 2023–2025

Stephens' longitudinal attendance data demonstrates one of the strongest site-level improvements within CESD. In 2023, 29.9% of English Learners were chronically absent. By 2025, that rate had declined to only 5.5%, representing a dramatic 24.4 percentage point reduction over the two-year period (action 2.11). This longer-term comparison provides important context for the 6.9 percentage point decline seen in the most recent year and demonstrates that the site's positive attendance results are part of a sustained trajectory. When considered alongside the 57.1% of English Learners making progress toward English proficiency and the overall suspension rate of only 0.8%, Stephens' 2023–2025 story reflects increasingly strong systems of attendance, language development, relationship-building, student engagement, and positive school climate during students' foundational school years.

Fuller Elementary School Reflection

Fuller Elementary School demonstrated several positive outcomes during 2025, particularly in English Learner progress and attendance improvement efforts. Like Stephens Elementary, Fuller serves primary-grade students and proportionally receives Reagan Elementary's third-grade assessment data, reflecting similar positive academic trends and foundational instructional supports.

English Learner progress demonstrated strong improvement, with 52% of English Learners making progress toward proficiency and earning a green Dashboard indicator. This substantial increase from the prior year reflects the effectiveness of designated English language development instruction and targeted student supports. Attendance outcomes also demonstrated positive movement, with overall chronic absenteeism declining by 3% and English Learners declining by 9.8%, resulting in a green Dashboard indicator for English Learners.

While chronic absenteeism among socioeconomically disadvantaged students remains an area of continued focus, the site demonstrated improvement from the prior year and continues implementing targeted family outreach and attendance intervention supports. Suspension rates remained below district averages overall, and English Learners maintained relatively low suspension rates during 2025. Fuller Elementary continues to build positive momentum through strong foundational instruction, English Learner supports, attendance interventions, and positive school climate systems designed to support early student success.

Story 2023–2025

Comparable 2023 site-specific data for Fuller was not included in the longitudinal information provided, so a numerical 2023–2025 comparison cannot be made without introducing unsupported information. The available data, however, demonstrates encouraging recent movement. By 2025, 52% of English Learners were making progress toward proficiency and the group earned a green Dashboard indicator. English Learner chronic absenteeism also declined by 9.8 percentage points from the prior year and resulted in a green Dashboard indicator. These outcomes establish an encouraging recent trajectory in two important areas of English Learner success. Continued monitoring will allow CESD to determine whether these annual improvements develop into sustained multi-year progress similar to the longitudinal gains now evident at Reagan, Fairmead, Stephens, and Wilson.

Reflections: Technical Assistance

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

Chowchilla Elementary School District became eligible for Differentiated Assistance in the 2024–2025 school year for the “Two or More Races” student group under both the chronic absenteeism and suspension indicators.

In the area of chronic absenteeism, the “Two or More Races” student group received a Red indicator due to an increase in the chronic absenteeism rate from 2023 to 2024. Historically, Chowchilla Elementary School District (CESD) has had a small number of students in this group. In 2023, there were 45 students identified as “Two or More Races,” and in 2024, the group decreased slightly to 42 students. Due to the small size of this student group, the five school sites within CESD typically do not meet the minimum threshold of students required to generate significant group data at the site level. Fuller Elementary was the only site with enough students in this group during both 2023 and 2024 to report Dashboard data. Notably, Fuller Elementary demonstrated positive growth, decreasing its chronic absenteeism rate for this group from 26.3% in 2023 to 23.5% in 2024. However, at the District level, the “Two or More Races” student group experienced a negative change, with the chronic absenteeism rate increasing by 1.4 percentage points, from 20% in 2023 to 21.4% in 2024.

The 2025 data demonstrates a significant reversal of this trend and provides an encouraging measure of progress resulting from the District’s focused work. Chronic absenteeism for the “Two or More Races” student group declined from 21.4% in 2024 to only 8.5% in 2025,

representing a substantial 12.9 percentage point decrease in one year. This improvement moved the student group from the Red Dashboard performance band into the Green performance band. The magnitude of this change is particularly meaningful because this was the student group that originally resulted in CESD becoming eligible for Differentiated Assistance in the area of chronic absenteeism. Although the relatively small size of the group means percentages remain sensitive to the outcomes of individual students, the significant decline demonstrates that focused monitoring, individualized attention, family outreach, and the systems developed through the Differentiated Assistance process are contributing to improved attendance outcomes.

In the area of suspension, the “Two or More Races” student group received a Red indicator due to an increase in the suspension rate from 2023 to 2024. None of the five CESD school sites had a significant number of students in this group; “Two or More Races” was only significant at the District level, with 45 students in 2023 and 43 students in 2024. The suspension rate for this group increased from 4.4% in 2023 to 7.0% in 2024, a rise of 2.5 percentage points. Due to the small size of the group, year-to-year data fluctuations are more pronounced, as individual student outcomes have a greater impact on overall percentages. CESD recognizes the need to focus additional attention on the “Two or More Races” student group moving forward. With this student group being small in size, the data is more sensitive to outliers, making intentional attention to the needs and outcomes of each individual student an important part of the improvement process.

Chowchilla Elementary School District partnered with Madera County Superintendent of Schools in January 2025 to work through the Differentiated Assistance process. CESD and Madera County Superintendent of Schools held multiple Differentiated Assistance meetings throughout the two-year process, with the final meeting held on May 20, 2026. The technical assistance team participating throughout this process included the Child Welfare and Attendance Liaison, Director of English Learner Services and PBIS, Assistant Superintendent of Educational Services, one elementary school site principal, lead district counselor, Director of Special Education, Superintendent, and Administrative Assistant of Student Services. After each meeting throughout the process, data and next steps were reported to administrators during Principal’s Council meetings, to the Attendance Task Force, and to the PBIS Guiding Coalition. Members of those teams then communicated information and strategies at the school-site level, creating a system for districtwide communication and implementation.

Through the Differentiated Assistance process, CESD developed a driver diagram that included an AIM statement, current data, and potential process measures. As a team, CESD then developed primary and secondary drivers for both attendance and suspension. Change ideas were identified to pinpoint specific areas in which improvement could occur and strategies that could be implemented during the 2025–2026 school year. Through this work, the team created PDSA cycles that were used to monitor implementation, review data, and track improvement over time.

The process led CESD to identify a lack of information available to families regarding attendance and behavior. In response, the District developed and implemented a series of parent workshops designed to work side-by-side with families and help parents develop an in-depth understanding of strategies they could implement at home in partnership with the schools. During the first year, CESD intentionally invited parents of students who were represented within student groups demonstrating areas of concern. Members of the Differentiated Assistance team personally contacted families to invite them to participate in the events.

The resulting parent classes were successful and provided CESD with an important opportunity to build relationships with families. Many parents entered the first session hesitant about attending, which was evident at the beginning of the workshop. By the conclusion of the first session, however, parents were appreciative, comfortable participating, and willing to openly share stories about challenges they were experiencing with their children. Families learned strategies and information that could be directly applied at home. Survey results from each

session showed that more than 94% of participating families reported learning ideas they could use at home, were glad they attended, and were interested in participating in future sessions. Since the conclusion of the workshops, CESD has received multiple calls from additional families asking about the classes and whether they can participate in future sessions.

The Differentiated Assistance process was effective for CESD in the area of attendance in 2022. The work developed through the current process creates an opportunity for these systems to become more systematic and to expand their impact to many more families throughout CESD. The significant improvement in chronic absenteeism for the “Two or More Races” student group provides an encouraging early measure of the effectiveness of this work. After increasing to 21.4% chronically absent in 2024 and receiving a Red Dashboard indicator, the rate declined to only 8.5% in 2025 and moved into the Green performance band. This 12.9 percentage point reduction demonstrates the potential impact of intentionally focusing on individual students, engaging families, monitoring data more frequently, and implementing targeted interventions.

CESD looks forward to continuing this work and further reducing rates of both chronic absenteeism and suspension for the “Two or More Races” student group. To support this work, CESD has added a component within Actions 2.1, 2.6, and 2.7 to ensure an intentional focus on the “Two or More Races” student group. Having participated in the Differentiated Assistance process previously leaves CESD hopeful and encouraged about continuing this cycle of improvement. The progress already demonstrated in chronic absenteeism reinforces the importance of creating sustainable systems that can positively impact students and families and be maintained for years to come. At the same time, suspension outcomes remain an area requiring continued attention, reinforcing the need to maintain the same level of intentionality and individualized focus in the District’s behavioral support systems.

In year one, the CESD Differentiated Assistance team met on January 31, 2025; February 26, 2025; March 26, 2025; May 1, 2025; and June 4, 2025. In year two, the team met on September 25, 2025; October 21, 2025; December 2, 2025; February 24, 2026; April 15, 2026; and May 20, 2026.

Chowchilla Elementary School District became eligible for Differentiated Assistance during the 2025–2026 school year for CALPADS after not meeting the CALPADS certification deadline. Districts that did not meet the certification deadline automatically met the criteria for Differentiated Assistance.

CESD remains confident in its understanding of CALPADS, data quality practices, and reporting timelines. In this particular instance, the District made the intentional decision to decertify its data in order to correct an error and ensure the highest possible level of data accuracy. Although the District successfully re-certified its data prior to the deadline, county approval was not obtained before the close of the certification window, which was also a required component of the process.

Ultimately, CESD’s experience with CALPADS Differentiated Assistance proved to be valuable and rewarding, allowing the District to deepen its knowledge and strengthen its understanding of CALPADS processes and data systems. District staff participated in FCMAT/CSIS Data Governance sessions in October 2025, March 2026, and April 2026. Through these sessions, CESD continued building a sustainable framework for long-term data quality and governance.

During the first year of implementation, CESD established a collaborative review process in which teams of staff members reviewed and approved data prior to certification. Looking ahead, the District recognizes that CALPADS management is a districtwide strategic responsibility that requires shared ownership to ensure data accuracy and compliance. The Differentiated Assistance process emphasized the importance of establishing a comprehensive data governance framework, encouraging cabinet-level involvement, and fostering a culture of data quality to reduce risk and support continuous improvement across the District. The action within the LCAP supporting this work can be found in Goal 3, Action 8.

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.

Chowchilla Elementary School District does not have any school sites in Comprehensive Support and Improvement.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

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
Parent Advisory Committee (PAC)	Standing consultation group that meets several times per year to provide input and feedback on the LCAP goals and success indicators and district priorities. This group was comprised of parents from each of our unduplicated student groups, parents from our special group of those associated with the Chowchilla prisons, and families of students with disabilities. This group also includes site teams of administrators, teachers and classified members. This group met on January 15, 2026, February 18, 2026, February 26, 2026 and April 9, 2026 and May 14, 2026. The PAC committee gave final approval of the LCAP on April 9, 2026 and supporting documents with no feedback to review.
Joint Foster and Homeless Care Liaison Meetings	Chowchilla liaison meets monthly with all county schools and liaisons to discuss strategies and priorities for foster youth and homeless students. These meetings took place on August 20, 2025, September 10, 2025, October 8, 2025, November 12, 2025, December 10, 2025, February 11, 2026, March 11, 2026, April 8, 2026 and May 13, 2026.
Chowchilla Teacher's Association (CTA) Union	District administrators meet monthly with the teachers union board members to discuss ongoing input and feedback around the goals and success indicators within the LCAP as well as other issues important to the success of the LCAP process. This team met on September 4, 2025; November 13, 2025; December 4, 2025; January 22, 2026; March 4, 2026; April 24, 2026 and June 3, 2026.
Chowchilla Classified Association (CSEA) Union	District administrators meet monthly with the classified union board members to discuss ongoing input and feedback around the goals and success indicators within the LCAP as well as other issues

Educational Partner(s)	Process for Engagement
	important to the success of the LCAP process. This team of members focused their conversations this year mostly around the need to increase and improve actions 1.6 and 2.6.
Other School Personnel	Through email, weekly newsletters, social media, Parent Square and website, the District informed all educational partners of the various opportunities to take part in the LCAP development and feedback. Educational partners had the opportunity to participate in meetings including Parent Advisory Committee, School Site Council, English Language Advisory Committee (ELAC), District English Language Advisory Committee (DELAC). SURVEY: In early spring a district wide LCAP survey containing all goals, actions and services for input. The survey remained open for 6 weeks. The survey was advertised in email, mail, Parent Square, phone call and social media. A paper survey as well as technology were available to anyone who needed it. The survey gathered input on the current LCAP goals, actions and services and asked for additional idea or needs for upcoming actions. The work of this team led to actions 1.6, 2.1 and 2.6.
District English Learner Advisory Committee (DELAC)	Standing consultation group that meets several times per year to provide input and feedback on the LCAP goals and success indicators and district priorities. This team additionally focuses on the needs of English learners within the District. The duties of this team throughout the year included development of the EL Master Plan, District needs assessment, District programming, compliance, reclassification procedures, and other compliance areas such as notifications and forms. This committee met on December 10, 2025; February 26, 2026; April 15, 2026 and May 14, 2026. The DELAC committee gave final approval of the LCAP and supporting documents on May 14, 2026 with no feedback to review. The work of this team focused on data to increase or improve all actions with a high concentration on actions 1.2, 1.5, and 1.7.
Special Education Task Force	Standing consultation group that meets several times per year to provide input and feedback on the LCAP goals and success indicators and district priorities. This group includes the director of special education, SELPA representation for SWD, psychologists, counselors, teachers, behavior certified board analyst and assistant

Educational Partner(s)	Process for Engagement
	superintendent of educational services. This special education task force represents the SELPA consultation. This task force met on _____. The work of this team led to the development of actions 1.3, 1.6, 1.11.
Site and District Administrators (Principals, Vice Principals, Directors and Coordinators)	Administrators met bi-monthly from July 2025 through June 2026, to discuss the needs of school sites, current data and action steps. These sessions included a detailed analysis of CAASPP scores and local data pertinent to the 2024-2025 academic year, encompassing suspensions, expulsions, attendance and chronic absenteeism. Administrators were equipped with strategies based on this data, to enhance academic performance and the overall school environment for students. They also had the chance to discuss the successes and challenges encountered and gain ideas from other school sites and leaders. The yearly process of working with admin brought us needs or changes for upcoming actions in the LCAP. The final proposed actions and services were presented to the administrative team. Everyone was given the opportunity to ask questions and provide additional feedback.
Chowchilla Attendance Task Force	Standing consultation group that meets several times per year to provide input and feedback on the LCAP goals and success indicators and district priorities specific to student attendance and engagement. This task force includes teachers, site administrators, district administrators and classified staff including the Child Welfare and Attendance Liaison. This committee focused on systems and methods to improve overall attendance but focused our time and data conversations around equality and ensuring the gap between our unduplicated student groups and the attendance rates of all students were being closed. This committee met on August 29, 2025, September 3, 2025; October 2, 2025; November 12, 2025; December 4, 2025; January 8, 2026; February 3, 2026; March 6, 2026; April 29, 2026; May 5, 2026 and June 2, 2026. The work by this committee led to the development of actions 1.5 and 2.1.
Board Meeting Feedback Process	School board of trustees meet 1-2 times a month to hear ongoing development of the LCAP plan and provide input and feedback on goals and success indicators and district priorities. The board of trustees is additionally responsible for the two board meeting process that finalizes and adopts the final LCAP and approves the local

Educational Partner(s)	Process for Engagement
	indicators. These two meetings occurred on June 22, 2026 and June 29, 2026.
Chowchilla PBIS Guiding Coalition	Standing consultation group that meets several times per year to provide input and feedback on the LCAP goals and success indicators and district priorities specific to student behaviors and interventions for support. The team reviewed data, for all students as well as for specific student groups, and used the data to determine next steps for interventions and instructional purposes. This team meets at the site level and at the District level. The District level meetings were on November 13, 2025; January 20, 2026; February 24, 2026; April 14, 2026; and May 13, 2026.
CESD Students Grades 3-8	During the month of March 2026, a survey was given to all students in grades 3-8th students to gather their opinions on school connectedness and safety, evaluate courses and classes, assess instructional effectiveness, identify areas of concern, and highlight successful elements. Wilson Middle School student body class promotes and assists with survey and data collection of students. There are also 4 student representatives assigned to attend PAC meetings throughout the school year.

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

Within the Educational Services Department, the LCAP team engages District educational partners annually to collaborate across student groups and align fiscal and programmatic planning to develop the Local Control and Accountability Plan (LCAP). The Chowchilla Elementary School District recognizes that meaningful educational partner engagement is essential to ensuring the LCAP reflects the District's Strategic Plan and the priorities of the students, families, staff, and community we serve. Throughout the engagement process, discussions included, but were not limited to, District funding, California School Dashboard indicators, student performance data, goals, metrics, and LCAP actions and services. By involving a diverse range of educational partners, the District demonstrates its commitment to transparency, shared decision-making, and continuous improvement to increase student success.

Three of the most consistent priorities identified by parents, teachers, classified staff, site and District administrators, students, PAC, DELAC, CSEA, and community members continues to be student behavior, school climate, and social-emotional well-being. Educational partners recognized that supporting students' behavioral and social-emotional needs remains both a District priority and a broader societal challenge that continues to impact schools and students. In addition to ongoing behavioral concerns, educational partners expressed concern regarding the increased use of inappropriate language on school campuses during the 2025–2026 school year, including the rise in disrespectful and racially inappropriate comments among students. Educational partners emphasized the importance of intentionally addressing respectful communication, school culture, and positive peer interactions through the District's Positive Behavioral Interventions and Supports (PBIS) framework.

To address these identified needs, the District will continue implementing tiered positive behavior intervention strategies through professional development, behavior support staff, social-emotional learning resources, restorative practices, trauma-informed practices, PBIS incentives, and additional mental health services. Family workshops will continue to provide parents and guardians with strategies to support behavior, attendance, social-emotional wellness, digital citizenship, and academic success at home. Educational partners also expressed strong support for continuing in-person family engagement nights that strengthen relationships between schools and families while reinforcing PBIS expectations and student success. Several of these actions will continue to be supported through Learning Recovery Emergency Block Grant funding incorporated into the LCAP through the remaining grant period. Progress will continue to be monitored through attendance, suspension, and expulsion data (Goal 1 Action 3; Goal 2 Actions 3, 6, and 12).

Another priority identified by educational partners is continuing the District's work to improve academic achievement and reduce achievement gaps for unduplicated student groups, particularly English Learners and socioeconomically disadvantaged students. Educational partners acknowledged the academic growth demonstrated across the District over the past several years and expressed appreciation for the instructional systems, professional learning, intervention supports, and collaborative structures that have contributed to these improvements. At the same time, educational partners emphasized the importance of maintaining this momentum to ensure continued increases in student achievement while further closing achievement gaps for unduplicated pupils.

Educational partners strongly supported the continuation of the District's English Learner Guiding Coalition, targeted interventions for English Learners, and expanded supports for Long-Term English Learners (LTELs). Stakeholders emphasized the importance of identifying English Learners early, providing timely intervention and designated English Language Development (ELD), monitoring student progress toward reclassification, and ensuring that students receive the instructional support necessary to prevent becoming Long-Term English Learners. For students already identified as LTELs, educational partners supported additional small-group intervention, instructional aide support, targeted language development, explicit vocabulary instruction, progress monitoring, and individualized plans designed to accelerate English proficiency and academic achievement. (Goal 1 Actions 2 and 7)

Educational partners also expressed strong support for continuing professional learning for teachers and instructional aides focused on evidence-based instructional practices for English Learners, strengthening MTSS supports, implementing high-quality designated and integrated ELD, and ensuring consistent implementation of the District's instructional framework. Beginning in the 2026–2027 school year, the District will continue integrating English Language Development standards into essential standards and unit planning to strengthen access to grade-level curriculum while supporting language acquisition. District and site Guiding Coalition teams will continue analyzing student achievement data, monitoring progress toward reclassification, and identifying instructional strategies and interventions designed to accelerate achievement for English Learners and Long-Term English Learners (Goal 1 Actions 2, 6, 7; Goal 3 Action 5).

A third priority identified by educational partners is continuing efforts to reduce student suspension rates, particularly among student groups identified with Red performance levels on the California School Dashboard. Educational partners expressed the importance of maintaining a proactive approach to student behavior by strengthening PBIS implementation, expanding restorative practices, increasing behavior intervention supports, and providing staff with ongoing professional learning in effective classroom management and positive behavior strategies. District leadership will continue monitoring suspension data, analyzing trends across student groups, and working collaboratively with school sites to implement interventions that promote positive student behavior, increase instructional time, and foster safe, welcoming,

and inclusive school environments. These efforts will continue to be supported through ongoing data analysis, Guiding Coalition work, and continuous improvement processes to improve outcomes for all students (Goal 2 Actions 3, 6, and 12).

On June 22, 2026, the Board of Trustees and the public were presented with the Budget Overview for Parents and the Local Control and Accountability Plan (LCAP) for public input. Following the presentation, an open feedback session was held. Any feedback received through this process is addressed through written responses from the Superintendent. During the 2026–2027 LCAP adoption process, no additional public comments were received. On June 29, 2026, the Board of Trustees approved the local indicators and adopted the LCAP and budget overview for parents. These documents were then submitted to the Madera County Superintendent of Schools for review.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Maximize Achievement for ALL Students	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Chowchilla Elementary School District developed this goal due to the high number of students not meeting the standards in both English Language Arts and mathematics on both local benchmarks and the CAASPP assessment. Our Foster Youth (FY), English Learner (EL), and Low Income (LI) students are additionally performing below all students in the District as measured by the California Dashboard and Dashboard data. This goal was developed to communicate our District's commitment to a quality education for all students. The following actions will help ensure that our unduplicated students are provided with accelerated learning opportunities. These accelerated learning opportunities will ensure that high risk student groups have equitable access to the same instructional programs as their peers. Increased access to instructional resources will translate into improved student performance. The District will set targets (learning goals) for individual students and student sub-groups. The District will also use student data as well as effective research based teaching strategies to ensure all students achieve to their highest potential. The District has developed a plan that includes everything from technology, staffing and interventions to additional bus routes to clearly organize people and programs to support our targeted student population and maximize achievement for ALL students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of students who met or exceeded	2022-2023	2023-2024	2024-2025	Our goal is to reduce the equity gap by ensuring	All Students = 6 point increase from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standard on ELA CAASPP assessment (Actions 1.2, 1.3, 1.6, 1.10, 1.11)	All students = 58.8 points below standard (declined 4.9) Socio-Economically Disadvantaged = 65.5 points below standard (declined 4.4) English Learners = 85.1 points below standard (declined 12.8) Students with disabilities: 125.4 points below standard (maintained -2.7) Foster= N/A	All students = 59.9 points below standard (maintained -1) Socio-Economically Disadvantaged = 67 points below standard (maintained -1.6) English Learners = 87.8 points below standard (maintained -2.8) Long Term English Learners= 98.4 points below standard (declined 21.5) Students with disabilities: 123.1 points below standard (maintained 2.3) Foster= N/A	All students = 52.8 points below standard (Increased 7 points) Socio-Economically Disadvantaged = 60.6 points below standard (Increased 6.5 points) English Learners = 73.3 points below standard (Increased 14.5 points) Long Term English Learners= 100.2 points below standard (Maintained -1.8 points) Students with disabilities: 124.9 points below standard (maintained -1.7 points) Foster= N/A	that all identified student groups demonstrate a minimum growth of 10 points from standard over the course of the three-year LCAP cycle, thereby closing the performance gap with the all-student population. All students = 48.8 points below standard Socio-Economically Disadvantaged = 55.5 points below standard English Learners = 75.1 points below standard Students with disabilities: 115.4 points below standard Foster= N/A	Socio-Economically Disadvantaged = 4.9 point increase from baseline English Learners = 11.8 point increase increase from baseline Long Term English Learners- 1.8 point decrease from baseline (baseline started in year 2) Students with Disabilities = 0.5 point increase from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Percent of students who met or exceeded standard on Math CAASPP assessment (Actions 1.2, 1.3, 1.6, 1.10,1.11)	2022-2023 All students = 80.9 points below standard (maintained 2.1) Socio-Economically Disadvantaged = 88.3 points below standard (maintained 2.6) English Learners = 103.6 points below standard (declined 5.3) Students with disabilities: 155.8 points below standard (increase 6.4) Foster= N/A	2023-2024 All students = 74.8 points below standard (increase 6.1) Socio-Economically Disadvantaged = 81.6 points below standard (increase 6.7) English Learners = 102.6 points below standard (maintained 1.0) Long Term English Learners= 147.5 points below standard (declined 14.6) Students with disabilities: 150.6 points below standard (increase 5.2) Foster= N/A	2024-2025 All students = 69.8 points below standard (increase 5.1) Socio-Economically Disadvantaged = 77 points below standard (increase 4.5 points) English Learners = 92.7 points below standard (Increased 9.9 points) Long Term English Learners= 138.9 points below standard (Increased 8.6 points) Students with disabilities: 153 points below standard (Maintained -2.4) Foster= N/A	Our goal is to reduce the equity gap by ensuring that all identified student groups demonstrate a minimum growth of 10 points from standard over the course of the three-year LCAP cycle, thereby closing the performance gap with the all-student population. All students = 70.9 points below standard Socio-Economically Disadvantaged = 78.3 points below standard English Learners = 93.6 points below standard Students with disabilities: 145.8 points below standard Foster= N/A	All Students = 11.1 point increase from baseline Socio-Economically Disadvantaged = 11.3 point increase from baseline English Learners = 10.9 point increase from baseline Long Term English Learners = 8.6 point increase from baseline (baseline began in year 2) Students with Disabilities = 2.8 point increase from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Percent of students in Grades K-8 who met or exceeded grade level standard in English Language Arts on local benchmark assessments (Actions 1.2, 1.10, 1.11)	2023-2024 (Local NWEA Data) % of students meeting or exceeding the standard All students = 28.36% Socio-Economically Disadvantaged = 25.41% English Learners = 14.06% Long Term English Learners= N/A Students with disabilities: 7.45% of students met or exceeded the standard Foster= N/A	2024-2025 (Local NWEA Data) % of students meeting or exceeding the standard All students = 29.92% Socio-Economically Disadvantaged = 26.7% English Learners = 8.8% Long Term English Learners= 4.6% Students with disabilities: 8.7% of students met or exceeded the standard Foster= N/A	2025-2026 (Local NWEA Data) % of students meeting or exceeding the standard All students = 33.5% Socio-Economically Disadvantaged = 31.4% English Learners = 12.1% Long Term English Learners= 5.3% Students with disabilities: 11.1% of students met or exceeded the standard Foster= N/A	40% of unduplicated students will meet or exceed on the ELA local benchmark assessment. Our goal is to close the equity gap between student groups and ALL students by a minimum of 1-3% each year.	All students = 5.14% increase Socio-Economically Disadvantaged = 5.99% increase English Learners = 1.96% decrease (Does not include RFEP students like the state test). Long Term English Learners = 0.7% increase Students with disabilities = 3.65% increase Foster= N/A
1.4	Percent of students in Grades K-8 who met or exceeded grade level standard in mathematics on local benchmark assessments (Actions 1.2, 1.10, 1.11)	2023-2024 (Local NWEA Data) All students = 25.23%	2024-2025 (Local NWEA Data) All students = 30.6%	2025-2026 (Local NWEA Data) All students = 33.0%	40% of unduplicated students will meet or exceed on the math local benchmark assessment.	All students = 7.77% increase Socio-Economically Disadvantaged = 7.8% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socio-Economically Disadvantaged = 22.80% English Learners = 15.32% Long Term English Learners= N/A Students with disabilities: 5.88% Foster= N/A	Socio-Economically Disadvantaged = 26.5% English Learners = 13.9% Long Term English Learners= 8.4% Students with disabilities: 9.8% Foster= N/A	Socio-Economically Disadvantaged = 30.6% English Learners = 15.1% Long Term English Learners= 3.9% Students with disabilities: 10.6% of students met or exceeded the standard Foster= N/A	Our goal is to close the equity gap between student groups and ALL students by a minimum of 3-5% each year.	English Learners = 0.22% decrease Long Term English Learners = 4.5% decrease Students with disabilities: 4.72% increase Foster= N/A
1.5	Percent of students who met or exceeded standard on the California Science Test in grades 5 and 8. (Action 1.4, 1.11)	2022-2023 (Not on Dashboard at this time, so data is in different measure than in 23-24 year) All Students: 13.28% of all students who met or exceeded SED: 12.74% EL: 1.69% Foster: N/A LTEL: N/A	2023-2024 All Students: 19.7 points below standard (increased 1.7 points) SED: 20.7 points below standard (increased 2.6 points) EL: 25.8 points below standard (increased 1.6 points) Foster: N/A	2024-2025 (state dashboard changed from points below standard in 2024 to science points in 2025) All Students: 43.6 science points (Maintained -1.3) SED: 40.6 science points (Declined 3.2 points) EL: 36.7 science points (maintained -1.9)	2025-2026 All Students: 47 science points SED: 44 science points EL: 40 science points LTEL: 38 science points SWD: 34 science points Foster: N/A	There is not a true measure from baseline as this data is for informational purposes while the state finalizing the science dashboard. In 2023, the assessment was not on the dashboard at this time. In 2024, the metric was measured in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SWD: 30.1 points below standard (increased 4 points) LTEL: 25.9 science points (increased 1.2 points)	LTEL: 34.9 science points (Declined 4.3 points) SWD: 31.1 science points (Declined 3.2) Foster: N/A		points below standard. In 2025, the metric was measured in science points with a scale from 0-100 with 100 being the highest and 0 being the lowest.
1.6	English learner progress (Action 1.7)	2022-2023 45.9% making progress towards English language proficiency	2023-2024 43.2% making progress towards English language proficiency (Decline of 2.7%) Long Term English Learners: (New Dashboard Data began in 2024). 53.6% making progress towards English language proficiency (Decline of 8.4%)	2024-2025 55.5% making progress towards English language proficiency (Increased 12.3%) Long Term English Learners: 62.5% making progress towards English language proficiency (Increased 8.9%)	60% making progress towards English language proficiency	12.3% increase towards English language proficiency Long Term English Learners: 8.9% increase towards English language proficiency
1.7	Percent of EL students scored proficient (Level 4-well developed) on ELPAC summative assessment (Action 1.7)	2022-2023 15.63% of English learners scored proficient (Level 4-Well Developed) on the ELPAC Summative Assessment.	2023-2024 10.3% of English learners scored proficient (Level 4-Well Developed) on the ELPAC Summative	2024-2025 16.43% of English learners scored proficient (Level 4-Well Developed) on the ELPAC Summative	30% of English learners will score proficient (Level 4-Well Developed) on the ELPAC Summative Assessment.	0.83% increase of English learners who scored proficient (Level 4-Well Developed) on the ELPAC Summative Assessment.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		15.79% of EL students who are also Socioeconomically Disadvantaged scored proficient (Level 4-Well Developed) on the ELPAC Summative Assessment. 14.94% of EL students who are also students with disabilities, scored proficient (Level 4-Well Developed) on the ELPAC Summative Assessment. Foster Youth- there is not a large enough student group that is both EL and foster youth	Assessment. (Decline) 10.06% of EL students who are also Socioeconomically Disadvantaged scored proficient (Level 4-Well Developed) on the ELPAC Summative Assessment. (Decline) 1.24% of EL students who are also students with disabilities, scored proficient (Level 4-Well Developed) on the ELPAC Summative Assessment. (Decline) Foster Youth- there is not a large enough student group that is both EL and foster youth	Assessment. (Decline) 16.77% of EL students who are also Socioeconomically Disadvantaged scored proficient (Level 4-Well Developed) on the ELPAC Summative Assessment. (Decline) 4.17% of EL students who are also students with disabilities, scored proficient (Level 4-Well Developed) on the ELPAC Summative Assessment. (Decline) Foster Youth- there is not a large enough student group that is both EL and foster youth	30% of EL students who are also Socioeconomically Disadvantaged will score proficient (Level 4-Well Developed) on the ELPAC Summative Assessment. 30% of EL students who are also students with disabilities, will score proficient (Level 4-Well Developed) on the ELPAC Summative Assessment. Foster Youth- there is not a large enough student group that is both EL and foster youth	0.98% increase of EL students who are also Socioeconomically Disadvantaged who scored proficient (Level 4-Well Developed) on the ELPAC Summative Assessment. 10.77% decrease of EL students who are also students with disabilities, scored proficient (Level 4-Well Developed) on the ELPAC Summative Assessment. Foster Youth- N/A
1.8	Reclassification rate of English learners (Action 1.7)	2022-2023 CESD reclassified 28 out of 723 English	2023 - 2024 CESD reclassified 67 out of 574	2024-2025 CESD reclassified 67 out of 474	CESD will reclassify 13% of English learners per year.	17.67% increase from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		learners, which is a reclassification rate of 3.73%.	English learners, which is a reclassification rate of 10.45%.	English learners, which is a reclassification rate of 21.4%.		
1.9	English Learners	2023-2024 100% of all English learners were provided programs and services to access the Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency.	2024-2025 100% of all English learners were provided programs and services to access the Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency.	2025-2026 100% of all English learners were provided programs and services to access the Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency.	100% of all English learners will be provided programs and services to access the Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency.	0 increase from baseline. Already at 100% and can't increase any further.
1.10	Percent of students meeting promotion criteria from Junior High to High School	2023-2024 82% of students met the promotion requirements before entering high school	2024-2025 97% of students met the promotion requirements before entering high school	2025-2026 95% of students met the promotion requirements before entering high school	90% of students will meet the promotion requirements before entering high school	13% increase
1.11	Students have access to a broad course of study	2023-2024 100% of students, including unduplicated and students with exceptional needs, had	2024-2025 100% of students, including unduplicated and students with	2025-2026 100% of students, including unduplicated and students with	100% of students, including unduplicated and students with exceptional needs, will have access to	0 increase from baseline. Already at 100% and can't increase any further.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		access to a broad course of study	exceptional needs, had access to a broad course of study	exceptional needs, had access to a broad course of study	a broad course of study	
1.12	Chronic Absenteeism (State Data) (Actions 1.4, 1.11)	2022-2023 Dashboard Data 25.6% of students were chronically absent 47.1% of Foster Youth were chronically absent 64.9% of Homeless students were chronically absent 32.8% of Student with Exceptional Needs were chronically absent 27.4% of Socioeconomically Disadvantaged students were chronically absent 20.7% of English Learner students were chronically absent	2023-2024 Dashboard Data 14.8% of students were chronically absent 37.5% of Foster Youth were chronically absent 38.9% of Homeless students were chronically absent 22.5% of Student with Exceptional Needs were chronically absent 15.6% of Socioeconomically Disadvantaged students were chronically absent 11.3% of English Learner students were chronically absent	2024-2025 Dashboard Data 11.3% of students were chronically absent 25.6% of Foster Youth were chronically absent 16.7% of Homeless students were chronically absent 18.6% of Student with Exceptional Needs were chronically absent 12.2% of Socioeconomically Disadvantaged students were chronically absent 7.2% of English Learner students were chronically absent	10%, or less, of students will be chronically absent 10%, or less, of Foster Youth will be chronically absent 10%, or less, of Homeless students will be chronically absent 10%, or less, of Student with Exceptional Needs will be chronically absent 10%, or less, of Socioeconomically Disadvantaged students will be chronically absent 10%, or less, of English Learner students will be chronically absent	** In this category we are looking for a decrease rather than an increase to show that we decreasing the number of students who are chronically absent. All Students = 15.6% decrease Foster Youth = 19.6% decrease Homeless = 11.1% decrease Student with Disabilities = 18.7% decrease Socioeconomically Disadvantaged = 16.1% decrease English Learner = 9.4% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			21.4% of Two or More Races students were chronically absent (Data added for Differentiated Assistance process)	8.5% of Two or More Races students were chronically absent (Data added for Differentiated Assistance process)		Two or More Races = 19% decrease
1.13	Chronic Absenteeism (Local Data) (Actions 1.4, 1.11)	2023-2024 Local Data All Students: 13.8% of students were chronically absent Foster Youth: 13.3% were chronically absent Homeless: 35.3% were chronically absent Students with disabilities: 25.5% were chronically absent Socioeconomically Disadvantaged: 14.5 % were chronically absent English Learners: 10.5% were chronically absent	2024-2025 Local Data All Students: 9.3% of students were chronically absent Foster Youth: 20% were chronically absent Homeless: 0% were chronically absent Students with disabilities: 15.7% were chronically absent Socioeconomically Disadvantaged: 10.1 % were chronically absent	2025-2026 Local Data All Students: 8.3% of students were chronically absent Foster Youth: 15.4% were chronically absent Homeless: % were chronically absent Students with disabilities: 13.4% were chronically absent Socioeconomically Disadvantaged: 8.7% were chronically absent	8%, or less, of students will be chronically absent 13%, or less, of Foster Youth will be chronically absent 10%, or less, of Homeless students will be chronically absent 10%, or less, of Student with disabilities will be chronically absent 10%, or less, of Socioeconomically Disadvantaged students will be chronically absent	All Students = 15.5% decrease Foster Youth = 21% decrease Homeless = % decrease Student with Disabilities = 12.1% decrease Socioeconomically Disadvantaged = 5.8% decrease English Learner = 4.3% decrease Two or More Races = 1.0% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			English Learners: 7.3% were chronically absent 9.3% of Two or More Races students were chronically absent (Data added for Differentiated Assistance process)	English Learners: 6.2% were chronically absent Long Term English Learners: 6.2% 8.3% of Two or More Races students were chronically absent (Data added for Differentiated Assistance process)	10%, or less, of English Learner students will be chronically absent	
1.14	Average Number of Days Absent Per Student (Action 1.11)	2022-2023 (Data Quest) All students: 13.0 average number of days absent per student Students with disabilities 16.4 average number of days absent per student English Learner 11.5 average number of days absent per student Socioeconomically Disadvantaged 13.4 average number of days absent per student Foster Youth	2023-2024 (Data Quest) All students: 9.8 average number of days absent per student Students with disabilities 12.2 average number of days absent per student English Learner 8.8 average number of days absent per student Socioeconomically Disadvantaged	2024-2025 (Data Quest) All students: 8.8 average number of days absent per student Students with disabilities 10.6 average number of days absent per student English Learner 7.4 average number of days absent per student Socioeconomically Disadvantaged	10.0 average number of days students will be absent per year	** In this category we are looking for a decrease rather than an increase to show that we decreasing the average number of days that students are absent from school. All students: 4.2 average number of days absent per student Students with disabilities: 5.8 day decrease in the average number of days absent per student

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		11.6 average number of days absent per student Homeless 20.4 average number of days absent per	10.0 average number of days absent per student Foster Youth 12.2 average number of days absent per student Homeless 15.1 average number of days absent per	9.0 average number of days absent per student Foster Youth 10.5 average number of days absent per student Homeless 8.4 average number of days absent per		English Learner 4.1 day decrease in the average number of days absent per student Socioeconomically Disadvantaged 4.4 day decrease in the average number of days absent per student Foster Youth 1.1 day decrease in the average number of days absent per student Homeless 12 day decrease in the average number of days absent per student
1.15	Parent survey responses about academic programming for the LEA and each individual school site. (Action 1.5)	2023-2024 100% of families were provided opportunities to provide input into LEA decisions and site decisions through in-person meetings, Parent Square, email, conferences and surveys.	2024-2025 100% of families were provided opportunities to provide input into LEA decisions and site decisions through in-person meetings, Parent Square, email,	2025-2026 100% of families were provided opportunities to provide input into LEA decisions and site decisions through in-person meetings, Parent Square, email,	100% of families will be provided opportunities to provide input into LEA decisions and site decisions through in-person meetings, Parent Square, email, conferences and surveys.	0 increase from baseline. Already at 100% and can't increase any further.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			conferences and surveys.	conferences and surveys.		
1.16	Instructional Materials	2023-2024 100% of all students had access to the standards-aligned instructional materials	2024-2025 100% of all students had access to the standards-aligned instructional materials	2025-2026 100% of all students had access to the standards-aligned instructional materials	100% of all students will have access to the standards-aligned instructional materials	0 increase from baseline. Already at 100% and can't increase any further.
1.17	Parent & Community Surveys	2023-2024 100% of families who are low income, English Learner and foster youth were promoted to participate in programs for their students within the school setting.	2024-2025 100% of families who are low income, English Learner and foster youth were promoted to participate in programs for their students within the school setting.	2025-2026 100% of families who are low income, English Learner and foster youth were promoted to participate in programs for their students within the school setting.	100% of families who are low income, English Learner and foster youth will be promoted to participate in programs for their students within the school setting.	0 increase from baseline. Already at 100% and can't increase any further.
1.18						

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.

Action 1.1 - 6202 LOWER CLASS SIZE INITIATIVE

There were no substantive differences in the planned actions and actual implementation of this action.

SUCCESSES:

One of the greatest successes of the lower class size initiative has been the increased opportunity for students to receive more individualized attention and contact time with their classroom teacher. Since the pandemic, schools have experienced a continued rise in students' social-emotional needs, attendance concerns, and behavioral support needs. Smaller class sizes have allowed teachers to dedicate more time to each student, addressing both academic and personal needs in a more meaningful and responsive manner.

Additionally, reduced class sizes have enabled all grade levels, K–8, to implement targeted small-group instruction during designated English Language Development (ELD) and Professional Learning Community (PLC) differentiation times. During these periods, students receive direct and explicit instruction tailored to their specific learning needs to reteach, reinforce, and strengthen Tier 1 instruction. These focused small-group sessions are intended to close achievement gaps for unduplicated student groups while ensuring all students receive the support necessary for success.

Feedback from educational partners, including teachers and parents, continues to emphasize the importance of maintaining smaller class sizes in order to provide the individualized attention students need. CESD remains confident that addressing students' social-emotional, behavioral, and academic needs through increased teacher contact time and targeted intervention opportunities will continue to strengthen student achievement and overall success.

The positive impact of these efforts is reflected in recent student achievement data. Across grades K–8, students demonstrated an overall increase of 7 points in ELA achievement and a 5-point increase in math achievement on the 2025 California School Dashboard CAASPP indicators. English learner progress also improved significantly, with the English Learner Progress Indicator increasing by 12.3 percentage points, from 43.2% of English learners making progress in 2024 to 55.5% in 2025. Long-term English learners showed similar gains, increasing from 53.6% making progress to 62.5%, an 8.9 percentage point improvement. In addition, the percentage of English learners scoring a level 4 on the ELPAC and qualifying for potential reclassification increased from 10.3% in 2024 to 16.43% in 2025. These gains support the effectiveness of smaller class sizes and targeted small-group instruction in meeting students' academic and language development needs.

CHALLENGES:

There have not been any challenges associated with the lower class size initiative.

Action 1.2 - 6208 LONG TERM ENGLISH LEARNER SUPPORTS (REAGAN & FAIRMEAD)

There were no substantive differences in the planned action and the actual implementation of this action.

SUCCESSES:

The data demonstrates that the targeted supports and interventions for English learners and Long-Term English Learners (LTELs) are resulting in meaningful student growth and improved outcomes across CESD. Through professional development focused on effective

instructional strategies for LTEL students, increased language development supports, and the implementation of 1:1 EL mentoring for at-risk students, CESD has seen significant improvement in English learner progress outcomes districtwide and at identified school sites.

Districtwide, the percentage of English learners making progress on the ELPAC increased by 12.3 percentage points from 2024 to 2025, with 55.5% of English learners making progress in 2025. Long-Term English Learners also demonstrated strong growth, with 62.5% making progress in 2025, representing an 8.9 percentage point increase from the previous year. Additionally, the percentage of English learners scoring a level 4 on the ELPAC and qualifying for potential reclassification increased substantially from 10.3% in 2024 to 16.43% in 2025. These gains indicate that targeted instructional supports and mentoring opportunities are helping students strengthen both language acquisition and academic achievement.

Fairmead Elementary School demonstrated measurable growth as a result of the focused supports implemented through this action. In 2025, Fairmead increased its percentage of English learners making progress from 47.8% to 52.8%, a 5 percentage point increase. This improvement moved Fairmead from a red dashboard indicator to a green dashboard indicator in 2025. Fairmead also exceeded the 2025 state average of 46.4% by 6.4 percentage points, demonstrating that English learners at the site are outperforming state averages in language progress.

Reagan Elementary School also demonstrated substantial growth and improvement over multiple years. Reagan began this required action in 2023 with a red dashboard indicator and only 34.8% of English learners making progress. By 2025, Reagan increased to 57.7% of English learners making progress, earning a blue dashboard indicator designation. This represents a 20.4 percentage point increase from 2024 to 2025 and an overall increase of 22.9 percentage points since 2023. Reagan also exceeded the 2025 state average of 46.4% by 11.3 percentage points. These outcomes reflect the positive impact of targeted professional development, student mentoring, and focused language development supports for English learners and LTEL students.

Overall, the data supports that CESD’s intentional focus on early intervention, targeted instructional strategies, and individualized student support is producing positive gains in English learner achievement and reducing the number of students at risk of remaining long-term English learners as they transition into middle school.

CHALLENGES:

Classroom ELD walkthrough data collected throughout the 2025–2026 school year identified a need to strengthen instructional practices through the consistent implementation of "first, best instruction." While student growth data demonstrates positive progress for English learners, walkthrough observations showed varying levels of instructional language supports, academic discourse opportunities, and explicit language development embedded within daily instruction.

As a result, CESD will prioritize professional development and coaching focused on integrated ELD instructional strategies during the 2026–2027 school year to ensure all English learners have equitable access to rigorous grade-level content and language development opportunities within Tier 1 instruction. Additionally, CESD will work to align Essential Standards Professional Learning Community (PLC) work with integrated ELD practices by embedding ELD standards alongside ELA standards within unit plans. This intentional alignment will support teachers in planning targeted language supports and instructional strategies within daily instruction to better meet the needs of English learners and Long-Term English Learners.

Action 1.3 - 6106 ACADEMIC INCENTIVES

There were no substantive differences in the planned action and the actual implementation of this action.

SUCCESSES:

The incentive systems implemented across CESD have continued to expand into a comprehensive schoolwide framework designed to recognize and reward students for goal setting, positive behavior, academic growth, and hard work. Through PBIS (Positive Behavioral Interventions and Supports), students earn rewards or points for consistently modeling the district's "3 B's": Be Safe, Be Responsible, and Be Kind, while also earning points for meeting individual and classroom academic goals.

This system has created increased student engagement and motivation by providing students with frequent opportunities to be recognized for both behavioral and academic success. Students are able to redeem earned points at weekly classroom stores on Fridays or save their points over time to access larger rewards through trimester or quarter schoolwide student stores. The incentive structure has encouraged students to develop goal setting skills, perseverance, and positive school behaviors while helping create a more supportive and engaging school climate.

Additionally, student input and feedback have continued to guide the development of incentives to ensure rewards remain meaningful and relevant to student interests, particularly for unduplicated student groups. The focus on recognizing both achievement and growth has allowed more students to experience success and remain motivated, even when they have not yet reached full grade level proficiency standards.

CHALLENGES:

One challenge in implementing the incentive system is that it is still a new process for both students and staff. Students require time, consistency, and repeated teaching opportunities to fully understand the expectations of the system, including how points are earned, how rewards are accessed, and the timelines for incentives and student stores. Building student understanding and consistency across classrooms has been an ongoing process throughout implementation.

An additional challenge has been developing efficient site systems to operate classroom and schoolwide student stores while balancing regular staff responsibilities and daily duties. Coordinating reward systems, organizing incentives, tracking points, and scheduling student store opportunities requires significant planning and staff time. As implementation continues, sites will continue refining procedures and structures to improve efficiency and sustainability while maintaining the positive impact of the incentive program for students.

Action 1.4 - 6103 INSTR. SUPPLIES, TEXTBOOK & SUPP. MATERIALS

There were no substantive differences in the planned action and the actual implementation of this action.

SUCCESSES:

CESD was successful in using this action to purchase necessary instructional supplies or materials to align to the science of reading as well as provided hands on learning supports for our unduplicated student groups. It was our first full year of creating systems to ensure a smooth and easy ordering process that allows teachers to receive necessary classroom when they were needed that was also timely. The system sends the order to site admin for approval then to the district office for review by Educational Services for a second approval before the order is placed by the business office. Because this runs through a technology system it is a smooth, efficient and able to be processed quickly so teachers receive supplemental supplies in a timely manner.

CHALLENGES:

There were no challenges associated with this action.

Action 1.5 - 6301 ACADEMIC PARTNERSHIPS WITH FAMILIES AND COMMUNITY

There were no substantive differences in the planned action and the actual implementation of this action.

SUCCESSES:

CESD continued to strengthen academic partnerships with families and the community through meaningful engagement opportunities focused on supporting student learning and building positive relationships with families. In November, CESD hosted a large districtwide family engagement night in which families visited classrooms to learn about the essential standards in ELA and mathematics across grade levels. Each classroom provided hands-on activities and short instructional videos designed to help families better understand important grade-level standards, what students are expected to learn, and strategies families could use to support learning at home. Families also left with materials and resources to continue practicing and reinforcing those skills outside of school. The event increased family awareness of academic expectations and strengthened the connection between home and school learning.

Additionally, CESD partnered with the Madera County Superintendent of Schools through Differentiated Assistance work to provide targeted support for families of students struggling with attendance or behavior concerns. CESD and MCSOS collaborated to personally invite identified families to participate in a two-part workshop series focused on providing practical strategies, resources, and supports families could implement at home. These workshops also helped strengthen relationships between schools and families by building trust, increasing communication, and creating opportunities for meaningful family engagement and collaboration in support of student success.

CHALLENGES:

One challenge in this work continues to be increasing consistent family participation and engagement across all student groups and school sites. While attendance and feedback from participating families were positive, some families continue to face barriers such as work schedules, transportation, childcare, and availability that can impact participation in school events and workshops. CESD will continue exploring additional opportunities, flexible scheduling options, and varied methods of communication and outreach to increase participation and ensure all families feel welcomed, connected, and supported as educational partners.

Additionally, the planning and implementation of these family engagement workshops and events required a significant commitment of time and effort from staff members who added these responsibilities to their existing workloads. Staff dedicated substantial time to designing workshop materials, preparing presentations, organizing resources, and facilitating the events and workshops themselves. While the events were highly valuable and positively received by families, balancing the preparation and implementation demands alongside regular instructional and operational responsibilities presented an ongoing challenge.

Action 1.6 - 6112 MULTI-TIERED SYSTEMS OF SUPPORT

There were no substantive differences in the planned action and the actual implementation of this action.

SUCCESSES:

Each elementary school site has established an intervention lab to provide targeted small-group instruction for students performing two to three years below grade level (Tier 2 and Tier 3). These labs have proven successful not only in identifying and addressing student learning gaps but also in reinforcing classroom instruction aligned to academic standards. Students receiving support in the labs demonstrated greater academic growth compared to typical school years without the intervention lab model.

At Stephens Elementary, monthly data chats between reading lab teachers and classroom teachers significantly increased student achievement and strengthened collaboration around student learning outcomes. Additionally, throughout the year, reading lab teams and academic coaches piloted a new supplemental program grounded in the science of reading to help close achievement gaps for unduplicated students.

Another major success was the establishment of a District MTSS Guiding Coalition, which met 4–5 times over the year to align tiered supports and ensure proper assessment systems are in place. This work helped identify student needs more effectively and improve the accuracy of tier placement.

CHALLENGES:

A challenge during the pilot year was the limited capacity to expand and systematize data chats across all sites. While the pilot sites began strong collaboration, the district aims to expand these structured data conversations moving forward. In the upcoming year, there will be a

focus on increasing the frequency and depth of data discussions, with an emphasis on accountable talk centered around specific students identified within Tiers 2 and 3.

Action 1.7 - 6107 ENGLISH LEARNER SUPPORTS

There were no substantive differences in the planned action and the actual implementation of this action.

SUCCESSES:

One area of success during the 2025–2026 school year was the expanded implementation of the Teacher Created Materials ELPAC Essentials kits. During the previous year, the kits were used for approximately two months prior to ELPAC testing on Mondays only and were identified by both students and teachers as highly engaging and effective based on feedback collected. Due to the positive feedback and observed student engagement, CESD purchased the expanded kits to allow for longer and more consistent implementation across all school sites. During the 2025–2026 school year, all classrooms across the district utilized the ELPAC Essentials kits on Mondays beginning in December and continuing through ELPAC testing in March and April. Teachers reported increased student confidence with ELPAC tasks, academic language practice, and engagement with language development activities.

Districtwide English learner data also demonstrated positive growth outcomes. The percentage of English learners making progress on the ELPAC increased by 12.3 percentage points from 2024 to 2025, with 55.5% of English learners making progress in 2025. Long Term English Learners also demonstrated improvement, with 62.5% making progress in 2025, representing an 8.9 percentage point increase from the previous year. Additionally, the percentage of English learners scoring a level 4 on the ELPAC and qualifying for potential reclassification increased from 10.3% in 2024 to 16.43% in 2025. These outcomes support the effectiveness of the district's continued focus on English learner instructional supports, targeted language development, and staff professional learning.

CHALLENGES:

One challenge during the 2025–2026 school year was maintaining consistency in the implementation of Long Term English Learner mentoring supports due to staffing changes and personnel shortages. CESD experienced instructional aide turnover, extended medical leaves for some instructional aides, and the loss of the Director responsible for English Learner programs in September. Although a replacement director was hired and began in October, the transition impacted the continuity and full implementation of the mentoring program that had originally been established and coordinated by the previous director.

As a result, the Long Term English Learner mentoring supports were not implemented at full capacity throughout the school year as originally planned. CESD recognizes that the reduced implementation of mentoring supports may impact the level of growth demonstrated by some Long Term English Learners on the 2026 California Dashboard data to be released in October 2026. Moving forward, CESD plans to continue refining systems, rebuilding consistency within the mentoring program, and strengthening staffing supports to ensure English

learners and Long Term English Learners receive the targeted interventions and individualized support needed for continued academic and language growth.

As part of CESD's ongoing three-year LCAP cycle, the district remains committed to addressing these challenges by strengthening professional learning, developing PLC units of study aligned to ELD standards, and prioritizing targeted support for LTEL students.

Action 1.8 - 6203 INSTRUCTIONAL AND OPERATIONAL TECHNOLOGY

There were no substantive differences in the planned action and the actual implementation of this action.

SUCCESSES:

CESD continued to successfully provide students and staff with access to technology and instructional tools necessary to support both instruction and operational needs across the district. Students had consistent access to devices including Chromebooks, laptops, iPads, interactive boards, and other technology resources that supported classroom learning, digital instruction, communication, and assessment readiness.

A major success of this action has been ensuring that students are comfortable and confident using technology tools needed for instruction and state assessments. Students have become increasingly proficient with keyboarding, navigating digital platforms, using instructional software, and utilizing online testing tools. This confidence helps ensure that technology itself does not become a barrier during assessments, allowing students to focus on demonstrating their learning rather than struggling with how to use the digital tools required during testing. Staff members also continued to utilize technology effectively for instruction, collaboration, communication, and operational systems across the district.

CHALLENGES:

While access to technology remains important, CESD has also become increasingly aware of emerging research and educational discussions regarding the potential negative impacts of excessive technology use for students. Recent information, including research studies, practices implemented in other countries limiting technology use in schools, and educational resources, have highlighted concerns regarding screen time, attention, reading comprehension, writing development, and student engagement.

As a result, CESD recognizes the importance of finding a balanced approach to technology integration. While students need technology skills to access instruction and successfully complete digital assessments, the district also recognizes the need to intentionally increase opportunities for traditional instructional practices such as pencil to paper writing, direct instruction, face to face collaboration, and reading printed texts rather than relying primarily on screens. Moving forward, CESD will continue evaluating how to maintain strong technology access and digital literacy skills while also ensuring students engage in meaningful non digital learning experiences that support literacy, writing stamina, critical thinking, and overall cognitive development.

Action 1.9 - 6105 FAIRMEAD SITE BASED: LEADERSHIP TEAM (FAIRMEAD)

There were no substantive differences in the planned action and the actual implementation of this action.

SUCCESSES:

Fairmead Elementary School began this action with a red dashboard indicator color in both English Language Arts (ELA) and mathematics for the whole school due to multiple student groups performing in the red performance level. In ELA, the identified student groups included socioeconomically disadvantaged students, English learners, and Hispanic students. In mathematics, the identified student groups included English learners, socioeconomically disadvantaged students, and Hispanic students. In response, Fairmead Elementary School implemented a focused system of collaboration and instructional improvement through the creation of a site based Guiding Coalition team.

The Guiding Coalition team met bi weekly with site administration to review formative and summative student data, analyze PLC cycles, identify student needs, determine intervention placements, and plan next instructional steps to support student achievement in both ELA and mathematics. The collaboration and consistency of this work created a highly focused system of continuous improvement centered on student outcomes and instructional practices. Weekly professional development sessions were also developed based on trends identified through data analysis and classroom walkthroughs, allowing staff to focus on targeted instructional strategies and intervention supports aligned to student needs.

The work of the Guiding Coalition contributed to measurable student growth at Fairmead Elementary School and across CESD. In ELA, Fairmead Elementary School began with a red dashboard indicator in 2023 and a score of 71.8 points below standard. In 2025, only two years later, Fairmead improved by 21.4 points, moving to 50.4 points below standard and increasing two dashboard indicator performance bands to yellow. In mathematics, Fairmead began in 2023 with an orange dashboard indicator for all students, while English learners, socioeconomically disadvantaged students, and Hispanic students remained in the red performance level. Fairmead's overall mathematics score in 2023 was 89.2 points below standard. In two years, Fairmead improved by 15.3 points, increasing to 73.8 points below standard and moving to a yellow dashboard indicator color.

Districtwide achievement data for grades K–8 also demonstrated continued growth, with students increasing 7 points in ELA achievement and 5 points in mathematics achievement on the 2025 California Dashboard CAASPP indicators. Additionally, Fairmead demonstrated a 5 percentage point increase in English learners making progress on the ELPAC, growing from 47.8% to 52.8% in 2025. This improvement moved Fairmead from a red dashboard indicator to a green dashboard indicator in the area of English learner progress. Fairmead also exceeded the 2025 state average of 46.4% by 6.4 percentage points. These gains reflect the positive impact of targeted instructional planning, collaborative data analysis, intervention systems, and professional development focused on improving outcomes for identified student groups.

CHALLENGES:

One challenge associated with Action 1.10 was the significant amount of time required for staff participation in the Guiding Coalition process and ongoing data analysis work. Teachers, classified staff, coaches, and administrators dedicated substantial time after school to review student performance data, identify instructional next steps, plan interventions, and prepare professional development opportunities focused on the needs of identified student groups. While staff members recognized the value and importance of the work, balancing these responsibilities alongside daily instructional duties and classroom preparation continued to be demanding.

Additionally, although student groups demonstrated measurable growth, several identified groups continue to perform below standard and require ongoing targeted support and intervention. Some student groups, particularly at Wilson Middle School in mathematics, experienced declines in 2024 before demonstrating improvement in 2025, highlighting the need for sustained instructional focus and continued monitoring of student progress over time. CESD recognizes that continued collaboration, professional development, and intentional intervention planning will be necessary to maintain growth and continue improving outcomes for English learners, socioeconomically disadvantaged students, and Hispanic students across the district.

Action 1.10 - 6109 DISTRICT GUIDING COALITION/LEADERSHIP TEAMS (DISTRICT, WILSON & REAGAN)

There were no substantive differences in the planned action and the actual implementation of this action.

SUCCESSES:

Leadership teams across TK–8 school sites met weekly or bi-weekly to engage in collaborative discussions focused on their PDSA learning cycles, student data, the four critical PLC questions, and next steps for student success. These teams analyzed data for all students and used it to plan differentiated instruction during tutorial time, ensuring each student received the targeted support needed to close learning gaps or extend their learning.

In addition to instructional planning, site leadership teams fostered shared leadership and ownership, increased staff buy-in and trust, and promoted consistent communication and alignment. Their work supported focused and strategic implementation of PLC practices, ongoing support and accountability, and long-term capacity building. Ultimately, these efforts strengthened a culture of collaboration across school sites.

CHALLENGES:

The challenge with this action was the addition of another committee, which occasionally made scheduling difficult. However, recognizing the importance of this work, all school sites prioritized it and successfully established a consistent routine for their leadership team meetings.

Action 1.11 - 6210 SPECIAL EDUCATION GUIDING COALITION (SPED @ R, FMD & W)

There were no substantive differences in the planned action and the actual implementation of this action.

SUCCESSES:

Action 1.11 was developed in response to multiple red dashboard indicators for students with disabilities in English Language Arts (ELA) across CESD. In 2023, students with disabilities performed in the red indicator level in ELA at the district level, at Ronald Reagan Elementary School, and at Wilson Middle School. The district began with a Difference From Standard (DFS) score of 125.4 points below standard in ELA. Ronald Reagan Elementary School students with disabilities performed at 113.2 points below standard, while Wilson Middle School students with disabilities performed at 139.5 points below standard. In response to these outcomes, Educational Services and the Department of Special Education established a districtwide Guiding Coalition consisting of general education teachers, special education teachers, RSP teachers, instructional aides, academic coaches, and administrators to focus specifically on improving outcomes for students with disabilities.

The Guiding Coalition met to analyze student achievement data, identify instructional needs, determine interventions, and begin developing systems and supports to strengthen access to grade level standards for students with disabilities. One significant success of the work this year was the increased collaboration between special education teachers and grade level teams. Special education teachers began participating more intentionally in unit planning discussions and collaborated with classroom teams to identify accommodations, reteaching opportunities, and Tier 1 instructional strategies aligned to the district's HMH Into Reading adoption. This work helped strengthen access to grade level instruction and increased focus on ensuring students with disabilities receive meaningful exposure to core instruction, reteaching opportunities, and standards based supports within the general education setting whenever appropriate.

The Guiding Coalition also began the important foundational work of examining instructional practices, analyzing dashboard and formative assessment data, and identifying long term priorities and target areas for improvement. While overall dashboard growth in ELA for students with disabilities remained limited from 2023 to 2025, the district recognizes that establishing systems for collaboration, shared ownership, and alignment between general education and special education staff was a critical first step in strengthening instructional supports for students with disabilities. The district ELA DFS improved slightly from 125.4 points below standard in 2023 to 124.9 points below standard in 2025, which the California Dashboard identified as maintained performance. Reagan Elementary School similarly maintained performance, moving from 113.2 points below standard in 2023 to 114.1 points below standard in 2025. Although Wilson Middle School experienced a decline from 139.5 points below standard in 2023 to 150 points below standard in 2025, the district recognizes that the work completed this year focused heavily on building foundational systems and instructional alignment that will support future improvement efforts.

CHALLENGES:

One of the greatest challenges associated with Action 1.11 has been the complexity of scheduling and coordinating collaboration time for the districtwide special education Guiding Coalition. Unlike other Guiding Coalition teams that are site based and able to meet after school within their school sites, this coalition requires special education teachers and staff from multiple campuses to leave their assigned sites in order to collaborate together. Coordinating schedules across multiple schools, programs, and service responsibilities has made consistent

collaboration more difficult. Due to these scheduling complexities, the Guiding Coalition was only able to meet three times during the 2025–2026 school year. While the district's long term goal is for this team to meet monthly, this level of collaboration time still remains limited in comparison to site based Guiding Coalition teams that are able to meet bi weekly on their campuses.

Additionally, this Guiding Coalition did not yet have established time slots to work directly with the district's Solution Tree coach during the 2025–2026 school year. The team first needed time to establish foundational systems, clarify goals, examine data trends, and determine the overall focus and direction of the work before expanding into deeper coaching and PLC support structures. As a result, much of the work completed this year centered on building a foundation for future collaboration, understanding the data, identifying target areas for improvement, and beginning the process of aligning instructional supports for students with disabilities across the district. CESD recognizes that this work will require continued development, collaboration, and refinement over multiple years in order to produce significant and sustained improvement in student outcomes for students with disabilities.

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

Action 1.1 - 6202 LOWER CLASS SIZE INITIATIVE

There were no significant material differences between budgeted expenditures and estimated actual expenditures for this action.

Action 1.2 - 6208 LONG TERM ENGLISH LEARNER SUPPORTS (REAGAN & FAIRMEAD)

There were no significant material differences between budgeted expenditures and estimated actual expenditures for this action.

Action 1.3 - 6106 ACADEMIC INCENTIVES

There were no significant material differences between budgeted expenditures and estimated actual expenditures for this action.

Action 1.4 - 6103 INSTR. SUPPLIES, TEXTBOOK & SUPP. MATERIALS

In 2025 the District budgeted $100,000 on this action. The District's estimated actuals for this action were $329,265.29. Following implementation of literacy improvement efforts and review of student achievement data, additional supplemental instructional materials were purchased to support targeted reading intervention, differentiated instruction, and acceleration for students performing below grade level.

Action 1.5 - 6301 ACADEMIC PARTNERSHIPS WITH FAMILIES AND COMMUNITY

There were no significant material differences between budgeted expenditures and estimated actual expenditures for this action.

Action 1.6 - 6112 MULTI-TIERED SYSTEMS OF SUPPORT

In 2025 the District budgeted $1,440,289 on this action. The District's estimated actuals for this action were $975,885.91. One MTSS staff position remained vacant for a significant portion of the year because of an extended leave, resulting in reduced salary and benefit costs. Additional savings were realized because certain professional development activities, contracted services, and instructional support expenditures were lower than originally projected. Despite these reduced expenditures, the district continued implementation of MTSS supports and interventions throughout the year.

Action 1.7 - 6107 ENGLISH LEARNER SUPPORTS

There were no significant material differences between budgeted expenditures and estimated actual expenditures for this action.

Action 1.8 - 6203 INSTRUCTIONAL AND OPERATIONAL TECHNOLOGY

In 2025 the District budgeted $120,000 on this action. The District's estimated actuals for this action were $173,131.62. After the school year began, the technology within classrooms needed new modules for instruction due to being outdated and no longer receiving support or safety updates to protect students. The updated cost was to update the modules in smartboards in classrooms to ensure instruction remained at the forefront.

Action 1.9 - 6105 FAIRMEAD SITE BASED: LEADERSHIP TEAM (REQUIRED ACTION FAIRMEAD)

There were no significant material differences between budgeted expenditures and estimated actual expenditures for this action.

Action 1.10 - 6109 DISTRICT GUIDING COALITION/LEADERSHIP TEAMS (REQUIRED ACTION DISTRICT, WILSON & REAGAN)

In 2025, the District budgeted $62,000 on this action towards the implementation of the District's guiding coalition. The District's estimated actuals for this action were $39,986. Actual expenditures were lower than budgeted due to costs associated with the implementation of the Guiding Coalition being less than originally projected. In addition, one school site did not have a fully functioning Guiding Coalition in place for a portion of the year, resulting in reduced participation and related expenditures.

Action 1.11 - 6210 SPECIAL EDUCATION GUIDING COALITION (SPECIAL EDUCATION @ REAGAN, FAIRMEAD & WILSON)

There were no significant material differences between budgeted expenditures and estimated actual expenditures for this action.

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

For the following actions, listed below, CESD used CAASPP and local NWEA data in the areas of English Language Arts and Math to measure for effectiveness.

Action 1.1 - 6202 LOWER CLASS SIZE INITIATIVE

Action 1.3 - 6106 ACADEMIC INCENTIVES

Action 1.4 - 6103 INSTR. SUPPLIES, TEXTBOOK & SUPP. MATERIALS

Action 1.5 - 6301 ACADEMIC PARTNERSHIPS WITH FAMILIES AND COMMUNITY

Action 1.6 - 6112 MULTI-TIERED SYSTEMS OF SUPPORT

Action 1.7 - 6107 ENGLISH LEARNER SUPPORTS

Action 1.8 - 6203 INSTRUCTIONAL AND OPERATIONAL TECHNOLOGY

CAASPP ELA & NWEA ELA (Local Benchmark)

According to the 2025 California Dashboard, English Learners demonstrated significant improvement in both English Language Arts (ELA) and Mathematics. In ELA, English Learners increased 14.5 points from the previous year and improved from a red to an orange dashboard indicator, scoring 73.3 points below standard. In mathematics, English Learners increased 9.9 points and moved from a red to a yellow dashboard indicator, representing a two-band increase in performance and scoring 92.7 points below standard.

When compared to all students, achievement gaps continue to exist but are narrowing. In ELA, all students scored 52.8 points below standard while English Learners scored 73.3 points below standard. In mathematics, all students scored 69.8 points below standard while English Learners scored 92.7 points below standard. Despite these gaps, English Learners demonstrated some of the strongest growth among all student groups during the 2025 reporting cycle.

Socioeconomically disadvantaged students also demonstrated positive growth. In ELA, socioeconomically disadvantaged students improved by 6.5 points and moved from an orange to a yellow dashboard indicator, scoring 60.6 points below standard. In mathematics, socioeconomically disadvantaged students improved by 4.5 points and maintained a yellow dashboard indicator, scoring 77 points below standard. Long-Term English Learners maintained performance in ELA and improved by 8.6 points in mathematics, moving from a red to an orange dashboard indicator.

The foster youth student group was not statistically significant for state academic reporting and therefore did not receive Dashboard scores in ELA or mathematics. However, the district continues to provide targeted supports and interventions designed to address the unique academic and social-emotional needs of foster youth.

Local NWEA benchmark data also demonstrates positive growth among student groups. In ELA, the percentage of all students meeting or exceeding benchmark increased from 29.9% in 2024-2025 to 33.5% in 2025-2026. Socioeconomically disadvantaged students increased from 26.7% to 31.4%, English Learners increased from 8.8% to 12.1%, Long-Term English Learners increased from 4.6% to 5.3%, and students with disabilities increased from 8.7% to 11.1%.

Mathematics benchmark data reflected similar growth. The percentage of all students meeting or exceeding benchmark increased from 30.6% to 33.0%. Socioeconomically disadvantaged students increased from 26.5% to 30.6%, English Learners increased from 13.9% to 15.1%, and students with disabilities increased from 9.8% to 10.6%. While Long-Term English Learners declined from 8.4% to 3.9%, this student group remains relatively small and continues to be a district area of focus for targeted intervention and support.

The combination of state and local assessment data demonstrates that district actions are positively impacting student achievement. Growth was evident among English Learners, socioeconomically disadvantaged students, and students with disabilities in both ELA and mathematics. While achievement gaps remain, the district is seeing measurable progress toward narrowing those gaps and increasing student achievement among unduplicated student groups.

Overall, Ronald Reagan Elementary continues to demonstrate strong outcomes for English Learners, while Fairmead Elementary and Wilson Middle School have shown meaningful growth among targeted student groups. CESD will continue prioritizing actions and services that support unduplicated students and accelerate academic growth districtwide.

At this point, these actions are effective and demonstrating measurable progress toward improving student achievement and narrowing achievement gaps.

Action 1.2 was developed to improve English Learner Progress at Ronald Reagan Elementary and Fairmead Elementary through targeted English Language Development instruction, intervention supports, student goal setting, and monitoring of student progress toward English proficiency.

Based on the 2025 California School Dashboard, this action demonstrated continued effectiveness in improving outcomes for English Learners at both sites.

At Fairmead Elementary, 52.8% of English Learners made progress toward English proficiency on the English Learner Progress Indicator (ELPI), representing a 5% increase from the prior year. This performance exceeded the state average of 46.4% and resulted in Fairmead maintaining a green dashboard indicator. Additionally, the percentage of English Learners who declined at least one ELPAC proficiency level decreased from 15.7% in 2024 to 10.2% in 2025. This reduction indicates that fewer students are moving backward in language acquisition and that more students are making progress toward proficiency. While Fairmead did not have a sufficient number of Long-Term English Learners to receive Dashboard reporting, the site had only nine Long-Term English Learners in 2025, suggesting that many students are progressing toward proficiency before becoming Long-Term English Learners.

At Ronald Reagan Elementary, 57.7% of English Learners made progress toward English proficiency, representing a substantial increase of 20.4% from the prior year. This performance significantly exceeded the state average of 46.4% and resulted in a blue dashboard indicator, the highest performance level available. Reagan also demonstrated a significant reduction in the percentage of students declining at least one ELPAC proficiency level, decreasing from 27% in 2024 to 11.4% in 2025. This improvement demonstrates that more students are making positive progress toward English proficiency while fewer students are regressing.

The data from both sites demonstrates that English Learners are not only increasing the percentage of students making progress toward proficiency, but are also reducing the percentage of students moving backward in proficiency levels. This indicates that English Learners across the performance spectrum, from students at the lowest proficiency levels to those nearing reclassification, are demonstrating positive growth. The combination of increased progress rates and decreased regression rates provides strong evidence that the supports and services provided through Action 1.2 are positively impacting English Learner outcomes.

This action has proven to be highly effective.

Action 1.9 was specifically designed to establish a guiding coalition for Fairmead Elementary in response to overall low performance in English Language Arts (ELA) and mathematics. In prior years, Fairmead Elementary had multiple student groups performing in the red performance band, including English learners, socioeconomically disadvantaged (SED) students, Hispanic students, and students with disabilities.

Based on the 2025 California School Dashboard, this action demonstrated significant effectiveness in improving student outcomes. In English Language Arts, the number of student groups in the red performance band decreased from two in 2024 to zero in 2025. Additionally, the number of student groups in the orange performance band decreased from three to two. In mathematics, the number of student groups in

the red performance band decreased from two in 2024 to zero in 2025. Fairmead also had a dashboard growth indicator of average in ELA and Accelerated growth in mathematics.

English Language Arts (ELA)

All students remained in the yellow performance band and demonstrated significant growth, increasing 17.1 points and scoring 50.4 points below standard.

Socioeconomically disadvantaged students remained in the yellow performance band, increasing 13 points and improving to 59.6 points below standard.

Hispanic students remained in the yellow performance band and demonstrated substantial growth, increasing 21.5 points and improving to 54.6 points below standard.

English learners demonstrated the greatest growth among reported student groups, increasing 24.5 points and moving into the orange performance band.

In 2025, Fairmead Elementary had no student groups in the red performance band for ELA.

Mathematics

All students remained in the yellow performance band and demonstrated strong growth, increasing 11.8 points and improving to 73.9 points below standard.

English learners improved by 16.6 points, moving from the red performance band in 2024 to the orange performance band in 2025, with a score of 98.3 points below standard.

Hispanic students remained in the yellow performance band, increasing 12.9 points and improving to 79.7 points below standard.

Socioeconomically disadvantaged students remained in the yellow performance band, increasing 7.7 points and improving to 81.6 points below standard.

In 2025, Fairmead Elementary had no student groups in the red performance band for mathematics. The two student groups that were previously identified in the red performance band moved to the orange performance band.

The elimination of all red performance indicators in both ELA and mathematics, combined with substantial growth across all major student groups, demonstrates that the Fairmead Guiding Coalition has positively impacted instructional practices and student achievement. The significant gains made by English learners, socioeconomically disadvantaged students, Hispanic students, and all students indicate that Fairmead Elementary is moving in a positive direction and continuing to close achievement gaps.

This action is effective.

Action 1.10 was developed as a District wide guiding coalition to improve student achievement in English Language Arts (ELA) and mathematics at the District level, Ronald Reagan Elementary, and Wilson Middle School for the following student groups:

District-wide: English learners in ELA and math

Ronald Reagan Elementary: English learners in ELA

Wilson Middle School: English learners, socioeconomically disadvantaged (SED) students, and Hispanic students in math

According to the 2024 California School Dashboard, the number of red performance indicators among these focus areas decreased from six in 2023 to five in 2024. While this reduction was modest, it demonstrated early signs of progress as most areas either improved or maintained performance.

According to the 2025 California School Dashboard, the number of red performance indicators among these same focus areas decreased significantly from five in 2024 to only one in 2025. This represents a reduction of five red indicators over the two-year period since implementation of the Districtwide Guiding Coalition and demonstrates substantial improvement in student outcomes.

This action is effective.

Action 1.11 was developed as a Special Education Guiding Coalition to increase academic achievement and improve outcomes for students with disabilities. In 2023, there were five red performance indicators on the California School Dashboard across the District and its school sites for this student group. In 2024, this number decreased to four, indicating modest improvement. In 2025, the number of red performance indicators decreased again to three, demonstrating continued progress over time.

During the 2024-2025 school year, CESD continued implementation of the Special Education Guiding Coalition to strengthen instructional practices, improve collaboration between general and special education staff, review student data, and identify strategies to improve

outcomes for students with disabilities. While students with disabilities continue to represent one of the district's highest-need student groups, the data demonstrates that progress is being made and that student outcomes are moving in a positive direction.

The reduction in red dashboard indicators over three consecutive years reflects a steady trend of improvement for students with disabilities. Additionally, district data shows that students with disabilities demonstrated moderate growth in both English Language Arts and mathematics, indicating that a majority of students improved their performance from the previous year. Although achievement levels remain below desired targets and some red indicators persist, the overall trend demonstrates movement toward higher levels of academic achievement and improved student outcomes.

The district recognizes that systemic improvement for students with disabilities requires sustained effort and multiple years of implementation. The continued reduction in red indicators, combined with evidence of student growth, suggests that the structures and supports established through the Special Education Guiding Coalition are beginning to positively impact student achievement. CESD will continue refining instructional supports, intervention systems, and collaborative practices to accelerate growth and further reduce performance gaps for students with disabilities.

Based on the year-to-year improvement demonstrated in Dashboard performance indicators and student growth measures, CESD considers Action 1.11 to be effective and moving student achievement in the right direction.

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 - 6202 LOWER CLASS SIZE INITIATIVE

No changes will be made to this action for the 2026-2027 school year.

Action 1.2 - 6208 LONG TERM ENGLISH LEARNER SUPPORTS (REAGAN & FAIRMEAD)

There will be no changes to this action for the 2026-2027 LCAP cycle. This action was shown to be effective and will be continued.

Action 1.3 - 6106 ACADEMIC INCENTIVES

The only change to this action will be the addition of purchasing incentive items to support benchmark and CAASPP testing efforts. This includes hosting a motivational rally to inspire students, build confidence, and encourage them to do their best. This input came from educational partners and has shown to be successful through student surveys.

Action 1.4 - 6103 INSTR. SUPPLIES, TEXTBOOK & SUPP. MATERIALS

No changes will be made to this action for the 2026-2027 school year.

Action 1.5 - 6301 ACADEMIC PARTNERSHIPS WITH FAMILIES AND COMMUNITY

For the 2026-2027 school year, CESD will host at least one in-person event for all TK–8th grade students and their families, focused on sharing instructional strategies to support learning at home. The event will follow a carnival-style format, where families earn tickets by participating in learning sessions. These tickets can then be used at outdoor game stations to win educational supplies and learning games.

Action 1.6 - 6112 MULTI-TIERED SYSTEMS OF SUPPORT

For the 2026-2027 school year, CESD will expand the frequency and consistency of data chats across all school sites. Additionally, each site will hold a minimum of three Tier 2 academic meetings throughout the year to review the progress of students performing at the lowest academic levels. These meetings will focus on identifying student needs, evaluating current interventions, and determining whether intervention plans should be adjusted for greater effectiveness. Participants will include site administrators, Educational Services staff, intervention teachers, and academic coaches. Following these meetings, information will be used to facilitate one-on-one teacher conferences with site administrators to set individualized goals and action plans.

Action 1.7 - 6107 ENGLISH LEARNER SUPPORTS

Action 1.8 - 6203 INSTRUCTIONAL AND OPERATIONAL TECHNOLOGY

No changes will be made to this action for the 2026-2027 school year.

Action 1.9 - 6105 FAIRMEAD SITE BASED: LEADERSHIP TEAM (FAIRMEAD)

No changes will be made to this action for the 2026-2027 school year.

Action 1.10 - 6109 DISTRICT GUIDING COALITION/LEADERSHIP TEAMS (DISTRICT, W & R)

No changes will be made to this action for the 2026-2027 school year.

Action 1.11 - 6210 SPECIAL EDUCATION GUIDING COALITION (SPED @ R, FMD & W)

No changes will be made to this action for the 2026-2027 school year.

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	6202 Lower class size initiative	This action will pay for one additional teacher per grade level in grades 4-8 to keep class sizes lower than 32 students per room. The District has prioritized funding that support the maintenance of lower class sizes in grades 4-8. This funding will allow an additional 5 teachers in grades 4-8 to not exceed a maximum class size of 32:1 ratio.	$599,415.00	Yes
1.2	6208 Long Term English Learner Supports	REQUIRED ACTION: CESD has a red indicator for English learner ELPI scores at Fairmead Elementary School and Reagan Elementary School. We will provide professional development for teachers focused on effective strategies for teaching Long Term English Learner supports for language development and access to content to address their unique needs. Chowchilla Elementary School District has a total of 147 long term English learners. Of these 147 students, 66 of them are at Fairmead Elementary School (5th and 6th grade school site) and 81 of them are at Wilson Middle School (7th and 8th grade school site). CESD will prioritize our focus on increasing the ELPI scores for EL students at Reagan and Fairmead	$198,404.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Elementary Schools which will prevent them from continuing to be an EL student upon entering the middle school. Chowchilla Elementary School District will provide 1:1 EL mentoring for students at risk of becoming LTEL or students who are already LTEL. Students will see a mentor at minimum once a month for goal setting support, EL support and SEL Support.		
1.3	6106 Academic Incentives	The District will continue to expand the previously successful incentive programs. The sites will additionally develop "academic incentive programs" that focus on low-income, foster youth and English learners. Students showing growth towards, or meeting academic goals will qualify for incentives at the classroom, school site, and district wide level. These incentives will be principally directed at activities that are of the most interest to our unduplicated students. The various incentive programs are developed with input from the students. Student interviews and surveys each year will measure the success of the incentives and make decisions for the following year. Sites will also work to develop and offer student growth incentives, which will reward students who have improved, but may not have reached grade level of the full standard of achievement.	$37,068.00	Yes
1.4	6103 Supplemental Instructional Supplies, Resources & Materials	To increase academic achievement for our low income, English learner and foster youth the District will provide supplemental resources and materials to further provide access to standards for these student groups. These supplemental resources and materials will increase opportunities for individualized instruction to better meet the learning needs of our student groups. This action provides these student groups with items such as take home reading books, English learner supplemental supports and additional supplies that students may need at home in order to complete homework including pencils, pens, crayons, paper, notebooks, headphones, etc.	$297,061.00	Yes
1.5	6301	CESD will partner with families to support unduplicated students. The District will provide informational training sessions to families to inform	$15,838.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Academic Partnerships with Families and Community	them of the content being covered and strategies families can use at home to help their students increase academic performance. The District will also host monthly site and District committee meetings to provide input. These funds will be used to pay additional time to staff, materials, daycare, translators, student supply items related to achievement and food to those who attend. These meetings will include but are not limited to parent club, parent-teacher conferences, school site council, ELAC, DELAC, Parent Advisory Committee, and LCAP.		
1.6	6112 Multi-Tiered Systems of Support	To increase academic achievement for our low income, English learner and foster youth the District will provide staffing, programs, materials and professional development sufficient to a Multi-Tiered System of Support (MTSS) program that serves students at all three tiers. This would include our primary Tier ll intervention system in the elementary schools addressing early literacy. Students are assessed using a screener and those that qualify are then assessed using a diagnostic that places them into targeted intervention groups intended to improve decoding, fluency and comprehension.	$1,035,865.11	Yes
1.7	6107 English Learner Supports	REQUIRED ACTION: CESD will provide professional development to certificated and classified staff that is specific to the needs of our English learners. Instructional aides will be assigned to specific groups of students to push-in to classrooms to focus on access to content in their second language. The costs for this action will pay for additional supplies, materials, additional time for teachers and instructional aides to attend professional development and salaries for instructional aides working with EL students and families.	$562,442.00	Yes
1.8	6203 Instructional and Operational Technology	Provide students and staff with technology for instructional and operational purposes. This includes but is not limited to laptops, desktops, Chromebooks, ipads, hot spots, Boxlight and Promethean boards.	$175,939.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	6105 Fairmead Site Based Leadership Team	REQUIRED ACTION: Fairmead Elementary School has a red indictor for the whole school in the area of English Language Arts (ELA) due to the number of student groups who were in the red in the area of ELA. These student groups were socio-economically disadvantaged, English Learners, and Hispanic. Fairmead additionally has a red indicator for English learners, socio-economically disadvantaged and Hispanic in the area of mathematics. Fairmead Elementary will create a site based leadership team that meets bi-weekly to discuss their PLC cycles, look at specific data formative data in ELA and math. They will place students into appropriate interventions and focus on instructional strategies to increase achievement. These instructional strategies and next steps will be the focus of weekly professional development sessions in increments of 30-45 minutes each Monday. This team will also work in groups to participate in classroom walkthroughs using a jointly created document to take notes and provide feedback. These walkthroughs will give additional data on classroom practices that will assist in the develop of a plan for next steps. The cost of this action will pay for additional time for team members to meet after school, time for planning professional development specific to the needs of these student groups and materials.	$5,000.00	No
1.10	6109 District Guiding Coalition/Leadership Teams	REQUIRED ACTION: CESD, as a District, has red indicator in ELA and mathematics for English Learners. There are also many red indicators at the site level in ELA and Mathematics. These include the following: English Language Arts: Ronald Reagan Elementary for English learners and Wilson Middle School in mathematics for English Learners, socio-economically disadvantaged and Hispanic. The school district will create a guiding coalition of teachers, classified, coaches and administrators who work together monthly to analyze data for these specific student groups, decide on necessary interventions or academic needs to increase achievement and provide district wide professional development in these areas of necessary growth.	$62,000.00	No

Action #	Title	Description	Total Funds	Contributing
		The cost of this action will pay for additional time for team members to meet after school, time for planning professional development specific to the needs of these student groups and materials.		
1.11	6210 Special Education Guiding Coalition	REQUIRED ACTION: Students with disabilities fell into red on the dashboard in ELA and math at multiple schools. At the District level SWD were red in ELA. At Fairmead, Reagan and Wilson SWD all fell into red on the dashboard in ELA. SWD also fell into red in ELA at Educational Services, more specifically the department of special education, will create a guiding coalition consisting of mainstream classroom teachers, special education teachers, RSP teachers, instructional aides, academic coaches and administrators who work together monthly to analyze data for these specific student groups, decide on necessary interventions or academic needs to increase achievement and provide district wide professional development in these areas of necessary growth. This team will additionally dive deeper into the new adoption (HMH Into Reading) to find additional supports for each standard and decide on accommodations or supports that may be needed to increase academic achievement for SWD that provide them better access to the standards. The cost of this action will pay for additional time for team members to meet after school, time for planning professional development specific to the needs of these student groups and materials.	$6,500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Students are provided an engaging, clean, physically and emotionally safe environment to support learning at the highest levels.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Goal 2 of the Chowchilla Elementary LCAP is designed to provide an engaging, clean, physically and emotionally safe environment to support learning at the highest levels. We want to students to thrive and know that these basic needs must first be met in order for learning to occur. Throughout the past couple of years, there has been ongoing supports being implemented for students following the pandemic. Comprehensive analysis of existing systems and structures revealed ongoing need for substantial adjustments in actions and strategies to effectively support CESD students, particularly socio-economically disadvantaged students, English learners and foster youth. All of the actions and metrics within goal 2 are designed to work together to meet the objective of the goal. This goal will work towards full implementation of Positive Behavior Interventions and Supports and the implementation of teams working together to analyze data and provide supports through a PDSA (Plan-Do-Study-Act Model). While CESD has made great growth in the area of attendance, we know that there is still much work to do, in order to ensure students are in school where they can learn. The actions within goal 2 are designed to provide students with all of their basic needs to ensure they are at school and ready to learn. The positive outcomes of this goal will lead to improved attendance rates, lower incidents of discipline, and increased academic achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Suspension Rate (Actions 2.3, 2.4, 2.6, 2.8, 2.9, 2.11, 2.14 & Technical Assistance (D.A))	2022-2023 (Dashboard) All Students = 4.6% suspended at least one day	2023-2024 (Dashboard) All Students = 2.5% suspended at least one day	2024-2025 (Dashboard) All Students = 4.3% suspended at least one day	3% or lower of all unduplicated students and of each student group will receive a suspension	** In this category we are looking for a decrease rather than an increase**

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		There was a total of 142 students who received a suspension. Of those 142 students, 108 of them fall into an unduplicated student group. Foster= 15.8% SED = 4.8% EL = 2.8% Homeless = 8.2% SWD = 4.9%	There was a total of 83 students who received a suspension. Of those 83 students, 59 of them fall into an unduplicated student group. Foster= 3.6% SED = 2.4% EL = 1.2% LTEL = 2.3% Homeless = 15% SWD = 4.2	There was a total of 83 students who received a suspension. Of those 83 students, 59 of them fall into an unduplicated student group. Foster= 17.4% SED = 4.5% EL = 3.7% LTEL = 8.8% Homeless = 15.4% SWD = 5.1%	according to the dashboard data.	All Students = 0.3% decrease from baseline Foster = 1.6% increase SED = 0.3% decrease EL = 0.9% increase LTEL = 6.5% increase Homeless = 7.2% increase SWD = 0.2% increase
2.2	Chronic Absenteeism (Local and State Data) (Actions 2.2, 2.3, 2.4, 2.5, 2.10, 2.12, 2.14 & Technical Assistance (D.A))	2022-2023 (Dashboard) 25.6% of students were chronically absent 47.1% of Foster Youth were chronically absent 64.9% of Homeless students were chronically absent 32.8% of Student with Exceptional Needs were chronically absent 27.4% of Socioeconomically Disadvantaged students were chronically absent	2023-2024 Dashboard Data 14.8% of students were chronically absent 37.5% of Foster Youth were chronically absent 38.9% of Homeless students were chronically absent 22.5% of Student with Exceptional Needs were chronically absent	2024-2025 Dashboard Data 11.3% of students were chronically absent 25.6% of Foster Youth were chronically absent 16.7% of Homeless students were chronically absent 18.6% of Student with Exceptional Needs were chronically absent	Each unduplicated student group will achieve a chronic absentee rate of 10% or lower. Each unduplicated student group will close the gap between that group and that of ALL students.	** In this category we are looking for a decrease rather than an increase to show that we decreasing the number of students who are chronically absent. All Students = 14.3% decrease Foster Youth = 21.5% decrease Homeless = 48.2% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		20.7% of English Learner students were chronically absent	15.6% of Socioeconomically Disadvantaged students were chronically absent 11.3% of English Learner students were chronically absent 9.8% of Long Term English Learner students were chronically absent 21.4% of Two or More Races students were chronically absent (Data added for Differentiated Assistance process) 2024-2025 Local Data All Students: 9.3% of students were chronically absent Foster Youth: 20% were chronically absent	12.2% of Socioeconomically Disadvantaged students were chronically absent 7.2% of English Learner students were chronically absent 8.8% of Long Term English Learner students were chronically absent 8.5% of Two or More Races students were chronically absent (Data added for Differentiated Assistance process) 2025-2026 Local Data All Students: 7.6% of students were chronically absent Foster Youth: 5.3% were chronically absent		Student with Exceptional Needs = 14.2% decrease Socioeconomically Disadvantaged = 15.2% decrease English Learner = 13.5% decrease Long Term English Learner students = 1% decrease Two or More Races = 12.9% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Homeless: 0% were chronically absent Students with Exceptional Needs: 15.7% were chronically absent Socioeconomically Disadvantaged: 10.1 % were chronically absent English Learners: 7.3% were chronically absent 9.3% of Two or More Races students were chronically absent (Data added for Differentiated Assistance process)	Homeless: 0% were chronically absent Students with Exceptional Needs: 11.8% were chronically absent Socioeconomically Disadvantaged: 8.2% were chronically absent English Learners: 2.5% were chronically absent 6.0% of Long Term English Learner students were chronically absent 6.8% of Two or More Races students were chronically absent (Data added for Differentiated Assistance process)		
2.3	Average number of days absent (Actions 2.2, 2.3, 2.4, 2.5, 2.10, 2.12)	2022-2023 (Data Quest)	2023-2024 (Data Quest)	2024-2025 (Data Quest)	The average number of days missed per unduplicated	** In this category we are looking for a decrease rather than an increase to show that we

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		13 average number of days absent per student Students with Exceptional Needs 16.4 average number of days absent per student English Learner 11.5 average number of days absent per student Socioeconomically Disadvantaged 13.4 average number of days absent per student Foster Youth 11.6 average number of days absent per student Homeless 20.4 average number of days absent per student	9.8 average number of days absent per student Students with Exceptional Needs 12.2 average number of days absent per student English Learner 8.8 average number of days absent per student Socioeconomically Disadvantaged 10.0 average number of days absent per student Foster Youth 12.2 average number of days absent per student Homeless 15.1 average number of days absent per	8.8 average number of days absent per student Students with Exceptional Needs 10.6 average number of days absent per student English Learner 7.4 average number of days absent per student Socioeconomically Disadvantaged 9.0 average number of days absent per student Foster Youth 10.5 average number of days absent per student Homeless 8.4 average number of days absent per	student group will be 10 or less.	decreasing the average number of days that students are absent from school. All students = decreased 4.2 Students with Exceptional Needs = decreased 5.8 English Learner = decreased 4.1 Socioeconomically Disadvantaged = decreased 4.4 Foster Youth = decreased 1.1 Homeless = decreased 12.0
2.4	Expulsion Rate (Actions 2.6)	2022-2023 (Data Quest) 0.4% overall expulsion rate	2023-2024 (Data Quest) 0.1% overall expulsion rate	2024-2025 (Data Quest) 0.1% overall expulsion rate	1% or lower of all unduplicated students and of each student group will receive an expulsion.	** In this category we are looking for a decrease rather than an increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		There was a total of 11 students who received an expulsion. Of those 11 students, 10 of them fall into an unduplicated student group. English Learners: .1% Foster Students: 5.3% (3 students) Socioeconomically Disadvantaged: .5%	There was a total of 2 students who received an expulsion. Of those 2 students, 2 of them fall into an unduplicated student group. English Learners: .05% Foster Students: 0% Socioeconomically Disadvantaged: .1%	There was a total of 2 students who received an expulsion. Of those 2 students, 2 of them fall into only the socioeconomically disadvantaged unduplicated student group. English Learners: 0% Long Term English Learners: 0% Foster Students: 0% Socioeconomically Disadvantaged: 0.41%		All students = 0.3% decrease from baseline English Learners: .1% decrease Foster Students: 5.3% decrease (3 students) Socioeconomically Disadvantaged: 0.09% decrease
2.5	Overall measure of safety and school connectedness for parents, staff and community (Actions 2.13, 2.14)	2023-2024 82% of parents overall felt that schools were safe and that they felt connected.	2024 - 2025 86% of parents felt that schools were safe and that they felt connected.	2025 - 2026 87.4% of parents felt that schools were safe and that they felt connected.	85% of parents overall felt that schools were safe and that they felt connected.	5.4% increase
2.6	Facilities maintained as measured by annual FITs	2023-2024 Overall rating of "Good" by Madera County Superintendent of Schools on William's FIT	2024-2025 Overall rating of "Good" by Madera County Superintendent of Schools on William's FIT	2025-2026 Overall rating of "Good" by Madera County Superintendent of Schools on William's FIT	Overall rating of "Good" or higher according to the FIT	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Overall measure of safety and school connectedness for students (Actions 2.13)	2023-2024 64% of students overall stated they feel safe and connected at school.	2024 - 2025 68% of students overall stated they feel safe and connected at school.	2025 - 2026 71% of students overall stated they feel safe and connected at school.	80% of students will feel safe and connected at school	7% increase
2.8	Parent Survey for students with exceptional needs (2.10, 2.12)	2023-2024 100% of parents who have students with exceptional needs provided input on the learning and/or social emotional growth of their students.	2024-2025 100% of parents who have students with exceptional needs provided input on the learning and/or social emotional growth of their students.	2025-2026 100% of parents who have students with exceptional needs provided input on the learning and/or social emotional growth of their students.	100% of parents who have students with exceptional needs will provide input on the learning and/or social emotional growth of their students.	0 increase from baseline. Already at 100% and can't increase any further.
2.9	Middle School Dropout Rate	2023-2024 0 students dropped out of Middle School	2024-2025 0 students dropped out of Middle School	2025-2026 0 students dropped out of Middle School	dropout rate will be 0	0 increase from baseline. Already at 100% and can't increase any further.

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.

Action 2.1 - 6216 PARTNERSHIPS WITH FAMILIES AND COMMUNITY

There were no substantive differences in planned actions and actual implementation of this action.

SUCCESSES:

The District successfully continued hosting a series of family information sessions focused on topics identified by educational partners, including social-emotional well-being, student data, financial literacy, Aeries, ParentSquare, study habits at home, phone and social media

use, attendance, and technology. Families continued to express appreciation for the availability of snacks and childcare at meetings, sharing that these supports removed barriers and increased their ability to participate.

In addition to the larger family information sessions, CESD expanded its family engagement efforts by implementing small-group family learning workshops designed specifically for families of unduplicated students experiencing attendance challenges, behavioral concerns, or other barriers to school success. These workshops focused on social-emotional learning, strategies families can use at home to support student success, and ways families can partner with schools to improve student outcomes. The intentional small-group format created a safe and supportive environment where families felt comfortable sharing experiences, asking questions, and building connections with district staff.

Although participation was limited to a smaller number of families, feedback from attendees was overwhelmingly positive. Families expressed gratitude for the opportunity to participate, shared that they learned valuable strategies to support their children, and indicated a desire for additional workshops in the future. Staff also reported that the smaller setting allowed for deeper conversations and stronger relationships with participating families.

CHALLENGES:

Family engagement continues to be an area of challenge for the District. Similar to previous years, attendance at larger family information sessions remained lower than desired. Additionally, one of the primary challenges associated with the new family learning workshops was encouraging families to attend. Many of the targeted families expressed anxiety about participating in group settings and were hesitant to attend due to concerns about being in larger groups of people. District staff invested significant time in outreach efforts, reassuring families that the workshops would be intentionally small, supportive, and focused on meeting their needs.

While attendance challenges persisted, the positive response from participating families demonstrated the value of this approach. As a result, CESD will continue offering both broad family engagement opportunities and targeted small-group workshops during the 2026-2027 school year. The district will focus on building trust with families, reducing participation barriers, and expanding opportunities for meaningful family-school partnerships that support student success.

Action 2.2 - 6302 HEALTH AIDES

There were no substantive differences in planned actions and actual implementation of this action.

SUCCESSES:

School health aides continue to play a critical role in supporting student attendance and ensuring students remain in the classroom whenever possible. By addressing minor health concerns on campus, health aides are able to provide immediate care and support that often eliminates the need for students to be sent home. Their presence also provides valuable assistance to school office staff by serving as the primary point of contact for many health-related questions and concerns from families. Because health aides are available during the morning hours, they are able to help families determine whether a student is well enough to attend school, answer health-related questions, and provide guidance

that supports informed decision-making. These services help minimize unnecessary absences while allowing office staff to focus on their primary responsibilities.

CHALLENGES:

One ongoing challenge is the limited amount of time health aides are available on each campus. Health aides are assigned for only 3 hours and 55 minutes per day, resulting in periods of time when schools do not have dedicated health support available. During these times, administrators and office personnel must often respond to student health needs, reducing the time available for their primary duties and responsibilities.

Additionally, the District's full-time LVN and District nurse are responsible for supporting multiple school sites and frequently travel between campuses to address students with more complex medical needs. This can limit the amount of time available for other essential responsibilities, including developing and monitoring health care plans, overseeing medication administration, ensuring immunization compliance, conducting health screenings, providing health education, participating in IEP and Section 504 meetings, and delivering staff training. As student medical needs continue to increase, balancing direct student support with these required responsibilities remains a challenge. Due to the current fiscal constraints facing Chowchilla Elementary School District, including the financial impact of a recently negotiated agreement that provided all employees with a 10% salary increase and an additional $7,000 contribution toward health benefits, the District is unable to expand the hours of its part-time health aides at this time. The District will continue to monitor fiscal conditions and evaluate future opportunities to increase health aide staffing as funding becomes available.

Action 2.3 - 6304 COUNSELING AND SOCIAL EMOTIONAL SUPPORTS

There were no substantive differences in planned actions and actual implementation of this action.

SUCCESSES:

The counseling team had several important successes this year that should be highlighted in the LCAP. The team documented 5,316 counseling-related contacts during the 2025–2026 school year, serving 718 unique students. This reflects growth from 5,027 contacts and 649 unique students in 2024–2025. The counseling team was a major support system for students, families, and school sites during the 2025–2026 school year. Counselors provided individual counseling, small-group support, SEL lessons, family support, crisis response, and Tier 2/PBIS interventions across the district. Their work helped students feel connected, supported, and safe at school.

A big win was the counseling team’s continued role in strengthening PBIS and Tier 2 systems that enabled all schools to apply for silver recognition with PBIS CA. Counselors helped connect students to interventions such as counseling, Check-In/Check-Out, structured breaks, behavior contracts, family communication, and community mental health referrals. Several students received more targeted support because counselors were active members of site support teams.

Another important win was the team's focus on prevention and student safety. Counselors provided support around SEL, suicide prevention, human trafficking awareness, mindfulness, peer conflict, transition support, and social-emotional wellness. These supports helped address student risk factors before concerns became more serious.

CHALLENGES:

The data shows an increase in higher-level student needs, especially in crisis response, risk assessments, threat assessments, and behavioral support. There were also 265 attempted contacts where students were unavailable, along with some cancelled group sessions and times when counselors were unavailable for sessions. This shows the need for continued work around consistent scheduling, protected counseling time, progress monitoring, and clear Tier 2/Tier 3 systems.

Action 2.4 - 6305 ELECTIVES, INTEREST CLUBS AND ENGAGING ACTIVITIES

There were no substantive differences in planned actions and actual implementation of this action.

During the 2025-2026 school year, CESD continued to provide students with access to a credentialed music teacher at the elementary level for the entire school year. Students, including unduplicated students, had consistent access to music instruction and opportunities to engage in the arts. Student feedback indicated that music continued to be a highly valued elective opportunity and contributed positively to student engagement and school connectedness.

The District also continued to expand and support a variety of student interest clubs across multiple school sites. These clubs provided students with opportunities to participate in activities aligned to their interests before school, during lunch, and after school. Educational partner feedback and student participation demonstrated that these opportunities continue to be well received and provide students with meaningful ways to connect with peers, develop new skills, and engage in positive activities outside of core instructional time. These opportunities are especially valuable for unduplicated students by increasing student engagement, school connectedness, and access to enrichment experiences.

CHALLENGES:

While student participation and interest in clubs continues to be strong, one ongoing challenge is identifying staff members who are available and willing to facilitate additional student activities. Staff members continue to balance numerous responsibilities related to instruction, intervention, planning, and student support, which can make it difficult to take on additional commitments outside of the regular school day. As a result, expanding the number and variety of club offerings remains dependent upon staff availability and interest.

Despite this challenge, CESD remains committed to providing enrichment opportunities that increase student engagement and will continue exploring ways to support staff participation while maintaining a variety of activities for students.

Action 2.5 - 6306 ENGAGEMENT INCENTIVES

There were no substantive differences in planned actions and actual implementation of this action.

SUCCESSES:

Attendance incentives continued to be highly impactful during the 2025-2026 school year and remained an important component of the District's efforts to reduce chronic absenteeism. The District Attendance Task Force met monthly to review attendance data and establish attendance goals for students. Students who successfully met the monthly attendance goals were recognized and rewarded through incentive programs. These incentives helped create excitement around attendance, encouraged positive attendance habits, and contributed to the continued reduction in chronic absenteeism across the District.

In addition to attendance incentives, the District continued implementation of PBIS student stores at school sites to recognize and reward students for demonstrating positive behaviors aligned with the District's three PBIS expectations: Be Safe, Be Responsible, and Be Kind. Students earned recognition and opportunities to access the student store by consistently demonstrating these behaviors throughout the school day. Educational partners and staff reported that the student stores provided meaningful motivation for students and helped reinforce positive school culture, student engagement, and responsible decision-making.

CHALLENGES:

There were no significant challenges associated with the implementation of this action during the 2025-2026 school year. The District will continue utilizing attendance incentives and PBIS recognition systems as strategies to support student engagement, positive behavior, and school attendance.

Action 2.6 - 6307 POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (DISTRICT)

There were no substantive differences in planned actions and actual implementation of this action.

SUCCESSES:

PBIS was an area of strong growth for CESD this year. A major success was that all schools qualified for Silver Recognition through PBIS implementation. This is a significant win because every site met the required TFI expectations and referral requirements, which was not accomplished last year. This shows that school teams strengthened their Tier 1 systems, improved documentation, used data more consistently, and continued building schoolwide behavior systems with greater fidelity. The district’s PBIS Guiding Coalition, site Tier 1 and Tier 2 teams, active supervision practices, and the LiveSchool pilot all supported this progress, especially as schools continued building toward a stronger 5:1 positive-to-corrective interaction system.

The discipline data also shows meaningful growth. Districtwide unduplicated suspensions decreased from 98 in 2024–2025 to 77 in 2025–2026, which is 21 fewer students suspended and about a 21% reduction overall. Several sites showed strong improvement, including Fuller,

which decreased from 14 to 9; Fairmead, which decreased from 29 to 23; and Wilson, which decreased from 41 to 28. Student group data also shows important progress, including decreases for English Learners from 22 to 10, SED students from 91 to 67, Hispanic students from 69 to 51, LTEL students from 11 to 3, and foster youth from 8 to 1. These reductions suggest that PBIS implementation, improved Tier 1 practices, Tier 2 supports, and more consistent data review are having a positive impact.

Family and student feedback also show that many families see positive school climate practices in place. Parents noted that schools are using ParentSquare, email, and text messages to communicate, and many families described staff as friendly, caring, and supportive. Families also shared that students often feel connected, valued, and supported by teachers and staff. Incentive systems, school events, and welcoming environments were identified as strengths that should continue. These are important PBIS glows because they connect directly to building positive relationships, strengthening school culture, and helping students feel safe and connected at school.

CHALLENGES:

While the District continued to make progress in PBIS implementation and school climate outcomes, consistency across school sites remains an area of need. Although overall suspension rates improved in several areas, results were not consistent across all schools and student groups. For example, Reagan Elementary experienced an increase in suspensions from 12 to 14, while Stephens Elementary increased from 2 to 3. These differences indicate a need for continued site-specific support, monitoring, and calibration of PBIS practices to ensure students have consistent experiences across the district.

Educational partner feedback also identified concerns related to behavior management, bullying prevention and response, communication with families regarding student incidents, and consistency in adult-student interactions. Families expressed a desire for greater confidence that behavioral expectations, consequences, and follow-up procedures are implemented consistently across classrooms and campuses.

As a result, the District recognizes the need to strengthen implementation fidelity across all sites. Areas for continued improvement include enhancing Tier 2 progress monitoring systems, utilizing behavior-specific referral data to guide PBIS team decision-making, expanding staff training for instructional aides and supervisors, strengthening implementation of LiveSchool and other positive behavior recognition systems, and ensuring each site has clearly defined procedures for addressing bullying, conflict resolution, and student safety concerns. Addressing these challenges will be essential to creating a more consistent student experience and further strengthening family confidence in district behavior support systems.

Action 2.7 - 6309 ATTENDANCE SUPPORTS, FOSTER YOUTH CLOTHING & SUPPLIES

There were no substantive differences in planned actions and actual implementation of this action.

SUCCESSES:

As a district, this action has enabled us to provide foster youth with the essential resources they need to support their social-emotional, physical, and academic well-being. Mentors meet with students weekly and share data with the Educational Services team to ensure

alignment between school sites and the district office in addressing student needs. Additionally, our Child Welfare and Attendance Liaison has worked closely with families to identify and overcome barriers to regular school attendance, leading to increased student attendance. The decline in chronic absenteeism over the past two years demonstrates that these supports are effectively benefiting our students.

CHALLENGES:

Challenges related to this action include the need for additional supports for our highest-need families, such as housing assistance, and family counseling.

Action 2.8 - 6209 WELCOMING, SAFE, CULTURALLY RESPONSIVE LEARNING ENVIRONMENT

There were no substantive differences in planned actions and actual implementation of this action.

SUCCESSES:

As a district, we take great pride in ensuring that each campus is welcoming, safe, and culturally responsive. This action has been a success because it creates opportunities to actively listen to our educational partners and ensure they feel valued and engaged on our campuses. This year, input from our educational partners in this area has increased, and we remain committed to making all students, families, and community members feel welcomed and supported, regardless of their culture, ethnicity, or language. Through this action, we have fostered a greater sense of belonging and inclusion, strengthened trust with families, improved staff morale and retention, and promoted equity and access across all schools.

CHALLENGES:

There were no challenges associated with this action.

Action 2.9 - 6110 S.T.E.A.M INSTRUCTION

There were no substantive differences in planned actions and actual implementation of this action.

SUCCESSES:

Local data from student and parent surveys, as well as science common formative assessments, indicate that students are more engaged in school due to their participation in STEAM classes. Teachers have reported that students are less likely to be absent on days when they attend STEAM, highlighting its positive impact on attendance and engagement. At Wilson, students shared that they enjoy the hands-on learning experiences in STEAM and feel it helps them understand concepts more deeply. Local data in grades 3–8 show an increase in

science knowledge, and the District is optimistic that, over time, the addition of the STEAM course will contribute to improved CAST scores, further reflecting gains in student achievement.

CHALLENGES:

While the District has continued to invest in STEAM opportunities and provide students with engaging hands-on learning experiences, these efforts have not yet translated into measurable growth on the California Science Test (CAST). Science achievement remains an area of need, and current data indicates that the District has not yet seen the level of improvement anticipated as a result of STEAM programming.

One challenge is that many STEAM activities focus on student engagement, exposure, and enrichment, which are important components of science learning but do not always directly align with the science standards and assessed content measured on the CAST. Additionally, the impact of STEAM experiences on student achievement often requires sustained implementation over multiple years before significant gains are reflected in state assessment data.

Moving forward, the District will focus on strengthening the connection between STEAM activities and grade-level science standards, increasing opportunities for students to engage in standards-based scientific inquiry, and ensuring that STEAM experiences are intentionally designed to build the content knowledge, vocabulary, and analytical skills assessed on the CAST. Continued refinement of the program will be necessary to maximize its impact on student achievement and improve science outcomes over time.

Action 2.10 - 6308 ATTENDANCE TASK FORCE (WILSON)

There were no substantive differences in planned actions and actual implementation of this action.

SUCCESSES:

The work of this task force has continued to positively impact attendance outcomes for students with disabilities. According to the 2025 California School Dashboard, the chronic absenteeism rate for students with disabilities decreased to 18.0%, continuing the significant improvement from 37.5% in 2023 and 18.9% in 2024. This represents a reduction of nearly 20 percentage points over the two-year period. Additionally, local attendance data for the 2025-2026 school year indicates further improvement, with chronic absenteeism among students with disabilities decreasing to 12.8%. While this local data will not be reflected in the California Dashboard until its release in October 2026, it suggests that the positive trend is continuing and that district attendance supports are having a sustained impact on student attendance.

CHALLENGES:

Although chronic absenteeism rates for students with disabilities have continued to improve, maintaining and accelerating this growth remains a challenge due to the complex and individualized needs of this student population. Students with disabilities often require additional services, appointments, therapies, and supports that can impact their ability to attend school consistently. As attendance rates improve,

reaching the remaining students who continue to experience chronic absenteeism often requires increasingly individualized interventions and intensive collaboration between families, school staff, and outside agencies.

Additionally, the factors contributing to absenteeism for students with disabilities are often more complex than those of the general student population and may include medical needs, mental health concerns, transportation challenges, or family circumstances. As a result, reducing chronic absenteeism further will require continued outreach, relationship building, problem-solving, and coordinated support systems tailored to the unique needs of individual students and families.

CESD will continue working closely with families and support providers to identify barriers to attendance and implement strategies that promote consistent school participation while ensuring students receive the services and supports they need to be successful.

Action 2.11 - 6207 ATTENDANCE MENTORS (STEPHENS)

There were no substantive differences in planned actions and actual implementation of this action.

SUCCESSES:

The data demonstrates significant success in improving attendance outcomes for English Learners at Stephens Elementary. In 2023, English Learners had a chronic absenteeism rate of 21.8%, placing the student group in the red performance band. In 2024, the chronic absenteeism rate decreased substantially to 12.3%, moving the student group into the yellow performance band. In 2025, English Learners demonstrated continued improvement, decreasing chronic absenteeism by an additional 6.9 percentage points to an overall rate of 5.5%. This improvement resulted in a green performance band and placed Stephens Elementary well below the state average chronic absenteeism rate of 18.1%.

The significant reduction in chronic absenteeism over the three-year period reflects the effectiveness of the attendance supports, family outreach efforts, and student engagement strategies implemented at Stephens Elementary. The site's ability to move from a red to a green dashboard indicator demonstrates meaningful progress in ensuring English Learners are attending school regularly and benefiting from increased access to instruction.

CHALLENGES:

A challenge associated with interpreting and sustaining these results is the relatively small number of English Learners enrolled at Stephens Elementary. With only 33 English Learners on campus, the attendance patterns of a small number of students can have a significant impact on the overall chronic absenteeism rate for the student group. As a result, even a few students becoming chronically absent can cause substantial fluctuations in the data from year to year.

Because of the small student population, Stephens Elementary must continue closely monitoring attendance and providing individualized supports to students and families to maintain the gains that have been achieved. While the current results are highly positive, sustaining

performance will require ongoing attention to attendance, engagement, and family partnerships to ensure continued success for English Learners.

Action 2.12 - 6212 BEHAVIOR SUPPORTS (DISTRICT, WILSON)

There were no substantive differences in planned actions and actual implementation of this action.

SUCCESSES:

A significant success associated with this action has been the District's ability to utilize remaining Learning Recovery Emergency Block Grant (LREBG) funds to expand behavioral supports for students across all school sites. Through these funds, CESD has been able to employ three Registered Behavior Technicians (RBTs), one Campus Liaison at each school site, and three additional classroom support aides. These positions have provided critical support to students exhibiting behavioral, social-emotional, and attendance-related challenges while also assisting teachers and administrators in maintaining safe and productive learning environments.

These additional supports have been particularly valuable as schools continue to experience a high number of students with intensive behavioral needs. The expanded staffing has increased the District's capacity to provide direct interventions, behavior coaching, relationship-building, family outreach, attendance support, and classroom assistance. As a result, students have received more timely and individualized support, helping them remain engaged in school and access instruction more consistently.

CHALLENGES:

While the additional staffing funded through Learning Recovery Emergency Block Grant funds has significantly strengthened the District's ability to support students with behavioral needs, the long-term sustainability of these positions remains a concern. Due to fiscal constraints resulting from rising operational costs and recent negotiated salary and benefit increases, the District's ongoing funding sources are limited.

Learning Recovery Emergency Block Grant funds are scheduled to expire at the conclusion of the 2027-2028 school year. At this time, it is uncertain whether sufficient ongoing funding will be available to maintain the three Registered Behavior Technicians, Campus Liaisons, and additional classroom support aides once these one-time funds are exhausted. The potential loss of these positions could have a significant impact on the District's ability to provide intensive behavioral interventions, attendance support, family outreach, and classroom assistance for students with the highest levels of need.

As student behavioral and social-emotional needs continue to remain elevated, identifying sustainable funding sources for these critical support positions will be an ongoing challenge for the District.

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

Action 2.1 - 6216 PARTNERSHIPS WITH FAMILIES AND COMMUNITY

In 2025 the District budgeted $4,796 on this action. The District's estimated actuals for this action were $22,228.89. This was due to the increased family workshops added through the Differentiated Assistance process that was not accounted for in the budget.

Action 2.2 - 6302 HEALTH AIDES

There were no significant material differences between budgeted expenditures and estimated actual expenditures for this action.

Action 2.3 - 6304 COUNSELING AND SOCIAL EMOTIONAL SUPPORTS

There were no significant material differences between budgeted expenditures and estimated actual expenditures for this action.

Action 2.4 - 6305 ELECTIVES, INTEREST CLUBS AND ENGAGING ACTIVITIES

In 2025 the District budgeted $127,443 on this action. The District's estimated actuals for this action were $254,665.39. There was an increased cost for materials for new lunch clubs added that were not accounted for in the budget.

Action 2.5 - 6306 ENGAGEMENT INCENTIVES

In 2025 the District budgeted $38,214 on this action. The District's estimated actuals for this action were $11,167. This difference is due to sites using more incentives that were free in cost such as homework passes and free seating at lunch and front of the line passes. Each year students have varying interests and this year the students were mostly excited about the free cost items at the student store.

Action 2.6 - 6307 POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (DISTRICT)

There were no significant material differences between budgeted expenditures and estimated actual expenditures for this action.

Action 2.7 - 6309 ATTENDANCE SUPPORTS, FOSTER YOUTH CLOTHING & SUPPLIES

There were no significant material differences between budgeted expenditures and estimated actual expenditures for this action.

Action 2.8 - 6209 WELCOMING, SAFE, CULTURALLY RESPONSIVE LEARNING ENVIRONMENT

There were no significant material differences between budgeted expenditures and estimated actual expenditures for this action.

Action 2.9 - 6110 S.T.E.A.M INSTRUCTION

There were no significant material differences between budgeted expenditures and estimated actual expenditures for this action.

Action 2.10 - 6308 ATTENDANCE TASK FORCE (WILSON)

In 2025 the District budgeted $2,000 on this action. The District's estimated actuals for this action were $870.00. This difference is due to a lower cost of student store at Wilson due to students mostly choosing the free or almost free rewards such as a homework pass or front of lunch line pass.

Action 2.11 - 6207 ATTENDANCE MENTORS (STEPHENS)

There were no significant material differences between budgeted expenditures and estimated actual expenditures for this action.

Action 2.12 - 6212 BEHAVIOR SUPPORTS (DISTRICT, WILSON)

In 2025, the District budgeted $7,500 towards this action and spent $13,558. The difference was due to the high level of student supports that were needed and the success the action was showing in reinforcing positive behaviors for students.

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

For the actions listed below, CESD used chronic absenteeism as a measure of effectiveness. All of these actions were designed through educational partner input to increase student engagement, strengthen school connectedness, and improve attendance. As a result, the District anticipated that increased engagement would contribute to lower chronic absenteeism rates.

Action 2.1 - 6216 Partnerships with Families and Community

Action 2.2 - 6302 Health Aides

Action 2.3 - 6304 Counseling and Social Emotional Supports

Action 2.4 - 6305 Electives, Interest Clubs and Engaging Activities

Action 2.5 - 6306 Engagement Incentives

Action 2.7 - 6309 Attendance Supports, Foster Youth Clothing & Supplies

Action 2.8 - 6209 Welcoming, Safe, Culturally Responsive Learning Environment

Action 2.9 - 6110 S.T.E.A.M Instruction

In 2022, the District had 10 of 12 student groups in the red performance band for chronic absenteeism. By 2023, through focused work with the Madera County Superintendent of Schools as part of Differentiated Assistance, the District saw significant improvement and eliminated all red chronic absenteeism indicators. In 2024, the District maintained zero student groups in the red performance band. In 2025, CESD once again maintained this success with zero student groups in the red performance band for chronic absenteeism.

CESD's overall chronic absenteeism rate has continued to improve over multiple years. In 2023, the District's chronic absenteeism rate improved from 41.3% to 25.6%. In 2024, the rate declined further to 15.2%. In 2025, the District continued this positive trend with a chronic absenteeism rate of 11.3%. As a result, CESD outperformed the state average of 17.1% by 5.8 percentage points.

Significant improvements were also observed among the District's unduplicated student groups. English Learners demonstrated continued improvement in attendance, with chronic absenteeism decreasing from 20.7% in 2023, to 11.7% in 2024, and to 7.2% in 2025. Similarly, socioeconomically disadvantaged students decreased from 27.4% in 2023, to 16.0% in 2024, and to 12.2% in 2025. Foster Youth demonstrated one of the largest improvements, decreasing from 37.5% in 2024 to 25.6% in 2025, a decline of 11.9 percentage points in a single year. Additionally, Long-Term English Learners maintained a low chronic absenteeism rate of 8.8% in 2025 and earned a green performance indicator. These results demonstrate that the District's attendance supports and engagement strategies are having a positive impact on students who have historically experienced higher rates of chronic absenteeism.

These results suggest that the systems and strategies implemented through Actions 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8, and 2.9 are effectively reducing chronic absenteeism and increasing student engagement. The District has sustained improvements over multiple years, eliminated all red chronic absenteeism indicators, and significantly outperformed the state average. These outcomes indicate that students are increasingly connected to school and benefiting from the supports and opportunities provided through these actions.

These actions (2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8, and 2.9) have proven to be effective and will be continued in the 2026-2027 LCAP cycle.

For the actions listed below, CESD used suspension rate to measure for effectiveness. All of these actions were designed through educational partner input to increase engagement in school which as a result would decrease suspension rates.

Action 2.1 - 6216 PARTNERSHIPS WITH FAMILIES AND COMMUNITY

Action 2.2 - 6302 HEALTH AIDES

Action 2.3 - 6304 COUNSELING AND SOCIAL EMOTIONAL SUPPORTS

Action 2.4 - 6305 ELECTIVES, INTEREST CLUBS AND ENGAGING ACTIVITIES

Action 2.5 - 6306 ENGAGEMENT INCENTIVES

Action 2.8 - 6209 WELCOMING, SAFE, CULTURALLY RESPONSIVE LEARNING ENVIRONMENT

Action 2.9 - 6110 S.T.E.A.M INSTRUCTION

Although suspension outcomes did not improve during 2025, CESD continued to expand and strengthen student supports through counseling services, social-emotional supports, student engagement opportunities, family partnerships, PBIS systems, behavior interventions, and positive school climate initiatives. Additionally, the District utilized Learning Recovery Emergency Block Grant funds to increase behavioral supports through Registered Behavior Technicians, Campus Liaisons, and additional classroom support staff to address the increasing intensity of student behavioral needs.

While the 2025 Dashboard data indicates that additional work is needed to achieve the District's desired outcomes, the significant growth demonstrated between 2023 and 2024 suggests that these actions have the potential to positively impact student behavior when implemented with consistency and fidelity. Furthermore, local behavior data from the 2025-2026 school year is showing reductions in suspension rates, indicating that the refinements made to these supports may already be having a positive effect. Because local data is demonstrating improvement and state data reflects a one-year increase following several years of growth, CESD believes these actions are somewhat effective and should be continued.

As a result, the District will continue implementing these actions during the 2026-2027 school year. CESD will place increased attention on implementation fidelity, consistency across school sites, staff training, behavior interventions, PBIS systems, and progress monitoring to ensure that the intended supports are being delivered effectively. The District will closely monitor both local and state data during the upcoming year to determine whether these efforts result in improved suspension outcomes and a return to the positive trends observed in previous years.

These actions are effective and will be continued and focused during the 2026-2027 LCAP cycle to better address student behavioral needs, improve school climate, and reduce suspension rates.

Action 2.10 implemented an Attendance Task Force to address chronic absenteeism at Wilson Middle School, specifically targeting the White and Students with Disabilities student groups, both of which had red performance indicators in 2023.

In 2023, Wilson Middle School had an overall chronic absenteeism rate of 23.9%, which declined significantly to 11.0% in 2024. In 2025, Wilson continued to improve, reducing chronic absenteeism to 8.3%, a decrease of an additional 2.7 percentage points. This placed Wilson Middle School in the green performance band and well below the state average of 17.1% for chronic absenteeism.

The White student group had a chronic absenteeism rate of 22.8% in 2023, exceeding the state average of 18.5%. In 2024, this rate declined to 12.9%, moving the student group into the yellow performance band and below the state average of 13.5%. In 2025, the White student group continued to improve, decreasing chronic absenteeism to 8.0% and earning a green performance band. This rate was substantially lower than the state average of 12.2%.

Students with disabilities had a chronic absenteeism rate of 37.5% in 2023, placing the student group in the red performance band and slightly above the state average of 33.1%. By 2024, the chronic absenteeism rate had been reduced to 18.9%, moving the student group into the yellow performance band and below the state average of 26.3%. In 2025, students with disabilities continued to demonstrate improvement, reducing chronic absenteeism to 18.0%, a decline of 0.9 percentage points from the prior year. The student group remained in the yellow performance band and continued to perform below the state average of 24.9%.

This action is effective.

Action 2.11 implemented an Attendance Mentor Program to address chronic absenteeism among English Learners at Stephens Elementary. In 2023, English Learners at Stephens Elementary had a chronic absenteeism rate of 21.8%, placing the student group in the red performance band.

By 2024, the chronic absenteeism rate for English Learners declined significantly to 12.3%, moving the student group into the yellow performance band. In 2025, English Learners demonstrated continued improvement, reducing chronic absenteeism by an additional 6.9 percentage points to an overall rate of 5.5%. This improvement resulted in a green performance band and placed Stephens Elementary well below the state average of 18.1% for English Learner chronic absenteeism.

Over the three-year period, chronic absenteeism among English Learners at Stephens Elementary decreased from 21.8% to 5.5%, a reduction of 16.3 percentage points. These results demonstrate sustained improvement and suggest that the attendance mentoring, family outreach, and student support strategies implemented through Action 2.11 have been highly effective in increasing attendance and engagement for English Learners.

Given the significant and continued improvement in attendance outcomes, Action 2.11 has proven to be highly effective and will be continued during the 2026-2027 LCAP cycle.

Action 2.12 was implemented to address suspension rates at the District level and at Wilson Middle School. The action specifically focused on the student groups with red performance indicators on the Dashboard, which included homeless students, African American students, students with disabilities, and Hispanic students.

In 2023, Wilson Middle School had a suspension rate of 10.7%, resulting in a red performance indicator. In 2024, the suspension rate declined significantly to 3.9%, a decrease of 6.8 percentage points, resulting in a green performance indicator. However, in 2025, the suspension rate increased to 8.4%, representing an increase of 4.5 percentage points and resulting in a return to the red performance band.

While Wilson's suspension data did not maintain the significant gains demonstrated in 2024, some student groups continued to perform better than the overall school rate. In 2025, students with disabilities had a suspension rate of 10.0%, earning an orange performance indicator. Hispanic students had a suspension rate of 9.5% and remained in the red performance band. African American students and homeless students did not receive Dashboard performance indicators due to the small size of these student groups, with only nine students represented in each category.

In 2025, Wilson Middle School had three red Dashboard indicators for suspension, demonstrating that student behavior continues to be an area requiring focused attention and support. The increase in suspension rates reflects ongoing challenges associated with student behavioral, social-emotional, and mental health needs, which continue to impact schools across the District.

Although the 2025 Dashboard data reflects a setback from the significant gains achieved in 2024, CESD believes it is important to consider the substantial improvement demonstrated over the two-year period. Wilson reduced suspensions from 10.7% in 2023 to 8.4% in 2025 and demonstrated the ability to significantly reduce suspensions through the implementation of targeted supports. In addition, local behavior data for the 2025-2026 school year is showing reductions in suspension rates, suggesting that the refinements made to behavior supports, counseling services, PBIS systems, and intervention programs may already be producing positive results.

Given the significant improvement demonstrated between 2023 and 2024 and the positive trends emerging in local data, CESD believes this action is somewhat effective and should be continued. During the 2026-2027 school year, the District will continue implementing this action with an increased focus on implementation fidelity, consistency across sites, staff training, behavior interventions, and progress monitoring. The District will closely monitor both local and state data to determine whether these efforts result in improved suspension outcomes and a return to the positive trends previously observed.

This action is somewhat effective due to previous growth and will remain in the LCAP for the upcoming year with more focus on implementation.

Action 2.6 - 6307 POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (DISTRICT)

While progress has been made at the Tier 2 and Tier 3 levels, these areas continue to represent opportunities for growth. During the 2025-2026 school year, the District's primary PBIS focus was the implementation and strengthening of Tier 2 systems and supports. School sites worked to establish intervention teams, identify students needing additional support, develop intervention processes, and implement progress monitoring systems. As with any new system, effective implementation requires time to build staff understanding, clarify expectations, provide coaching and feedback, and ensure consistency across sites.

As a result, additional attention will be needed in the coming year to strengthen Tier 2 implementation through ongoing professional learning, coaching, tools, and resources that support staff in effectively identifying, monitoring, and responding to student needs. The District recognizes that implementing new systems is a multi-year process that requires continuous learning, reflection, and adjustment before full effectiveness can be realized.

At the Tier 3 level, schools continue to expand intensive supports for students with significant behavioral needs through counseling services, behavior intervention supports, Campus Liaisons, Registered Behavior Technicians, and Opportunity Education. However, staff continue to need ongoing professional learning and support related to implementing intensive interventions and addressing increasingly complex student needs. Continued focus on both Tier 2 and Tier 3 systems will help ensure students receive the appropriate level of support needed to be successful both behaviorally and academically.

This action is somewhat effective and will remain in LCAP while we continue to learn and expand our knowledge and services to students.

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 2.1 - 6216 PARTNERSHIPS WITH FAMILIES AND COMMUNITY

For the 2025–2026 school year, CESD will host at least one in-person event for all TK–8th grade students and their families, focused on sharing instructional strategies to support learning at home. The event will follow a carnival-style format, where families earn tickets by participating in learning sessions for both academics and social emotional needs. These tickets can then be used at outdoor game stations to win educational supplies and learning games.

Action 2.2 - 6302 HEALTH AIDES

No changes will be made to this action for the 2026-2027 school year.

Action 2.3 - 6304 COUNSELING AND SOCIAL EMOTIONAL SUPPORTS

For next year, the counseling team should continue strengthening documentation, progress monitoring, and communication with site teams. Continued focus on Tier 2 supports, student check-ins, family communication, and referral systems will help ensure students receive timely and consistent support.

Action 2.4 - 6305 ELECTIVES, INTEREST CLUBS AND ENGAGING ACTIVITIES

For the 2025–2026 school year, the music teacher at Wilson, who was hired during the 2024–2025 school year, was on maternity leave for the majority of the year. The District was unable to secure a qualified substitute with the necessary skills to teach music. In response, elective data from the past two years, along with a current student survey, was analyzed to determine preferred alternatives. The overwhelming preference among students was to replace music with a health and fitness course, in addition to PE, with a focus on strength training and cardiovascular endurance.

Action 2.5 - 6306 ENGAGEMENT INCENTIVES

Although no monetary changes will be made to this action; we will closely align the engagement incentives to attendance and behavior expectation goals. This is not necessarily any change to the action but something we want to pay more attention to in the coming year.

No changes will be made to this action for the 2026-2027 school year.

Action 2.6 - 6307 POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (DISTRICT)

For the upcoming school year, we will be making changes to our 6 week behavior intervention course for students. This services was previously only implemented for grades 5-8, but in the upcoming year we will expand the services to provide it to all students K-8 who have an intensive need for support to access their learning within the classroom.

Action 2.7 - 6309 ATTENDANCE SUPPORTS, FOSTER YOUTH CLOTHING & SUPPLIES

In 2026–2027, CESD plans to offer parenting classes for families with the highest needs, along with family counseling services aimed at addressing home dynamics that may be contributing to students' reluctance or inability to attend school.

Action 2.8 - 6209 WELCOMING, SAFE, CULTURALLY RESPONSIVE LEARNING ENVIRONMENT

No changes will be made to this action for the 2026-2027 school year.

Action 2.9 - 6110 S.T.E.A.M INSTRUCTION

No changes will be made to this action for the 2026-2027 school year.

Action 2.10 - 6308 ATTENDANCE TASK FORCE (WILSON)

The only change to this action for the 2026-2027 school year is to reduce the budgeted amount since this action does not have a high cost rate.

Action 2.11 - 6207 ATTENDANCE MENTORS (STEPHENS)

For the 2026-2027 school year the site will lower the budgeted amount from $10,000 to $424 and expand the mentoring to more English learner students and expand the work to their families and needed supports to assist them with increasing the attendance of their students.

Action 2.12 - 6212 BEHAVIOR SUPPORTS (DISTRICT, WILSON)

For the upcoming school year, we will be making changes to our 6 week behavior intervention course for students. This services was previously only implemented for grades 5-8, but in the upcoming year we will expand the services to provide it to all students K-8 who have an intensive need for support to access their learning within the classroom.

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	6216 Partnerships with Families and Community	Partner with families to build a strong home-to-school connection to increase student engagement in school. Through surveys and educational partner meetings, unduplicated families have expressed that they need support in how to best support their students at home. To align to the Technical Assistance, Differentiated Assistance, work CESD is collaborating on with Madera County Superintendent of Schools,	$21,300.00	Yes

Action #	Title	Description	Total Funds	Contributing
		CESD will make a high effort to partner with the families of students of 2 or more races. CESD will use these funds to provide events which bring families on campus and provide activities which will bring school and families and community together. The goal will be to build a positive culture and build relationships that will allow families to be a part of the team. The money budgeted to this action will be used to purchase supplies for the events, pay staff blue sheet for working at the events, provide families with educational resources and pay for outside presenters or vendors to assist in these events.		
2.2	6302 Health Aides	Provide health aide staffing at each school site to support student physical health, focusing especially on English learners, foster youth and socioeconomically disadvantages students to enable them to increase their attendance rate in school and therefore also providing the opportunity to increase their academic achievement. These student groups lack access to basic services, such as health, which can be an obstacle to accessing education. The health aides are above and beyond the District nurse and District LVN which are paid out of base funding.	$94,890.00	Yes
2.3	6304 Counseling and Social Emotional Supports	Provide counselors at each school site to support social-emotional learning support at the tier 1 level within classrooms as well as specialized support for students experiencing life obstacles that involve their social-emotional well being that need to be a focus for them. This is a total of 5 counselors.	$1,295,823.00	Yes
2.4	6305 Electives, Interest Clubs and Engaging Activities	Students in rural Chowchilla, especially our unduplicated students, are lacking in the ability to participate in extra curricular types of activities. CESD will use these funds to provide electives, interest clubs and other engaging activities to ensure students are excited to attend school on a regular basis.	$255,301.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	6306 Engagement Incentives	The district will continue to provide incentives for engagement to motivate students to make good decisions in the areas of attendance and behavior. These incentives will be given to students for meeting specific criteria within our core values, school PBIS matrix and classroom PBIS matrix.	$18,078.00	Yes
2.6	6307 Positive Behavior Intervention and Supports	REQUIRED ACTION: CESD will provide training, resources, staffing and guidance for school site teams on how to build a comprehensive system focused on a continuum of positive behavior supports and structures for unduplicated students. These funds will additionally be used to provide motivational speakers, peer mediator program, character program and materials, and behavior supports and interventions designed to meet the needs of unduplicated students. In tier 2 teams, at each site, the data for students of Two or More Races will be checked on bi-weekly and evaluated to ensure that systems and supports and put into place to ensure appropriate supports for positive behavior are in place. CESD has a required action for a red indicator in the area of suspension at the district level for foster youth and at Fairmead Elementary School for socio-economically disadvantaged students. The PBIS task force teams will focus on positive behavior interventions and supports for these two unduplicated student groups as a priority. Data at the student group level and specific student level will be analyzed and discussed each month. If a student in these areas are showing a need for additional supports then the team will work with the student and family to design and implement those supports.	$987,129.00	Yes
2.7	6309 Attendance supports, Clothing Closet and Basic Supplies	The District will identify the needs of foster youth and chronically absent unduplicated students on an individual basis. These funds will be used to provide students with materials they need to ensure they are in school and learning. CESD will also ensure that our student group "Two or More Races" are also receiving all of these supports as needed to ensure they	$149,406.00	Yes

Action #	Title	Description	Total Funds	Contributing
		have what they need to come to school each day. The attendance task force team, and site teams, will review attendance data for Two or More Races monthly and partner with families to support them in consistent attendance and prevent chronic absenteeism. This could include vision glasses, bus pass for transportation or clothes to wear to school. The funds will also pay for the staffing costs of the child welfare and attendance liaison to work with students and families and additional time for site mentors to work with foster youth to build a relationship and provide them with a direct staff member on site to assist them for any of their needs.		
2.8	6209 Welcoming, safe, culturally responsive learning environment	Through educational partner feedback, surveys, as well as student input, it was found that many of our unduplicated student groups do not feel safe at school. Chowchilla Elementary School District will use these funds to revamp our school to be welcoming and safe in response to State Priorities 5 and 6. We will create a culturally responsive environment where students are personally affirmed, explicitly taught social and emotional skills and receive additional supports to increase engagement in learning as measured by attendance and suspension rates. This will include adding safety measures to schools, methods of engagement including banners and murals to highlight our schools as engaging places of learning where they feel like they belong. These funds will be spent on items above and beyond the base safety measures that are already provided from the District general fund. These safety measured will be items brought up through discussions with educational partners.	$296,445.00	Yes
2.9	6110 STEAM Instruction	Stakeholder input indicated that our unduplicated student groups are the most engaged in school when they are working on projects that allow them to manipulate objects, projects that provide hands-on experiences, and projects that allow them to learn through building. STEAM education is an interdisciplinary approach that combines science, technology, engineering, arts and mathematics. It encourages students to think creatively, solve problems innovatively and make connections between subjects.	$117,958.00	Yes
2.10	6308	REQUIRED ACTION:	$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Attendance Task Force	CESD has a required action in the area of chronic absenteeism for students with disabilities and white at Wilson Middle School . Wilson middle school will create a site based attendance task force comprised of teachers, attendance clerk, classified mentor, and vice principal to focus on these two student groups in the area of chronic absenteeism to create an early detection system. The money will be used to pay for additional time for the site mentors to work with students and to purchase supplies and incentives for specific students within this student group who are showing low rates of attendance and high rates of chronic absenteeism.		
2.11	6207 Attendance Mentors	REQUIRED ACTION: This is a required action in the area of chronic absenteeism for Stephens Elementary School. Stephens Elementary school will implement a personalized attendance plan for EL students who are facing difficulties, involving teaches, counselors, and parents to address the root cause and provide necessary support. This action will require funds to pay for student incentives, supplies and blue sheet costs for mentors and translators.	$424.00	Yes
2.12	6212 Behavior Supports	REQUIRED ACTION: CESD site PBIS task force teams from Educational Services and Wilson Middle School will come together once a month to review specific student data for each of the student groups which had red indicators on the dashboard. These red indicators for suspension were at the District level for homeless and African American. Red indicators for suspension were at the site level for SWD and Hispanic at Wilson Middle School. The funds will be used to pay for any supplies, materials, incentives or additional time for staff to be present at meetings and work with staff.	$7,500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Hire, Develop, Retain and Value a High-Quality, Diverse Workforce	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This broad goal was developed to guide actions that build and sustain a high-quality workforce. The District believes that “Good First Teaching” by staff has a profound and lasting impact on student learning. Goals 1 and 2 are strengthened by Goal 3, as student achievement and operational excellence are only possible with a skilled and effective staff. This goal emphasizes the importance of recruiting, developing, and retaining highly qualified personnel.

CESD is committed to providing ongoing, rigorous professional development that directly impacts student learning across all instructional levels. In alignment with our mission to educate the whole child, the District integrates academic support with social-emotional learning. We aim to build capacity at every school site and across all levels of the organization.

Each school site is supported by an Academic Coach who delivers robust professional development. These coaches model effective lessons, provide in-class support, and mentor teachers to enhance instructional practices. Their work ensures that academic support is embedded in daily instruction.

To support effective instruction, CESD utilizes a comprehensive database to track and measure the implementation of state standards. This data, archived at each site and across the District, is regularly disaggregated and reviewed in Professional Learning Community (PLC) meetings. Teachers collaborate by department or grade level to analyze student performance data, design targeted lessons, and refine instructional strategies. These opportunities allow staff to identify strengths and areas for growth related to curriculum implementation.

Additionally, first- and second-year teachers are assigned site mentors. These experienced educators support new staff as they navigate instructional expectations and implementation challenges. The mentorship of both new and veteran teachers is foundational to the success of the District’s instructional plan. Immediate support and effective coaching ensure that all staff continuously grow in their practice.

The District is also committed to equipping staff with advanced, up-to-date technology and instructional resources. These tools enhance best teaching practices and support a college-to-career pathway for students. Providing equitable access to current technology is a District

priority. We are committed to ensuring that all students, regardless of income, have the devices, resources, and connectivity needed to thrive in a technology-driven world.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Properly credentialed teachers with no misassignments nor vacancies as measured by credentials (Action 3.4)	2023-2024 100% of teachers were correctly assigned	2024-2025 100% of teachers were correctly assigned	2025-2026 100% of teachers were correctly assigned	100% of teachers will be correctly assigned	0 increase from baseline. Already at 100% and can't increase any further.
3.2	Provide professional development (Action 3.6)	2023-2024 100% of teachers participated in Professional Development	2024-2025 100% of teachers participated in Professional Development	2025-2026 100% of teachers participated in Professional Development	100% of teachers will be offered the opportunity to participate in Professional Development	0 increase from baseline. Already at 100% and can't increase any further.
3.3	Teacher vacancies (Action 3.4)	2023-2024 100% of teaching positions were filled with no teacher vacancies.	2024-2025 100% of teaching positions were filled with no teacher vacancies.	2025-2026 100% of teaching positions were filled with no teacher vacancies.	100% of teaching positions will be filled with no teacher vacancies.	0 increase from baseline. Already at 100% and can't increase any further.
3.4	State board adopted standards	2023-2024 100% of all students had access to state board adopted academic content and performance standards	2024-2025 100% of all students had access to state board adopted academic content and performance standards	2025-2026 100% of all students had access to state board adopted academic content and performance standards	100% of all students will have access to state board adopted academic content and performance standards	0 increase from baseline. Already at 100% and can't increase any further.
3.5	Percent of students who met or exceeded	2022-2023	2023-2024	2024-2025	Our goal is to reduce the equity gap by ensuring	All Students = 6 point increase from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standard on ELA CAASPP assessment	All students = 58.8 points below standard (declined 4.9) Socio-Economically Disadvantaged = 65.5 points below standard (declined 4.4) English Learners = 85.1 points below standard (declined 12.8) Students with disabilities: 125.4 points below standard (maintained -2.7) Foster= N/A	All students = 59.9 points below standard (maintained -1) Socio-Economically Disadvantaged = 67 points below standard (maintained -1.6) English Learners = 87.8 points below standard (maintained -2.8) Long Term English Learners= 98.4 points below standard (declined 21.5) Students with disabilities: 123.1 points below standard (maintained 2.3) Foster= N/A	All students = 52.8 points below standard (Increased 7 points) Socio-Economically Disadvantaged = 60.6 points below standard (Increased 6.5 points) English Learners = 73.3 points below standard (Increased 14.5 points) Long Term English Learners= 100.2 points below standard (Maintained -1.8 points) Students with disabilities: 124.9 points below standard (maintained -1.7 points) Foster= N/A	that all identified student groups demonstrate a minimum growth of 10 points from standard over the course of the three-year LCAP cycle, thereby closing the performance gap with the all-student population. All students = 48.8 points below standard Socio-Economically Disadvantaged = 55.5 points below standard English Learners = 75.1 points below standard Students with disabilities: 115.4 points below standard Foster= N/A	Socio-Economically Disadvantaged = 4.9 point increase from baseline English Learners = 11.8 point increase increase from baseline Long Term English Learners- 1.8 point decrease from baseline (baseline started in year 2) Students with Disabilities = 0.5 point increase from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Percent of students who met or exceeded standard on Math CAASPP assessment	2022-2023 All students = 80.9 points below standard (maintained 2.1) Socio-Economically Disadvantaged = 88.3 points below standard (maintained 2.6) English Learners = 103.6 points below standard (declined 5.3) Students with disabilities: 155.8 points below standard (increase 6.4) Foster= N/A	2023-2024 All students = 74.8 points below standard (increase 6.1) Socio-Economically Disadvantaged = 81.6 points below standard (increase 6.7) English Learners = 102.6 points below standard (maintained 1.0) Long Term English Learners= 147.5 points below standard (declined 14.6) Students with disabilities: 150.6 points below standard (increase 5.2) Foster= N/A	2024-2025 All students = 69.8 points below standard (increase 5.1) Socio-Economically Disadvantaged = 77 points below standard (increase 4.5 points) English Learners = 92.7 points below standard (Increased 9.9 points) Long Term English Learners= 138.9 points below standard (Increased 8.6 points) Students with disabilities: 153 points below standard (Maintained -2.4) Foster= N/A	Our goal is to reduce the equity gap by ensuring that all identified student groups demonstrate a minimum growth of 10 points from standard over the course of the three-year LCAP cycle, thereby closing the performance gap with the all-student population. All students = 70.9 points below standard Socio-Economically Disadvantaged = 78.3 points below standard English Learners = 93.6 points below standard Students with disabilities: 145.8 points below standard Foster= N/A	All Students = 11.1 point increase from baseline Socio-Economically Disadvantaged = 11.3 point increase from baseline English Learners = 10.9 point increase from baseline Long Term English Learners = 8.6 point increase from baseline (baseline began in year 2) Students with Disabilities = 2.8 point increase from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	Percent of students in Grades TK-8 who met or exceeded grade level standard in ELA on local benchmark assessments	2023-2024 (Local NWEA Data) % of students meeting or exceeding the standard All students = 28.36% Socio-Economically Disadvantaged = 25.41% English Learners = 14.06% Long Term English Learners= N/A Students with disabilities:: 7.45% of students met or exceeded the standard Foster= N/A	2024-2025 (Local NWEA Data) % of students meeting or exceeding the standard All students = 29.92% Socio-Economically Disadvantaged = 26.70% English Learners = 10.14% Long Term English Learners= 5.26% Students with disabilities: 8.% of students met or exceeded the standard Foster= N/A	2025-2026 (Local NWEA Data) % of students meeting or exceeding the standard All students = 33.5% Socio-Economically Disadvantaged = 31.40% English Learners = 12.1% Long Term English Learners= 5.3% Students with disabilities: 11.1% of students met or exceeded the standard Foster= N/A	40% of unduplicated students will meet or exceed on the ELA local benchmark assessment. Our goal is to close the equity gap between student groups and ALL students by a minimum of 1-3% each year.	All students = 5.14% increase Socio-Economically Disadvantaged = 5.99% increase English Learners = 1.96% decrease (Does not include RFEP students like the state test). Long Term English Learners = 0.7% increase Students with disabilities = 3.65% increase Foster= N/A
3.8	Percent of students in Grades TK-8 who met or exceeded grade level standard in mathematics on local benchmark assessments	2023-2024 (Local NWEA Data) All students = 25.23%	2024-2025 All students = 32.19% Socio-Economically	2025-2026 (Local NWEA Data) All students = 33%	40% of unduplicated students will meet or exceed on the math local benchmark assessment.	All students = 7.77% increase Socio-Economically Disadvantaged = 7.8% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socio-Economically Disadvantaged = 22.80% English Learners = 15.32% Long Term English Learners= N/A Students with disabilities: 5.88% Foster= N/A	Disadvantaged = 29.35% English Learners = 17.30% Long Term English Learners= 2.86% Students with disabilities: 10.91% Foster= N/A	Socio-Economically Disadvantaged = 30.6% English Learners = 15.1% Long Term English Learners= 3.9% Students with disabilities: 10.6% of students met or exceeded the standard Foster= N/A	Our goal is to close the equity gap between student groups and ALL students by a minimum of 1-3% each year.	English Learners = 0.22% decrease Long Term English Learners = 4.5% decrease Students with disabilities: 4.72% increase Foster= N/A

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.

Action 3.1 - 6201 COLLABORATIVE DATA TEAMS - PLC

There were no substantive differences in planned actions and actual implementation of this action.

SUCCESSES:

This year, PLC data teams made significant strides in using student data to inform instruction. Teachers were provided dedicated time to work with a coach from Solution Tree, which supported them in disaggregating data, identifying learning gaps, and developing additional unit plans. This data-driven approach also guided the creation of WIN (What I Need) groups, ensuring students received targeted Tier 2 instruction each day. As teachers became more comfortable with the learning cycle, the process began to feel more natural. With this increased familiarity, teachers are holding themselves and their students to higher expectations, and they are seeing encouraging growth, particularly among English learners, through the integration of strong instructional strategies.

CHALLENGES:

While progress has been made, some challenges remain. Teachers are still building their capacity to fully internalize and implement all aspects of the PLC process, including refining unit plans and instructional responses to data. Additionally, balancing the time needed for thorough data analysis, effective planning, and consistent implementation of WIN time continues to be a growth area. Another challenge is the variation in progress across grade levels, some teams are moving faster than others due to team dynamics and their ability to work independently when a coach is not present. Continued support and structured collaboration time will be essential to sustaining and deepening this work moving forward.

Action 3.2 - 6310 NEW TEACHER MENTORING

There were no substantive differences in planned actions and actual implementation of this action.

SUCCESSES:

The new teacher mentoring program has provided a strong foundation of support for educators beginning their careers or transitioning into the District. Starting the year with a designated site mentor gives new teachers a consistent and reliable resource to meet with each week, ask questions, plan lessons, and receive guidance. This support has been especially valuable in helping them meet the needs of unduplicated students. An additional success is that site mentors were able to provide new teachers with PLC essential standard units created in prior years. This ensured that new staff were brought up to speed quickly and prepared to teach the same units as their team members. As a result, new teachers feel more comfortable and confident as they navigate their first year in the classroom, leading to a smoother transition and a stronger connection to the District.

CHALLENGES:

While the intention was to provide comprehensive support, some new teachers experienced an overwhelming amount of assistance from multiple sources. In addition to working with a site mentor, several were also part of the induction program, enrolled in college courses, and receiving support from a site academic coach. This abundance of support, although well-intended, led to confusion and stress. After gathering feedback from the new teachers, the District adjusted its approach by removing academic coach support for those in induction. Now, these teachers have one mentor through the induction program for instructional guidance and a site mentor for daily support at the school level, creating a more manageable and focused support system.

Action 3.3 - 6101 MAINTAIN COMPETITIVE SALARIES

There were no substantive differences in planned actions and actual implementation of this action.

SUCCESSES:

Maintaining competitive salaries, by paying 10 percent of teacher salaries through the LCAP, has been a crucial factor in retaining staff in our district. This approach has allowed us to keep the majority of our teachers each year, providing stability that benefits both educators and students. Offering competitive pay makes it possible for teachers to commute to this rural area and choose to stay for many years. In fact, most staff drive into our community daily due to the lack of commercial industry nearby, which means they face high gas costs as part of their commute. This salary support helps offset those challenges and encourages teachers to remain dedicated to the district. This consistency in staffing helps prevent a high level of teacher turnover, which could negatively impact student achievement. Given that Chowchilla is a small community with a high rate of socio-economic disadvantage and limited amenities, such as commercial industry and shopping, this salary support is especially important in attracting and keeping quality educators to support our unduplicated students despite these challenges.

CHALLENGES:

Despite the success of maintaining competitive salaries, challenges remain due to the unique context of the district. Chowchilla's location near two large maximum-security prisons and its limited economic and social opportunities make it a less desirable place to live and work for some teachers. Additionally, because a high percentage of our students come from socio-economically disadvantaged backgrounds, many begin school without the educational foundation typically needed to start at grade level. This reality makes having qualified, experienced teachers even more essential to support student growth and close learning gaps. While continuing to offer competitive salaries is vital, the district may also need to begin to explore additional supports and incentives to attract and retain teachers who can meet these important needs within the community.

Action 3.4 - 6204 ACADEMIC COACH

There were no substantive differences in planned actions and actual implementation of this action.

SUCCESSES:

Academic coaches serve as the primary support for all site and district initiatives, playing a vital role in both new and veteran teacher development. They model lessons, provide feedback, assist with lesson planning for essential standard units, collaborate with PLC teams, manage pilot programs across campuses, monitor and support benchmark testing, and lead professional development opportunities. While their responsibilities are broad, all of their work is focused on closing the achievement gap for our unduplicated students. Their support strengthens instructional practices and helps create a culture of continuous improvement throughout the district.

CHALLENGES:

One challenge with academic coaches is that, as members of the teachers union, they are limited in how they can work with veteran teachers to improve instruction through coaching cycles. Coaches can only engage in coaching when invited by the teacher or directed by site or district administration, which means not all veteran teachers participate in this valuable process. Although coaches have developed strong relationships with many staff members and are frequently welcomed into classrooms, there remain teachers who do not take part in coaching

cycles. The district believes that every educator has the potential to learn and improve each day, and finding ways to encourage broader participation in coaching remains an ongoing focus.

Action 3.5 - 6206 PROFESSIONAL DEVELOPMENT

There were no substantive differences in planned actions and actual implementation of this action.

SUCCESSES:

Professional development at the district is thoughtfully designed to align closely with the instructional work staff are doing and supports our LCAP goals and Strategic Plan. Each year, all teachers participate in three full training days before school starts, which are filled with focused learning opportunities. Throughout the year, additional professional development is provided and carefully monitored by the Educational Services department to ensure high quality and relevance. Staff feedback helps shape the training offered, and visitors often comment on the effectiveness and follow-up support that accompanies each session. Although time for professional development is limited, the district works hard to deliver meaningful and impactful learning experiences that contribute to ongoing instructional improvement.

CHALLENGES:

Time constraints remain the biggest challenge in providing professional development. Teachers must spend as much time as possible instructing students, so the number of days they can be pulled from the classroom for training is limited. Most professional development occurs before or after school hours, but many teachers have other obligations that make attendance difficult, leading to some staff missing important trainings. The three full days before school also coincide with a busy and stressful time for teachers as they prepare their classrooms, lessons, and family events, which can make it hard to focus fully on learning. Attempts to add three additional student-free work days for training throughout the year have not been approved by the classified and certificated unions. Despite these challenges, the district remains committed to providing ongoing, high-quality professional development that meets the needs of staff and students alike.

Action 3.6 - 6205 LEAD TEACHERS MODEL CLASSROOMS

During the 2025–2026 school year, the district made significant progress in the implementation of lead teacher model classrooms. Academic coaches worked closely with lead teachers to strengthen instructional practices and create opportunities for other teachers to observe effective instruction in action. Throughout the year, coaches brought teachers into lead teacher classrooms for focused observations, followed by opportunities for reflection, discussion, and instructional support.

SUCCESSES:

The district successfully expanded the use of lead teacher model classrooms as a job-embedded professional learning strategy. Lead teachers worked collaboratively with academic coaches to refine instructional practices and open their classrooms to colleagues. Teachers who participated in these observations were able to see district curriculum, essential standards, and effective instructional strategies

implemented with students in an authentic classroom setting. The combination of classroom observation and follow-up coaching provided teachers with practical examples that could be immediately applied to their own instruction. This continued to strengthen the role of lead teachers as instructional leaders and resources for their grade-level and content-area colleagues.

CHALLENGES:

While the district increased the use of model classroom observations during the 2025–2026 school year, the opportunities occurred in small increments throughout the year. As a result, not all teachers were able to participate, and those who did typically had only one opportunity to observe a model classroom. This limited the overall reach and impact of the strategy. Moving into the 2026–2027 school year, the district will expand the model by creating more intentional opportunities for groups of teachers to participate in classroom observations together. This approach will allow the district to maximize the use of lead teacher classrooms, increase the number and frequency of teachers participating, and provide more opportunities for collaborative reflection and follow-up support with academic coaches.

Action 3.7 - 6312 DIGITAL PROGRAMS

There were no substantive differences in planned actions and actual implementation of this action.

SUCCESSES:

Digital programs, including data management software and learning and assessment platforms, play a critical role in supporting PLC work and instructional decision-making across the district. These tools allow educators to quickly assess and analyze student learning, enabling timely instructional adjustments and placement of students into appropriate tier 2 support groups. As students master content, the platforms also make it easy to shift them into new groups, supporting a fluid and responsive approach to learning. In addition, the programs offer individualized, independent learning opportunities that students can engage in while teachers work with small groups, helping to maximize instructional time and meet diverse learning needs.

CHALLENGES:

While the district works to limit the number of digital platforms in use, it can still be challenging for staff to navigate them efficiently. Teachers sometimes have difficulty remembering how to access the specific reports or features they need within each platform, especially when working under time constraints. This can slow down data-driven decision-making and occasionally impact the smooth implementation of instructional supports. Continued training and simplified access to key tools remain areas of focus to ensure all staff can effectively use the digital programs that are so essential to the district’s learning cycles.

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

Action 3.1 - 6201 COLLABORATIVE DATA TEAMS - PLC

There were no significant material differences between budgeted expenditures and estimated actual expenditures for this action.

Action 3.2 - 6310 NEW TEACHER MENTORING

In 2025 the District budgeted $6,290 on this action. The District's estimated actuals for this action were $3,734. This difference is due to not being able to find as many summer trainings for KAGAN, Mathematics for middle school with College Preparatory Mathematics (CPM). It was also lower in cost due to the number or mentoring hours that were used during contract time in which additional time is not used.

Action 3.3 - 6101 MAINTAIN COMPETITIVE SALARIES

There were no significant material differences between budgeted expenditures and estimated actual expenditures for this action.

Action 3.4 - 6204 ACADEMIC COACH

In 2025 the District budgeted $725,800 on this action. The District's estimated actuals for this action were $639,111. The difference was due to one academic coach transferring to a new position, within the district, after LCAP was adopted by the Board of Trustees.

Action 3.5 - 6206 PROFESSIONAL DEVELOPMENT

In 2025 the District budgeted $807,035 on this action. The District's estimated actuals for this action were $707,508. This difference is due to decreased cost for the Solution Tree professional development contract as we completed our initial three year contract and entered a new three year contract that reduces the amount of services provided by Solution Tree. We had also increased our professional development budget entering into the 2026-2026 school year due to the per-diem rate agreement for more additional time duties that teachers participate in.

Action 3.6 - 6205 LEAD TEACHERS MODEL CLASSROOMS

In 2025 the District budgeted $7,895 on this action. The District's estimated actuals for this action were $2,692. In 2025-2026, the district worked to build model classrooms for observations. There were many steps taken towards increasing the capacity of our lead teachers but the work happened mostly during the school day and therefore, did not have the additional anticipated costs for additional time.

Action 3.7 - 6312 DIGITAL PROGRAMS

In 2025 the District budgeted $266,590 on this action. The District's estimated actuals for this action were $321,329. This difference is due to the District’s the increased costs of existing contracts for services such as Parsec Education and Amira Reading Difficulty screener and tutor.

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

Effectiveness of Actions 3.1–3.7

Action 3.1 - 6201 COLLABORATIVE DATA TEAMS - PLC
Action 3.2 - 6310 NEW TEACHER MENTORING
Action 3.3 - 6101 MAINTAIN COMPETITIVE SALARIES
Action 3.4 - 6204 ACADEMIC COACH
Action 3.5 - 6206 PROFESSIONAL DEVELOPMENT
Action 3.6 - 6205 LEAD TEACHERS MODEL CLASSROOMS
Action 3.7 - 6312 DIGITAL PROGRAMS

Actions 3.1 through 3.7, including Collaborative Data Teams/PLCs, New Teacher Mentoring, maintaining competitive salaries, Academic Coaches, Professional Development, Lead Teacher Model Classrooms, and Digital Programs, work together as an interconnected system to strengthen teaching and learning across CESD. These actions provide staff with the time, training, collaboration, instructional support, data, and staffing stability necessary to consistently implement district priorities and respond to student needs. The District’s updated annual and longitudinal data demonstrates that this collective approach is effective and is contributing to measurable progress toward the District’s goal.

The 2025 California School Dashboard demonstrates broad academic improvement. Districtwide ELA performance improved by 7 points from the prior year and moved from orange to yellow. English Learners improved by 14.5 points and moved from red to orange, while socioeconomically disadvantaged students improved by 6.5 points and moved from orange to yellow. In mathematics, English Learners improved by 9.9 points and moved from red to yellow, Long-Term English Learners improved by 8.6 points and moved from red to orange, and socioeconomically disadvantaged students improved by 4.5 points. Growth was also evident across additional student groups, demonstrating that improvement is occurring broadly across the District.

The longer-term data further supports the effectiveness of these actions. From 2023 to 2025, districtwide English Learners improved by 11.8 points in ELA and 10.9 points in mathematics. Site-level results demonstrate even greater gains. At Fairmead Elementary, schoolwide ELA performance improved by 21.4 points from 2023 to 2025, while English Learners improved by 25.6 points, socioeconomically disadvantaged students by 21.3 points, students with disabilities by 15.9 points, and Hispanic students by 27.9 points. Mathematics also improved for English Learners, socioeconomically disadvantaged students, and Hispanic students. At Reagan Elementary, English Learners improved by 39.6 points in ELA from 2023 to 2025. These multi-year gains are important because they demonstrate that the District is seeing sustained progress as these instructional systems continue to be implemented, rather than improvement limited to a single year.

English Learner Progress provides another strong measure of the impact of the District's coordinated instructional supports. In 2025, 55.5% of English Learners districtwide made progress toward English proficiency, an increase of 12.3% from the prior year, moving CESD from yellow to blue, the highest Dashboard performance level. Long-Term English Learners also demonstrated significant progress, with 62.5% making progress toward proficiency compared with the state average of 49.1%. These outcomes are particularly important because English Learners are a key unduplicated student group targeted through the LCAP and demonstrate that the District is making progress in both language acquisition and academic achievement.

These results reflect the collective impact of a system in which teachers collaborate through PLCs and use student data to determine instructional needs; digital programs provide timely data and progress-monitoring information; professional development builds staff knowledge and instructional capacity; academic coaches and lead teachers provide ongoing support, modeling, and opportunities to translate professional learning into classroom practice; new teachers receive mentoring to support successful implementation of District expectations; and competitive salaries support the recruitment and retention of qualified staff. Maintaining consistency in staffing is particularly important because it allows CESD to build instructional capacity over time and sustain the implementation of PLCs, curriculum, intervention systems, assessment practices, and other District initiatives.

The District recognizes that continued areas of need remain and that not every student group or measure has demonstrated the same level of improvement. However, the breadth of the progress across multiple years, schools, academic areas, and student groups provides evidence that Actions 3.1 through 3.7 are effective and are making progress toward the District's goal. Rather than changing these actions, CESD will continue Actions 3.1 through 3.7 during the 2026–2027 school year, with an ongoing emphasis on strengthening the quality, consistency, and fidelity of implementation. Continuing these interconnected supports will allow the District to build upon the progress already demonstrated while further accelerating outcomes for English Learners, Long-Term English Learners, Foster Youth, socioeconomically disadvantaged students, and other student groups requiring additional support.

Action 3.3 - 6101 MAINTAIN COMPETITIVE SALARIES

Maintaining competitive teacher salaries continues to be an effective and necessary action for improving services and outcomes for CESD's unduplicated students. CESD is a rural school district that faces unique challenges in recruiting and retaining highly qualified teachers. More than 60% of CESD teachers commute at least 20 miles to work each day, and the District competes for educators with larger surrounding districts that may be closer to where employees live. To address this challenge, CESD uses LCAP funds to support 10% of teacher salaries as part of its strategy to maintain competitive compensation and retain qualified and experienced teachers.

This action is principally directed toward improving services for English Learners, Foster Youth, and socioeconomically disadvantaged students because these student groups demonstrate academic and engagement needs that require consistent access to highly qualified teachers who are trained in CESD's instructional and intervention systems. CESD's data continues to demonstrate achievement gaps for its unduplicated students, particularly English Learners, Long-Term English Learners, and socioeconomically disadvantaged students. Addressing these gaps requires more than simply placing a credentialed teacher in each classroom. CESD has invested significant resources in developing teacher capacity through professional development, PLC implementation, Science of Reading practices, designated and integrated English language development, intervention systems, assessment and data analysis, and the use of digital programs to

monitor student progress. Retaining teachers who have developed expertise in these systems allows unduplicated students to receive increasingly consistent and effective instruction rather than repeatedly experiencing the loss of trained staff and the need to rebuild instructional capacity.

Maintaining competitive salaries therefore functions as an essential component of CESD's larger system of increased and improved services for unduplicated students. Teacher retention protects the District's investment in professional learning and allows experienced educators to deepen their implementation of PLC practices, curriculum, interventions, English Learner supports, and data-driven instruction from year to year. This continuity is especially important for students who are furthest from standard and require timely identification of learning needs, differentiated instruction, targeted intervention, progress monitoring, and strong relationships with knowledgeable educators. While all students benefit from having qualified and experienced teachers, the action is intended to provide a greater benefit to unduplicated students because these students demonstrate greater academic and support needs and are therefore more dependent upon the additional instructional expertise, continuity, intervention, and targeted supports that CESD has developed its staff to provide.

The District's longitudinal data provides evidence that this interconnected system, supported by maintaining a stable and highly qualified teaching workforce, is effective and making progress toward CESD's goals for unduplicated students. Districtwide English Learners improved from 85.1 points below standard in ELA in 2023 to 73.3 points below standard in 2025, an 11.8-point improvement. In mathematics, English Learners improved from 103.6 points below standard in 2023 to 92.7 points below standard in 2025, an improvement of 10.9 points. In 2025 alone, English Learners improved by 14.5 points in ELA and moved from red to orange, while in mathematics they improved by 9.9 points and moved from red to yellow. Socioeconomically disadvantaged students also improved by 6.5 points in ELA and 4.5 points in mathematics in 2025. Long-Term English Learners improved by 8.6 points in mathematics and moved from red to orange. These outcomes demonstrate progress among the student groups toward whom the District's increased and improved services are directed.

The progress is even more evident when examining individual schools. At Fairmead Elementary, from 2023 to 2025, English Learners improved by 25.6 points in ELA and socioeconomically disadvantaged students improved by 21.3 points. In mathematics, English Learners improved by 8.5 points and socioeconomically disadvantaged students improved by 17.6 points during the same period. At Reagan Elementary, English Learners improved by 39.6 points in ELA from 2023 to 2025. English Learner Progress also provides significant evidence of improvement, with 55.5% of English Learners districtwide making progress toward proficiency in 2025 and CESD earning the blue Dashboard indicator. These improvements cannot be attributed to competitive salaries alone; rather, they demonstrate the effectiveness of the coordinated instructional system that competitive salaries help CESD sustain by retaining the educators who implement the District's PLC, professional development, coaching, intervention, English Learner, and data-driven instructional practices.

CESD has determined that maintaining competitive salaries is an effective use of LCAP funds because the District's rural location creates a documented staffing circumstance that directly affects its ability to maintain the instructional capacity necessary to improve outcomes for unduplicated students. An alternative approach would be to discontinue the LCAP-funded portion of teacher compensation and rely solely on the District's base salary structure. However, doing so would reduce CESD's competitiveness with surrounding districts and create additional risk of losing trained and experienced educators after the District has invested in developing their instructional expertise. Increased teacher turnover would require CESD to repeatedly recruit, hire, mentor, and train replacement teachers, disrupting the continuity of the very instructional and intervention systems designed to close achievement gaps for unduplicated students.

For these reasons, CESD has determined that the 10% competitive salary investment continues to be effective in supporting progress toward the District's goals for English Learners, Foster Youth, and socioeconomically disadvantaged students. The action is not intended merely to increase employee compensation; it is designed to retain the highly qualified and increasingly skilled instructional workforce necessary to provide sustained, high-quality, and targeted services to students with the greatest identified needs. Based on the District's rural staffing circumstances, continued achievement gaps, and measurable improvement among unduplicated student groups, CESD will continue this action during the 2026–2027 school year and will continue monitoring its effectiveness through teacher retention and vacancy data, California School Dashboard outcomes, local assessment results, English Learner Progress, and achievement outcomes for unduplicated student groups

All actions within goal 3 are effective.

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 3.1 - 6201 COLLABORATIVE DATA TEAMS - PLC

For the 2026–2027 school year, CESD has completed construction of a new TK classroom wing at Fuller Elementary. During the prior year, limited classroom space required the District to make several grade-level and site changes, resulting in the movement and separation of some established PLC teams. With the opening of the new building and additional classroom space now available, CESD is able to return some grade levels to their original locations. This includes the fourth-grade team, which was split across sites last year and will now be reunited at Ronald Reagan Elementary.

While these changes were necessary to address facility limitations, moving teams in consecutive years is not ideal and can temporarily slow the development, collaboration, and momentum of established PLC teams. With no additional grade-level or site changes anticipated in the coming years, CESD looks forward to providing greater stability for staff and allowing PLC teams to remain together, strengthen their collaborative practices, and continue building upon their work from year to year. This increased stability will support the continued implementation and effectiveness of Action 3.1 as teams deepen their focus on student learning, data analysis, and collective responses to student needs.

Action 3.2 - 6310 NEW TEACHER MENTORING

For the 2026-2027 school year this action will remain intact and unchanged.

Action 3.3 - 6101 MAINTAIN COMPETITIVE SALARIES

For the 2026-2027 school year this action will remain intact and unchanged.

Action 3.4 - 6204 ACADEMIC COACHES

For the 2026-2027 school year this action will remain intact and unchanged.

Action 3.5 - 6206 PROFESSIONAL DEVELOPMENT

For the 2026-2027 school year this action will remain intact and unchanged.

Action 3.6 - 6205 LEAD TEACHERS MODEL CLASSROOMS

For the 2026–2027 school year, CESD will strengthen the Lead Teacher Model Classroom action by more intentionally connecting Lead Teachers to the District's PLC process. Lead Teachers will continue supporting their own grade-level and content-area teams while also visiting other PLC teams throughout the District to share successful instructional practices, collaborate around student data, support planning, and share strategies that are producing positive student outcomes.

This expanded approach will allow effective practices to move beyond one classroom or PLC team and be shared more consistently across the District. CESD will also increase opportunities for teachers to observe Lead Teachers in model classrooms, connecting those observations directly to PLC discussions and instructional needs. These improvements will broaden the impact of Lead Teachers and move the action toward full implementation in 2026–2027.

Action 3.7 - 6312 DIGITAL PROGRAMS

For the 2026-2027 school year this action will remain intact and unchanged.

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	6201 Collaborative Data Teams-PLC	As a Professional Learning Community, the District will provide time for staff to work collaboratively to analyze student data to increase achievement for low income, English learner and foster youth. This data will be used to evaluate student learning, find key components of	$44,505.00	Yes

Action #	Title	Description	Total Funds	Contributing
		standards that are not yet understood, and modify curriculum or supplement instruction both whole class and small group to increase achievement levels. The District will provide time for PLC Teams to meet both as grade level professional learning communities, department based groups, and intervention lab teams for both ELA and mathematics. Both certificated and classified support staff working in the Reading Lab and Mathematics Lab will participate in weekly planning meetings. At a minimum of once a month, the intervention teams will also meet with classroom teachers to compare student instructional levels, analyze data and discuss identified instructional student learning gaps. The focus of these collaboration sessions is to ensure that there is instructional alignment between activities taking place in the classroom and those activities being provided during interventions to our unduplicated students.		
3.2	6310 New Teacher Supports	New teacher support and mentor-ship is a top priority for the District. All first and second year teachers are provided a support mentor at their respective school sites. The purpose of this mentor is to provide specific strategies and lesson planning design to meet the specific needs of our unduplicated students. Together they new teacher and mentor will look at classroom data on common formative assessments and determine next steps and target areas of differentiation for our English learner, foster youth and low-income students. Additionally, as a rural community, Chowchilla Elementary is presented with ongoing challenges in both attracting and retaining highly qualified teachers. To effectively address the academic struggles of our foster youth, low-income and English learners, it is critical that the District provide the appropriate supports and training for our new teachers. The District mentor teacher program is designed to support the daily struggles associated with being a new teacher, while still ensuring that our unduplicated students receive the highest quality instructional program possible. An additional, positive, by-product to a strong mentoring program is the Districts ability to retain new staff during these rigorous first years of training through professional development and supports.	$3,576.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	6101 Maintain competitive salaries	The most targeted and effective strategy is putting highly trained staff in the classroom. These highly trained staff members will support the delivery and provide student access to quality instruction daily to increase achievement for our unduplicated students. To obtain the most highly qualified teaching and instructional staff, the District will continue to offer highly competitive salaries. Competitive salaries encourage staff to stay with the district as well as encourage highly trained staff to seek us out for employment in our District. Quality instructional staff support improved student outcomes in academic performance and school engagement. It also helps the District close gaps on state and local measures. In addition, CESD will continue to attend job fairs to recruit the mostly highly qualified staff to support our unduplicated students. Research has clearly established that the effectiveness of the classroom teacher is directly linked and a key to a child's academic success. The District has faced challenges in hiring credentialed, skilled and diverse teachers. Establishing competitive salaries will allow the District to attract highly qualified new hires, retain those new hires, and support the recruitment of highly qualified veteran teachers. When a veteran staff members is hired, the District allows them to transfer all of their service years. In many districts there is a cap on the number of years accepted. CESD greatly appreciates and supports the recruitment of highly trained, veteran staff. Our ability to maintain competitive salaries allows us to many times get the best of the best from surrounding school districts. CESD has 66% of our teachers who commute to work in Chowchilla due to the small rural nature of our community. Prior to using LCAP to support a small portion of salaries the retention rate of teachers was low. With the use of LCAP funds, the retention rate has risen, and our unduplicated students are able to receive instruction from an experienced and highly qualified teacher. Chowchilla Elementary is close to Merced, California and is one of the local surrounding school districts that CESD is attempting to stay competitive with to ensure we can retain our highly qualified teachers. A new teacher in Merced City School District makes $68,682	$1,568,007.00	Yes

Action #	Title	Description	Total Funds	Contributing
		compared to a new teacher in CESD who makes $60,641. Without the additional 10% to stay competitive our new teachers would instead make a salary of $54,577. A veteran teacher who reached the maximum on the salary schedule will make $137,063 in Merced City Schools and $119,198 in Chowchilla Elementary Schools. While these numbers are still separated by about $18,000, without the 10% competitive salary to maintain highly qualified teachers, to support the learning of our unduplicated students, the same teacher would make $107,278. Without competitive salaries, CESD will not be able to maintain highly qualified teachers. In a survey, certificated staff who commute from out of town indicated that the number one reason they continue to work in CESD and do not seek out Districts closer to home is because of the salary. They stated that even though this is a fabulous District to work for they do not know if they would continue to incur the costs of commuting to Chowchilla if they weren't receiving the salary that they currently receive. For this reason, this funding is extremely important to our unduplicated students to ensure that they will continue to make academic growth under the instruction of highly qualified and trained staff.		
3.4	6204 Academic Coaches	To increase achievement for our unduplicated students, the District will provide an Academic Coach at each of our 5 school sites. The Academic Coach will coordinate professional learning communities, provide various professional development opportunities, model lessons within rooms, facilitate classroom based coaching, implement standards and support services principally directed towards our unduplicated students. The various training and support activities will help staff acquire the skills needed to effectively address and strategically close the achievement gap for students in the content areas of English Language Arts (ELA) and mathematics. The additional benefit of the site Academic Coach will be their ability to effectively support both the school site and district Professional Learning Communities. The Academic Coaches support both the teacher and site	$497,914.00	Yes

Action #	Title	Description	Total Funds	Contributing
		administrator in data analysis, implementation of best instructional practices, program design, and cognitive coaching meetings.		
3.5	6206 Professional Development	In order to ensure highly effective teachers are working with our unduplicated students to increase achievement, the District will provide continuous professional development in each of the key areas of student learning toward the needs of our unduplicated students. These key elements will include training in both targeted areas specific to instructional content as well as social-emotional learning for students. All professional development will be principally directed towards areas of need for our foster youth, low-income and English learners.	$677,635.00	Yes
3.6	6205 Lead Teachers Model Classrooms	CESD will utilize lead teachers (content specific) to develop professional communities of practice, relevant to the state academic content and ELD standards. The lead teachers will establish supports for mutually agreed-upon student learning goals, instructional practices and outcomes for our unduplicated students, review data and discuss professional development. Lead teachers will also use their classrooms as "modeled classrooms". A modeled classroom, implementing the many district resources, will allow staff to visit and observe classroom lessons and district practices in action.	$2,465.00	Yes
3.7	6312 Digital Programs	CESD unduplicated students would benefit from a data management system that stores and organizes student data to inform teachers of academic success and learning needs. Teachers will use the data to allow for increased opportunities for individualized instruction to better meet the learning needs of students. Students would benefit from adaptive digital software that will assist in meeting each student's current needs while the teacher is working with a designated groups of students for differentiated learning.	$303,841.00	Yes
3.8	CALPADS	REQUIRED ACTION- CALPADS DA- SEE TECHNICAL ASSISTANCE SECTION FOR MORE INFORMATION	$100.00	No

Action #	Title	Description	Total Funds	Contributing
		Implement a districtwide data governance and CALPADS data quality review process that includes leadership oversight prior to all state certification windows. District and site leadership teams will collaborate with departments responsible for student information, attendance, discipline, special education, English learner services, and human resources to review data reports, validate accuracy, and resolve discrepancies prior to CALPADS certification submission. The district will continue participation in FCMAT/CSIS Data Governance professional learning opportunities to strengthen internal systems, improve cross-departmental collaboration, and build sustainable procedures that support accurate reporting, compliance, and data-informed decision-making. Through implementation of this system, the district anticipates a reduction in CALPADS certification errors and improved timeliness of state reporting and certification submissions. This action will be measured through sign-in sheets, agendas, and documentation from district data quality meetings held prior to Fall 1, Fall 2, and End-of-Year CALPADS submissions, demonstrating collaborative leadership engagement and shared responsibility for data accuracy and compliance.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Learning Recovery Emergency Block Grant: Targeted Student Support	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Beginning with the 2025–2026 Local Control and Accountability Plan (LCAP), all California school districts are required to incorporate any remaining funds from the Learning Recovery Emergency Block Grant (LRE) into their LCAP. This requirement will continue annually until all funds are expended or until the grant period concludes in June 2028. The intent is to ensure transparency, alignment to educational goals, and focused use of these one-time state funds to support student recovery and success.

In response to the academic and social-emotional impacts of the COVID-19 pandemic, the state allocated one-time Learning Recovery Emergency Block Grant funds to local educational agencies to accelerate student learning and address the disproportionate effects of lost instructional time. Chowchilla Elementary School District is committed to using the remaining funds in alignment with our Local Control and Accountability Plan (LCAP) to extend and strengthen supports that improve student outcomes.

The Chowchilla Elementary School District currently has approximately $1.95 million in unspent LRE funds. These funds will be strategically used over the next three years to add, increase, or improve actions and services in alignment with the District’s mission, vision, LCAP goals, and Strategic Plan priorities. These investments will directly support the academic and social-emotional recovery of students following the disruptions caused by the COVID-19 pandemic and help accelerate progress toward equity and student achievement.

Goal 4 outlines how these one-time funds will be used strategically over the next several years to enhance actions already identified in the LCAP. The intent is to ensure that the resources not only address immediate learning recovery needs, but also build sustainable systems that will benefit students well beyond the grant period. Funds will be expended in accordance with state guidelines and in coordination with our broader educational priorities, until fully exhausted.
About the Learning Recovery Emergency Block Grant

The Learning Recovery Emergency Block Grant was established through Assembly Bill 182 and is administered by the California Department of Education (CDE). The purpose of the grant is to address learning recovery and accelerate progress for students most significantly impacted by the pandemic. These one-time funds are available to Local Educational Agencies (LEAs) based on their average daily attendance (ADA), and they must be spent by June 30, 2028.

According to CDE guidance, the funds must be used to support learning recovery through the following allowable expenditures:

Increased instructional learning time, including extending instructional minutes or adding learning days.

Accelerated learning strategies, such as tutoring, academic interventions, and learning recovery programs.

Integrated student supports, which may include mental health services, social-emotional learning, and wellness services.

Professional development for educators, particularly in strategies to close learning gaps and support students' academic and social-emotional needs.

Support for students disproportionately impacted by the pandemic, such as English learners, foster youth, students experiencing homelessness, and students with disabilities.

Use of Funds in Chowchilla Elementary School District

Chowchilla Elementary School District's use of the Learning Recovery Emergency Block Grant funds will be directly aligned to educational partner input, LCAP goals, and the CESD Strategic Plan. Based on current educational priorities and stakeholder engagement, the funds will be used to:

Expand intervention and extended learning opportunities, including before- and after-school tutoring, summer learning, and Saturday academies.

Increase student mental health and wellness supports, including additional counseling services and social-emotional learning programs.

Provide targeted academic supports for student groups experiencing disproportionate learning gaps, particularly English learners, students with disabilities, and foster youth.

Support teacher and instructional aide professional development, with a focus on accelerating learning, inclusive instructional practices, and data-driven instruction.

Strengthen family engagement efforts, including parent workshops aligned with PBIS, digital citizenship, academic supports, and school-to-home learning connections.

These expenditures will be integrated into the District's LCAP actions beginning in 2025–2026, and each use of funds will be monitored for effectiveness through measurable outcomes such as student achievement data, attendance, and school climate indicators.

The use of LRE funds provides CESD with a critical opportunity to support its students' continued recovery and academic success while remaining consistent with our District's vision of empowering every student to thrive socially, emotionally, and academically.

Chowchilla Elementary School District has unexpended Learning Recovery Emergency Block Grant (LREBG) funds that will continue to support Goal 4, Actions 4.1, 4.2, 4.3, and 4.4 during the 2026–2027 school year. CESD reviewed state and local academic, attendance, behavior, and student-group data as part of its needs assessment to identify students with the greatest continuing need for learning recovery supports and determine whether the actions selected remain appropriate. The data demonstrates meaningful progress in several areas while also identifying persistent achievement gaps and behavioral needs. Based on this analysis, CESD has determined that the current LREBG actions remain aligned to identified student needs and should continue in order to sustain progress and accelerate recovery for students who remain furthest from standard.

Academic achievement data demonstrates that CESD students are making progress, while also showing that significant learning recovery needs remain. Districtwide ELA performance improved by 7 points in 2025 and moved from orange to yellow on the California School Dashboard. English Learners improved by 14.5 points and moved from red to orange, while socioeconomically disadvantaged students improved by 6.5 points and moved from orange to yellow. Longitudinal data provides additional evidence of progress, with English Learners improving from 85.1 points below standard in 2023 to 73.3 points below standard in 2025, an 11.8-point improvement. Despite this progress, English Learners remain substantially below standard, Long-Term English Learners remain 100.2 points below standard with a red Dashboard indicator, and students with disabilities remain 124.9 points below standard. These results demonstrate both the effectiveness of the District's ongoing recovery efforts and the continued need for targeted academic support.

Mathematics data reflects a similar pattern. Districtwide performance improved by 5.1 points in 2025. English Learners improved by 9.9 points and moved from red to yellow, Long-Term English Learners improved by 8.6 points and moved from red to orange, and socioeconomically disadvantaged students improved by 4.5 points. From 2023 to 2025, English Learners improved from 103.6 points below standard to 92.7 points below standard, a 10.9-point improvement. However, English Learners and Long-Term English Learners continue to perform substantially below standard, demonstrating that additional instructional time, small-group support, intervention, progress monitoring, and increased adult support remain necessary.

Site-level data further demonstrates that sustained and targeted intervention can result in meaningful improvement. At Fairmead Elementary, schoolwide ELA performance improved by 21.4 points from 2023 to 2025. English Learners improved by 25.6 points, socioeconomically disadvantaged students improved by 21.3 points, and students with disabilities improved by 15.9 points. In mathematics, English Learners improved by 8.5 points and socioeconomically disadvantaged students improved by 17.6 points during the same period. At Reagan Elementary, English Learners improved by 39.6 points in ELA from 2023 to 2025. These results demonstrate that students are responding

positively to the District's instructional and intervention systems, while the remaining distance from standard demonstrates the need to continue rather than discontinue learning recovery supports.

Attendance data provides another significant measure of recovery and progress. Districtwide chronic absenteeism declined from 41.3% in 2022 to 25.6% in 2023, 15.2% in 2024, and 11.3% in 2025. English Learner chronic absenteeism declined from 20.7% in 2023 to 7.2% in 2025, while socioeconomically disadvantaged students declined from 27.4% to 12.2%. Foster Youth chronic absenteeism declined from 37.5% in 2024 to 25.6% in 2025. The Two or More Races student group, which was identified through Differentiated Assistance because of chronic absenteeism, declined from 21.4% chronically absent in 2024 to 8.5% in 2025 and moved into the green Dashboard performance band. These substantial reductions demonstrate progress in reconnecting students to school and increasing access to instruction. At the same time, differences among student groups and individual students demonstrate the continued need to address barriers that prevent consistent access to learning.

Behavior and suspension data remains an important area of need. The districtwide suspension rate decreased from 4.6% in 2023 to 2.5% in 2024 before increasing to 4.3% in 2025. The increase in 2025, including increased behavioral needs among younger students, demonstrates that academic recovery cannot be separated from students' behavioral, social-emotional, and mental health needs. Students cannot fully benefit from academic interventions when behavior results in lost instructional time, repeated removals from the classroom, or placement in more restrictive environments. CESD therefore continues to identify behavior supports, counseling, increased adult support, and Tier 2 and Tier 3 interventions as necessary components of its learning recovery strategy.

Based on these identified needs, Action 4.1, Behavior Supports, will continue to use LREBG funds to strengthen the District's multi-tiered system of behavioral supports. The action includes evidence-based behavioral interventions, counseling and behavior support, targeted student plans, additional Registered Behavior Technicians, instructional assistants, bus attendants, and campus safety liaisons. These supports increase adult capacity, decrease or stabilize staff-to-student ratios in settings with significant behavioral needs, and provide integrated supports designed to address barriers to learning. The action is intended to reduce disciplinary removals, increase students' ability to remain in inclusive instructional settings, strengthen school connectedness, and preserve instructional time. CESD will continue monitoring suspension, removal, behavioral, and school climate data to evaluate the impact of this action.

Action 4.2, Increased Targeted Student Support Through Additional Staffing, directly addresses the academic needs identified through the District's ELA, mathematics, and local assessment data. The Student Learning Coordinator, Special Education instructional support aides, and additional instructional aides increase the District's capacity to provide small-group instruction, intervention, tutoring, progress monitoring, and individualized academic support. These positions also help decrease or stabilize staff-to-pupil ratios and increase the amount and intensity of services available to students with the greatest learning recovery needs. The continued achievement gaps among English Learners, Long-Term English Learners, socioeconomically disadvantaged students, and students with disabilities demonstrate the ongoing need for these supports. At the same time, the measurable academic improvement occurring across these groups demonstrates that CESD's approach is moving students in the desired direction and should be sustained.

Action 4.3, Increased Student Access to Instruction Through Expanded Transportation Services, addresses a foundational barrier to learning: students must be present in order to benefit from instruction, intervention, counseling, and other recovery supports. Reliable transportation increases access to the instructional day and to additional learning opportunities for students experiencing transportation barriers, particularly socioeconomically disadvantaged students, English Learners, Foster Youth, students with disabilities, and students experiencing

homelessness. The significant decline in chronic absenteeism across CESD demonstrates that the District's broader attendance and engagement systems are producing results. Expanding transportation capacity will support CESD in sustaining this progress by removing an additional barrier that can prevent students from consistently accessing instruction and intervention.

Action 4.4, Supplemental Supplies, Instructional Resources, and Professional Development, supports the implementation of the District's academic and behavioral recovery strategies by strengthening staff capacity and providing the resources necessary to respond to identified student needs. Professional development in evidence-based instruction, inclusive practices, English Learner and special education supports, trauma-informed and restorative practices, small-group intervention, progress monitoring, social-emotional learning, behavior intervention, and MTSS directly supports the academic and behavioral needs identified through CESD's needs assessment. Instructional materials and student support resources further allow staff to implement these practices effectively and create learning environments that promote student engagement, connection, and academic recovery. CESD will continue monitoring academic, attendance, behavior, and implementation data to determine the effectiveness of these investments.

Collectively, Actions 4.1 through 4.4 align with the allowable uses of LREBG funds by supporting learning recovery through increased and stabilized instructional services and staff-to-pupil ratios, accelerated learning and small-group interventions, integrated student supports that address barriers to learning, professional development and staff training, and academic assessment and progress monitoring. The actions were selected in direct response to the needs identified through CESD's state and local data and are intentionally designed to serve students and schools demonstrating the greatest continuing need for recovery support.

CESD's data demonstrates that the District is making meaningful progress. Academic performance is improving, English Learner Progress has strengthened, and chronic absenteeism has declined substantially. However, recovery is not complete. Significant achievement gaps remain, some students continue to experience chronic absenteeism, and suspension and behavioral data demonstrate a continued need for intensive social-emotional and behavioral support. For this reason, CESD does not view the improvement in its data as a reason to discontinue these actions. Rather, the improvement provides evidence that the systems and supports being implemented are moving outcomes in the desired direction and should be maintained while students continue recovering.

CESD has therefore determined that Goal 4, Actions 4.1 through 4.4 remain appropriate, necessary, and aligned to the needs identified through the LREBG needs assessment and will continue during the 2026–2027 school year. The District will continue monitoring California School Dashboard results, CAASPP and NWEA academic performance, English Learner Progress, chronic absenteeism, suspension and behavioral data, student progress-monitoring information, and implementation data to evaluate effectiveness. These measures will allow CESD to determine whether students with the greatest identified needs continue to make progress and whether adjustments are necessary as the District moves toward the conclusion of LREBG funding in 2027–2028.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percent of students who met or exceeded standard on ELA CAASPP assessment (4.2, 4.4, 4.5)	2022-2023 All students = 58.8 points below standard (declined 4.9) Socio-Economically Disadvantaged = 65.5 points below standard (declined 4.4) English Learners = 85.1 points below standard (declined 12.8) Students with disabilities: 125.4 points below standard (maintained -2.7) Foster= N/A	2023-2024 All students = 59.9 points below standard (maintained -1) Socio-Economically Disadvantaged = 67 points below standard (maintained -1.6) English Learners = 87.8 points below standard (maintained -2.8) Long Term English Learners= 98.4 points below standard (declined 21.5) Students with disabilities: 123.1 points below standard (maintained 2.3) Foster= N/A	2024-2025 All students = 52.8 points below standard (Increased 7 points) Socio-Economically Disadvantaged = 60.6 points below standard (Increased 6.5 points) English Learners = 73.3 points below standard (Increased 14.5 points) Long Term English Learners= 100.2 points below standard (Maintained -1.8 points) Students with disabilities: 124.9 points below standard (maintained -1.7 points) Foster= N/A	Our goal is to reduce the equity gap by ensuring that all identified student groups demonstrate a minimum growth of 10 points from standard over the course of the three-year LCAP cycle, thereby closing the performance gap with the all-student population. All students = 48.8 points below standard Socio-Economically Disadvantaged = 55.5 points below standard English Learners = 75.1 points below standard Students with disabilities: 115.4 points below standard Foster= N/A	All Students = 6 point increase from baseline Socio-Economically Disadvantaged = 4.9 point increase from baseline English Learners = 11.8 point increase increase from baseline Long Term English Learners- 1.8 point decrease from baseline (baseline started in year 2) Students with Disabilities = 0.5 point increase from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Percent of students who met or exceeded standard on Math CAASPP assessment (4.2, 4.4, 4.5)	2022-2023 All students = 80.9 points below standard (maintained 2.1) Socio-Economically Disadvantaged = 88.3 points below standard (maintained 2.6) English Learners = 103.6 points below standard (declined 5.3) Students with disabilities: 155.8 points below standard (increase 6.4) Foster= N/A	2023-2024 All students = 74.8 points below standard (increase 6.1) Socio-Economically Disadvantaged = 81.6 points below standard (increase 6.7) English Learners = 102.6 points below standard (maintained 1.0) Long Term English Learners= 147.5 points below standard (declined 14.6) Students with disabilities: 150.6 points below standard (increase 5.2) Foster= N/A	2024-2025 All students = 69.8 points below standard (increase 5.1) Socio-Economically Disadvantaged = 77 points below standard (increase 4.5 points) English Learners = 92.7 points below standard (Increased 9.9 points) Long Term English Learners= 138.9 points below standard (Increased 8.6 points) Students with disabilities: 153 points below standard (Maintained -2.4) Foster= N/A	Our goal is to reduce the equity gap by ensuring that all identified student groups demonstrate a minimum growth of 10 points from standard over the course of the three-year LCAP cycle, thereby closing the performance gap with the all-student population. All students = 70.9 points below standard Socio-Economically Disadvantaged = 78.3 points below standard English Learners = 93.6 points below standard Students with disabilities: 145.8 points below standard Foster= N/A	All Students = 11.1 point increase from baseline Socio-Economically Disadvantaged = 11.3 point increase from baseline English Learners = 10.9 point increase from baseline Long Term English Learners = 8.6 point increase from baseline (baseline began in year 2) Students with Disabilities = 2.8 point increase from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Percent of students in Grades K-8 who met or exceeded grade level standard in English Language Arts on local benchmark assessments (4.2, 4.4, 4.5)	2023-2024 (Local NWEA Data) % of students meeting or exceeding the standard All students = 28.36% Socio-Economically Disadvantaged = 25.41% English Learners = 14.06% Long Term English Learners= N/A Students with disabilities: 7.45% of students met or exceeded the standard Foster= N/A	2024-2025 (Local NWEA Data) % of students meeting or exceeding the standard All students = 29.92% Socio-Economically Disadvantaged = 26.7% English Learners = 8.8% Long Term English Learners= 4.6% Students with disabilities: 8.7% of students met or exceeded the standard Foster= N/A	2025-2026 (Local NWEA Data) % of students meeting or exceeding the standard All students = 33.5% Socio-Economically Disadvantaged = 31.4% English Learners = 12.1% Long Term English Learners= 5.3% Students with disabilities: 11.1% of students met or exceeded the standard Foster= N/A	40% of unduplicated students will meet or exceed on the ELA local benchmark assessment. Our goal is to close the equity gap between student groups and ALL students by a minimum of 1-3% each year.	All students = 5.14% increase Socio-Economically Disadvantaged = 5.99% increase English Learners = 1.96% decrease (Does not include RFEP students like the state test). Long Term English Learners = 0.7% increase Students with disabilities = 3.65% increase Foster= N/A
4.4	Percent of students in Grades K-8 who met or exceeded grade level standard in mathematics on local benchmark assessments (4.2, 4.4, 4.5)	2023-2024 (Local NWEA Data) All students = 25.23%	2024-2025 (Local NWEA Data) All students = 30.6%	2025-2026 (Local NWEA Data) All students = 33.0%	40% of unduplicated students will meet or exceed on the math local benchmark assessment.	All students = 7.77% increase Socio-Economically Disadvantaged = 7.8% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socio-Economically Disadvantaged = 22.80% English Learners = 15.32% Long Term English Learners= N/A Students with disabilities: 5.88% Foster= N/A	Socio-Economically Disadvantaged = 26.5% English Learners = 13.9% Long Term English Learners= 8.4% Students with disabilities: 9.8% Foster= N/A	Socio-Economically Disadvantaged = 30.6% English Learners = 15.1% Long Term English Learners= 3.9% Students with disabilities: 10.6% of students met or exceeded the standard Foster= N/A	Our goal is to close the equity gap between student groups and ALL students by a minimum of 3-5% each year.	English Learners = 0.22% decrease Long Term English Learners = 4.5% decrease Students with disabilities: 4.72% increase Foster= N/A
4.5	Chronic Absenteeism (State Data) (Action 4.3)	2022-2023 Dashboard Data 25.6% of students were chronically absent 47.1% of Foster Youth were chronically absent 64.9% of Homeless students were chronically absent 32.8% of Student with Exceptional Needs were chronically absent 27.4% of Socioeconomically	2023-2024 Dashboard Data 14.8% of students were chronically absent 37.5% of Foster Youth were chronically absent 38.9% of Homeless students were chronically absent 22.5% of Student with Exceptional	2024-2025 Dashboard Data 11.3% of students were chronically absent 25.6% of Foster Youth were chronically absent 16.7% of Homeless students were chronically absent 18.6% of Student with Exceptional	10%, or less, of students will be chronically absent 10%, or less, of Foster Youth will be chronically absent 10%, or less, of Homeless students will be chronically absent 10%, or less, of Student with Exceptional Needs will be chronically absent	** In this category we are looking for a decrease rather than an increase to show that we decreasing the number of students who are chronically absent. All Students = 15.6% decrease Foster Youth = 19.6% decrease Homeless = 11.1% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Disadvantaged students were chronically absent 20.7% of English Learner students were chronically absent	Needs were chronically absent 15.6% of Socioeconomically Disadvantaged students were chronically absent 11.3% of English Learner students were chronically absent 21.4% of Two or More Races students were chronically absent (Data added for Differentiated Assistance process)	Needs were chronically absent 12.2% of Socioeconomically Disadvantaged students were chronically absent 7.2% of English Learner students were chronically absent 8.5% of Two or More Races students were chronically absent (Data added for Differentiated Assistance process)	10%, or less, of Socioeconomically Disadvantaged students will be chronically absent 10%, or less, of English Learner students will be chronically absent	Student with Disabilities = 18.7% decrease Socioeconomically Disadvantaged = 16.1% decrease English Learner = 9.4% decrease Two or More Races = 19% decrease
4.6	Chronic Absenteeism (Local Data) (Action 4.3)	2023-2024 Local Data All Students: 13.8% of students were chronically absent Foster Youth: 13.3% were chronically absent Homeless: 35.3% were chronically absent Students with disabilities: 25.5% were chronically absent	2024-2025 Local Data All Students: 9.3% of students were chronically absent Foster Youth: 20% were chronically absent Homeless: 0% were chronically absent	2025-2026 Local Data All Students: 8.3% of students were chronically absent Foster Youth: 15.4% were chronically absent Homeless: % were chronically absent	8%, or less, of students will be chronically absent 13%, or less, of Foster Youth will be chronically absent 10%, or less, of Homeless students will be chronically absent	All Students = 15.5% decrease Foster Youth = 21% decrease Homeless = % decrease Student with Disabilities = 12.1% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged: 14.5 % were chronically absent English Learners: 10.5% were chronically absent	Students with Exceptional Needs: 15.7% were chronically absent Socioeconomically Disadvantaged: 10.1 % were chronically absent English Learners: 7.3% were chronically absent 9.3% of Two or More Races students were chronically absent (Data added for Differentiated Assistance process)	Students with Exceptional Needs: 13.4% were chronically absent Socioeconomically Disadvantaged: 8.7% were chronically absent English Learners: 6.2% were chronically absent Long Term English Learners: 6.2% 8.3% of Two or More Races students were chronically absent (Data added for Differentiated Assistance process)	10%, or less, of Student with disabilities will be chronically absent 10%, or less, of Socioeconomically Disadvantaged students will be chronically absent 10%, or less, of English Learner students will be chronically absent	Socioeconomically Disadvantaged = 5.8% decrease English Learner = 4.3% decrease Two or More Races = 1.0% decrease
4.7	Suspension Rate (Action 4.1)	2022-2023 (Dashboard) 7.8% of unduplicated students were suspended compared to 4.6% of all students. There was a total of 142 students who received a suspension. Of those 142 students, 108 of	2023-2024 (Dashboard) 2.4% of unduplicated students were suspended compared to 2.5% of all students.	2024-2025 (Dashboard) All Students = 4.3% suspended at least one day There was a total of 83 students who received a suspension. Of	3% or lower of all unduplicated students and of each student group will receive a suspension according to the dashboard data.	** In this category we are looking for a decrease rather than an increase** All Students = 0.3% decrease from baseline Foster = 1.6% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		them fall into an unduplicated student group. Foster= 15.8% SED = 4.8% EL = 2.8% Homeless = 8.2% SWD = 4.9%	There was a total of 83 students who received a suspension. Of those 83 students, 59 of them fall into an unduplicated student group. Foster= 3.6% SED = 2.4% EL = 1.2% LTEL = 2.3% Homeless = 15% SWD = 4.2	those 83 students, 59 of them fall into an unduplicated student group. Foster= 17.4% SED = 4.5% EL = 3.7% LTEL = 8.8% Homeless = 15.4% SWD = 5.1%		SED = 0.3% decrease EL = 0.9% increase LTEL = 6.5% increase Homeless = 7.2% increase SWD = 0.2% increase

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.

Action 4.1 BEHAVIOR SUPPORTS (6003)

There were no substantive differences in planned actions and actual implementation of this action.

SUCCESSES:

Behavior Support Staff continued to strengthen the District's Multi-Tiered System of Supports (MTSS) by providing direct assistance to school sites in implementing Positive Behavioral Interventions and Supports (PBIS). Throughout the year, they partnered with administrators, teachers, and support staff to respond to student behavior needs, model effective behavior strategies, provide coaching, and help implement proactive interventions that kept students engaged in the learning environment. Their support contributed to greater consistency in PBIS implementation across school sites and increased staff capacity to address student behaviors through positive, restorative, and preventative practices. As the year progressed, Behavior Support Specialists became valued resources for both students and staff, helping schools respond to behavioral needs while maintaining a focus on student success and positive school climate.

CHALLENGES:

The primary challenge during implementation was recruiting, hiring, and onboarding qualified Behavior Support Staff early in the school year. Because these positions were newly established, additional time was needed to provide training in District PBIS systems, behavior intervention strategies, available resources, data collection, and site-specific procedures. As staff gained experience and received ongoing coaching throughout the year, their confidence and effectiveness increased. Continued professional learning and earlier onboarding will further strengthen the consistency and impact of behavior supports across the District in future years.

Action 4.2 INCREASE TARGETED STUDENT SUPPORT THROUGH ADDITIONAL STAFFING (6002)

There were no substantive differences in planned actions and actual implementation of this action.

SUCCESSES:

Additional academic support services continued to play a significant role in strengthening student achievement across the District. Academic support staff worked directly with students through targeted small-group and individualized instruction, providing timely intervention based on student needs and assessment data. These supports allowed students to receive additional instruction in foundational reading and mathematics skills while minimizing the loss of core classroom instruction. Staff collaborated closely with teachers, instructional coaches, and administrators to identify students in need of intervention, monitor progress, and adjust instructional supports throughout the year. The additional academic support provided increased opportunities for students to receive differentiated instruction and timely intervention, helping to strengthen the District's Multi-Tiered System of Supports (MTSS) and improve access to grade-level learning for students requiring additional assistance.

CHALLENGES:

The primary challenge this year was recruiting, hiring, and onboarding qualified academic support staff early enough to maximize the impact of services throughout the school year. Once hired, staff required training in District curriculum, intervention programs, assessment systems, instructional strategies, and progress-monitoring practices to ensure consistency across school sites. As the year progressed, staff developed greater confidence in delivering targeted interventions and collaborating with classroom teachers. Continued efforts to recruit qualified staff earlier and provide comprehensive training before the start of the school year will further strengthen the effectiveness and consistency of academic intervention services across the District.

Action 4.3 INCREASE STUDENT ACCESS TO INSTRUCTION THROUGH EXPANDED TRANSPORTATION SERVICES (6003)

There were no substantive differences in planned actions and actual implementation of this action.

SUCCESSES:

The purchase of an additional school bus expanded the District's transportation capacity and increased access to school for students who previously faced transportation barriers. The additional bus allowed the District to add new bus stops and increase service to areas with identified student need, improving access to consistent daily attendance. By reducing transportation challenges for families, more students were able to arrive at school on time and attend school regularly. This investment supported the District's ongoing attendance initiatives by increasing opportunities for students to be present for daily instruction, participate in classroom learning, and access academic and social-emotional supports. Increasing reliable transportation also strengthened the District's efforts to reduce chronic absenteeism and promote equitable access to educational opportunities for all students.

CHALLENGES:

While the additional bus significantly increased transportation capacity, continued growth in student transportation needs remains a challenge. As attendance initiatives expand and student enrollment patterns change, the District continues to identify additional areas where transportation access could further improve regular school attendance. Recruiting and retaining qualified bus drivers also continues to be an ongoing challenge, impacting the District's ability to maximize available transportation resources. The District will continue evaluating transportation routes, student attendance data, and community needs to ensure services remain responsive and effectively support improved attendance, reduced chronic absenteeism, and increased student access to daily instruction.

Action 4.4 SUPPLEMENTAL SUPPLIES AND INSTRUCTIONAL RESOURCES TO SUPPORT STUDENT LEARNING AND RECOVERY (6004)

There were no substantive differences in planned actions and actual implementation of this action.

SUCCESSES:

Supplemental funding provided schools with the resources necessary to create safe, welcoming, and inclusive learning environments where students felt valued, supported, and connected to their school community. Schools were able to purchase materials and resources that strengthened Positive Behavioral Interventions and Supports (PBIS), social-emotional learning, attendance initiatives, student recognition programs, wellness activities, and classroom environments that fostered a positive school climate. These resources helped reinforce positive student behaviors, celebrate student success, and encourage meaningful relationships between students and staff.

Funding also allowed schools to respond proactively to the social-emotional needs of students by providing resources that supported emotional regulation, relationship building, conflict resolution, and student engagement. Classrooms and common spaces were enhanced with materials designed to create welcoming environments where students felt physically and emotionally safe, respected, and ready to learn. Schools expanded opportunities for students to participate in activities that promoted belonging, leadership, kindness, and school connectedness, helping students develop positive relationships with both peers and adults.

By investing in resources that support the whole child, the District continued to strengthen positive school culture across all campuses. These investments contributed to environments where students were more engaged, experienced a greater sense of belonging, and had access to the supports needed to be successful academically, socially, and emotionally. This work directly aligns with the District's commitment to providing physically and emotionally safe schools where every student feels welcomed, supported, and prepared to learn.

CHALLENGES:

There were no challenges associated with this action.

Action 4.5 PROVIDE SUPPLEMENTAL SUPPLIES AND INSTRUCTIONAL RESOURCES TO SUPPORT STUDENT LEARNING AND RECOVERY (6005)

There were no substantive differences in planned actions and actual implementation of this action.

SUCCESSES:

Supplemental funding provided the District with the flexibility to purchase instructional materials, classroom resources, intervention tools, technology, and student support supplies that directly aligned with the goals and actions outlined in the Local Control and Accountability Plan (LCAP). These resources strengthened classroom instruction by providing teachers with high-quality materials that supported academic achievement in reading, mathematics, science, and other core content areas while also addressing the diverse learning needs of students.

In addition to academic resources, supplemental funding was used to provide materials that supported students' social-emotional well-being, positive behavior, and school engagement. Schools were able to enhance Positive Behavioral Interventions and Supports (PBIS), expand student incentive and recognition programs, strengthen attendance initiatives, and provide resources that fostered safe, welcoming, and inclusive learning environments. Funding also supported the purchase of supplies that promoted students' physical well-being by ensuring classrooms and school sites had the necessary materials to provide safe, engaging, and supportive learning environments.

The availability of supplemental instructional resources also allowed the District to respond quickly to identified student needs throughout the school year. Schools were able to provide differentiated instructional materials, intervention resources, enrichment opportunities, and classroom supplies that increased student engagement and access to learning. Collectively, these investments supported the District's three LCAP goals by maximizing student achievement, fostering safe and welcoming schools, and equipping staff with the resources necessary to provide high-quality instruction and support for all students, with a particular emphasis on meeting the needs of unduplicated pupils.

CHALLENGES:

There were no challenges associated with this action.

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

Action 4.1 BEHAVIOR SUPPORTS (6003)

There were no significant material differences between budgeted expenditures and estimated actual expenditures for this action.

Action 4.2 INCREASE TARGETED STUDENT SUPPORT THROUGH ADDITIONAL STAFFING (6002)

In 2025 the District budgeted $318,015 on this action. The District's estimated actuals for this action were $206,272.58. This was due to not being able to put a plan into place and hire the remaining support staff.

Action 4.3 INCREASE STUDENT ACCESS TO INSTRUCTION THROUGH EXPANDED TRANSPORTATION SERVICES (6003)

There were no significant material differences between budgeted expenditures and estimated actual expenditures for this action.

Action 4.4 SUPPLEMENTAL SUPPLIES AND INSTRUCTIONAL RESOURCES TO SUPPORT STUDENT LEARNING AND RECOVERY (6004)

There were no significant material differences between budgeted expenditures and estimated actual expenditures for this action.

Action 4.5 PROVIDE SUPPLEMENTAL SUPPLIES AND INSTRUCTIONAL RESOURCES TO SUPPORT STUDENT LEARNING AND RECOVERY (6005)

In 2025, the District budgeted $100,000 for this action. The District's estimated actual expenditures were $28,263.78. The lower expenditure was due to the availability of sufficient funding within the LCAP to purchase the supplemental supplies needed during the year, resulting in fewer costs being charged to this action than originally anticipated.

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

The actions included in Goal 4 are funded through the Learning Recovery Emergency Block Grant and are intended to align and support the District's Local Control and Accountability Plan (LCAP) actions and services. To ensure alignment between the Learning Recovery Emergency Block Grant and the LCAP, CESD utilizes the same key outcome measures to evaluate effectiveness, including chronic absenteeism, suspension rates, English Language Arts (ELA) achievement, and mathematics achievement. By aligning these metrics, the

District is able to evaluate the collective impact of both funding sources on student engagement, school climate, and academic achievement while ensuring that Learning Recovery Emergency Block Grant funds continue to support and accelerate the progress already being made through the LCAP.

Action 4.1 BEHAVIOR SUPPORTS (6003)
Action 4.2 INCREASE TARGETED STUDENT SUPPORT THROUGH ADDITIONAL STAFFING (6002)
Action 4.3 INCREASE STUDENT ACCESS TO INSTRUCTION THROUGH EXPANDED TRANSPORTATION SERVICES (6003)
Action 4.4 SUPPLEMENTAL SUPPLIES AND INSTRUCTIONAL RESOURCES TO SUPPORT STUDENT LEARNING AND RECOVERY (6004)
Action 4.5 PROVIDE SUPPLEMENTAL SUPPLIES AND INSTRUCTIONAL RESOURCES TO SUPPORT STUDENT LEARNING AND RECOVERY (6005)

Chronic Absenteeism:
CESD demonstrated significant success in reducing chronic absenteeism over the past three years. The District reduced its chronic absenteeism rate from 41.3% in 2022 to 25.6% in 2023, 15.2% in 2024, and 11.3% in 2025. Additionally, all red chronic absenteeism indicators were eliminated by 2023 and maintained through 2025. Unduplicated student groups, including English Learners, socioeconomically disadvantaged students, foster youth, and Long-Term English Learners, all demonstrated improved attendance outcomes. These results indicate that the District's attendance, engagement, family partnership, and student support systems are effectively increasing student engagement and school connectedness.

Suspension Rate:
After demonstrating significant improvement from 2023 to 2024, suspension rates increased in 2025. The District's suspension rate increased from 2.5% in 2024 to 4.3% in 2025, resulting in an increase in red Dashboard indicators. Analysis of local data suggests that much of this increase was driven by a higher number of suspensions in the primary grades, particularly kindergarten through second grade, as well as increasing behavioral and social-emotional needs among students. While the District continues to strengthen PBIS, counseling, behavioral supports, and intervention systems, suspension rates remain an area requiring continued focus and monitoring.

CAASPP English Language Arts (ELA):
Districtwide ELA results demonstrate continued academic growth across multiple student groups. English Learners increased 14.5 points and improved from a red to an orange performance band. Fairmead Elementary eliminated all red ELA indicators and demonstrated substantial gains among English Learners, Hispanic students, socioeconomically disadvantaged students, and all students. Ronald Reagan Elementary English Learners increased 19.7 points and moved into the yellow performance band. While achievement gaps remain, the District's focus on literacy, Science of Reading, professional learning communities, intervention supports, and targeted instructional strategies is contributing to improved outcomes and narrowing achievement gaps.

CAASPP Mathematics:
Districtwide mathematics results also demonstrated positive growth, particularly among unduplicated student groups. English Learners increased 9.9 points and improved from a red to a yellow performance band. Fairmead Elementary eliminated all red mathematics indicators and demonstrated growth across all major student groups, including English Learners, Hispanic students, and socioeconomically

disadvantaged students. Wilson Middle School demonstrated growth among English Learners, Long-Term English Learners, and socioeconomically disadvantaged students. While mathematics achievement remains an area of continued focus, the data demonstrates positive momentum and suggests that instructional supports, professional learning, and intervention systems are contributing to improved student outcomes.

These actions were effective.

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 4.1 BEHAVIOR SUPPORTS (6003)

The only change to this action for the upcoming year is that the District will not move forward with hiring any additional previously planned positions. Due to a recently negotiated agreement that included a 10% salary increase for all employees as well as an additional $7,000 per employee toward health and welfare benefits, personnel costs have increased significantly within both the LCAP and Goal 4 Learning Recovery Emergency Block Grant (LREBG) budgets. As a result, the District has made the strategic decision to pause the addition of new positions in order to ensure that the current positions funded through LREBG can be sustained through the end of the grant period in 2028.

The staff currently funded through this action have proven to be highly valuable in supporting students' academic, behavioral, attendance, and social-emotional needs. Maintaining these existing positions is a priority, as they provide direct services that are greatly needed across school sites and have contributed to positive outcomes for students.

While the State of California has indicated that additional Learning Recovery Emergency Block Grant funding may become available in the future, the District cannot rely on funding that has not yet been formally approved or allocated. Therefore, CESD believes it is fiscally responsible to preserve existing resources and maintain the current level of staffing rather than risk creating positions that may not be sustainable. Should additional funding become available, the District will revisit staffing needs and determine whether expansion of services is feasible at that time.

Action 4.2 INCREASE TARGETED STUDENT SUPPORT THROUGH ADDITIONAL STAFFING (6002)

The only change to this action for the upcoming year is that the District will not move forward with hiring any additional previously planned positions. Due to a recently negotiated agreement that included a 10% salary increase for all employees as well as an additional $7,000 per employee toward health and welfare benefits, personnel costs have increased significantly within both the LCAP and Goal 4 Learning Recovery Emergency Block Grant (LREBG) budgets. As a result, the District has made the strategic decision to pause the addition of new positions in order to ensure that the current positions funded through LREBG can be sustained through the end of the grant period in 2028.

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Action 4.3 INCREASE STUDENT ACCESS TO INSTRUCTION THROUGH EXPANDED TRANSPORTATION SERVICES (6003)

No changes will be made to this action for the 2026-2027 school year.

Action 4.4 SUPPLEMENTAL SUPPLIES AND INSTRUCTIONAL RESOURCES TO SUPPORT STUDENT LEARNING AND RECOVERY (6004)

No changes will be made to this action for the 2026-2027 school year.

Action 4.5 PROVIDE SUPPLEMENTAL SUPPLIES AND INSTRUCTIONAL RESOURCES TO SUPPORT STUDENT LEARNING AND RECOVERY (6005)

No changes will be made to this action for the 2026-2027 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Behavior Supports (6003)	Implement and expand a multi-tiered system of supports (MTSS) for behavior to ensure that students with disabilities and at-risk students are provided with appropriate interventions that allow them to remain in	$403,752.00	No

Action #	Title	Description	Total Funds	Contributing
		inclusive classroom settings to the maximum extent possible. This includes professional development for staff on evidence-based behavioral interventions, increased access to counseling and behavior specialists, and targeted support plans for students with significant behavioral needs. Justification: Maintaining students in the Least Restrictive Environment aligns with IDEA mandates and promotes equity, access, and inclusion. Behavioral challenges are a key barrier to LRE placement; therefore, proactive support structures are essential for preventing unnecessary disciplinary removals or more restrictive placements. Includes hiring two bus attendants to increase supervision on bus routes with high behavior needs; hiring two instructional assistants to focus on supporting behavior needs in OE and increasing the staff to student ratio in the class; hiring five campus safety liaisons to support campus safety and proper bathroom procedures; hiring three additional RBT to support staff when dealing with T.2/T.3 behavior students. Outcomes: Reduction in the number of suspensions and removals of students; positive school climate survey trends related to student behavior and adult support		
4.2	Increase Targeted Student Support Through Additional Staffing (6002)	To address ongoing learning recovery needs and support the academic and social-emotional development of students most affected by the COVID-19 pandemic, Chowchilla Elementary School District will utilize Learning Recovery Emergency Block Grant funds to expand instructional staffing. This action includes the hiring of: One (1) Student Learning Coordinator Three (3) SDC Instructional Support Aides Approximately (8) Instructional Aides	$308,257.00	No

Action #	Title	Description	Total Funds	Contributing
		These positions will provide direct, targeted support to students during the school day and in extended learning settings such as small-group interventions, before- and after-school tutoring, and academic enrichment programs. The Student Learning Coordinator will assist with coordinating intervention programs, monitoring student progress, and supporting site-level staff in implementing evidence-based strategies for closing achievement gaps. The Special Education Support Aides will assist students with disabilities in accessing instruction and services aligned to their IEPs. Instructional Aides will provide academic assistance to students across classrooms, focusing on literacy, math, and other core content areas. This action is aligned with LCAP Goals and addresses multiple allowable uses of the Learning Recovery Emergency Block Grant, including: Accelerated learning strategies through increased instructional support Integrated student supports for students with disabilities and those struggling with the academic impacts of the pandemic Targeted support for unduplicated student groups—English learners, foster youth, socio-economically disadvantaged students, and students with disabilities Data from CAASPP and NWEA assessments highlight persistent gaps in proficiency between unduplicated student groups and all students, with English learners performing significantly below grade level in both English Language Arts and mathematics. Additional staffing will ensure that students receive more frequent, personalized instruction and interventions to accelerate their learning and improve outcomes. This investment will build instructional capacity districtwide and help sustain learning recovery efforts through June 2028 and beyond.		
4.3	Increase Student Access to Instruction Through Expanded	The District will purchase one (1) school bus at an estimated cost of $250,000 using Learning Recovery Emergency Block Grant funds to expand transportation routes and reduce access barriers for students,	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Transportation Services (6003)	particularly those disproportionately impacted by the COVID-19 pandemic. The expanded route will serve students who currently face challenges in attending school consistently due to lack of reliable transportation, including students from socio-economically disadvantaged backgrounds, English learners, foster youth, students with disabilities, and those experiencing homelessness. This investment aligns with the allowable use of Learning Recovery Emergency Block Grant funds by providing integrated student supports that remove non-academic barriers to access and directly support student learning recovery. Increasing student attendance by providing reliable transportation will lead to improved academic performance, increased participation in intervention and enrichment programs, and a reduction in chronic absenteeism, key indicators that are currently elevated among unduplicated students in CESD. The action is directly aligned with LCAP Goals , which focuses on implementing sustainable systems that support academic and social-emotional recovery. Improved access to school through expanded transportation is a foundational strategy to ensure equitable learning conditions for all students, particularly those who experienced disproportionate impacts from pandemic-related disruptions.		
4.4	Supplemental Supplies and Instructional Resources to Support Student Learning and Recovery (6004)	The District will utilize Learning Recovery Emergency Block Grant funds to provide high-quality, targeted professional development for all educational staff, including teachers, instructional aides, support staff, counselors, and administrators, in alignment with their roles and areas of responsibility. This professional learning will focus on strategies to accelerate academic learning, support student social-emotional needs, and address the persistent achievement and opportunity gaps among unduplicated student groups. Professional development topics will include: • Evidence-based instructional strategies to close learning gaps • Inclusive practices for English learners and students with disabilities	$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
		• Trauma-informed and restorative practices • Effective small-group intervention and progress monitoring • Social-emotional learning and student engagement • Culturally responsive teaching • Behavior intervention strategies and positive behavior supports • Data-driven decision-making and MTSS implementation In addition, funds may be used to provide instructional materials, classroom resources, and student support supplies that enhance student engagement, reinforce positive learning environments, and support the implementation of evidence-based academic and behavioral practices. These resources will help create welcoming, supportive learning spaces that encourage consistent student participation and connection to school. This action aligns with the allowable use of Learning Recovery Emergency Block Grant funds by building the capacity of educational staff to deliver accelerated learning strategies and integrated student supports. Providing ongoing professional development and necessary implementation resources ensures a system-wide approach to student recovery and continuous improvement in instructional quality. By strengthening the skills of all staff and providing resources that support student engagement and positive school experiences, the District will improve academic outcomes, reduce chronic absenteeism and suspension rates, and support the success of students disproportionately impacted by the pandemic, including English learners, socio-economically disadvantaged students, foster youth, and students with disabilities.		
4.5	Provide Supplemental Supplies and	Chowchilla Elementary School District will use Learning Recovery Emergency Block Grant funds to purchase supplemental supplies and instructional resources that directly support student learning, wellness, and	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Instructional Resources to Support Student Learning and Recovery (6005)	engagement. These materials will be aligned to LCAP and will enhance the implementation of learning recovery strategies and student support systems designed to close achievement gaps, increase equitable access to instruction, and build sustainable improvements for all students, particularly those most impacted by the COVID-19 pandemic. Supplies and resources may include: Instructional materials for targeted interventions, differentiated instruction, and inclusive classroom supports Hands-on learning tools, manipulatives, and adaptive learning technology Social-emotional learning curriculum, behavior support tools, and wellness supplies Academic and enrichment materials for before/after school programs, Saturday academies, and summer learning Materials to support family engagement events aligned to PBIS, digital literacy, and academic support Classroom supplies for staff implementing learning acceleration strategies, small-group instruction, and MTSS supports This action supports the allowable use of LRE funds by strengthening accelerated learning strategies, providing integrated student supports, and helping to remove barriers to instruction for students disproportionately impacted by the pandemic, including English learners, socio-economically disadvantaged students, foster youth, and students with disabilities. Student data from CAASPP and local NWEA benchmarks continues to show significant achievement gaps, particularly among English learners and socio-economically disadvantaged students. Chronic absenteeism and suspension rates remain elevated for these groups, highlighting the need for comprehensive, resource-supported intervention. The strategic use of additional supplies will enhance the impact of other LRE-funded actions		

Action #	Title	Description	Total Funds	Contributing
		such as expanded transportation, professional development, and mental health services. This investment ensures that learning recovery efforts are resourced effectively and equitably, promoting student engagement, improving academic outcomes, and accelerating progress toward long-term educational goals.		

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
$9,046,782	$1,147,751

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
38.032%	0.000%	$0.00	38.032%

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:** 6202 Lower class size initiative **Need:** State assessment data demonstrates that while Chowchilla Elementary School District continues to make positive academic gains, achievement gaps remain between all students and the unduplicated student groups we serve, particularly English Learners (EL),	This action will provide more direct time with the teacher for differentiated instruction to increase academic achievement for unduplicated student groups. It provides small group instruction more frequently in which specific areas of achievement can be addressed to close instructional gaps. This actions also allows the teacher to build strong relationships with students, due to less students to work with, which will also improve student engagement in school.	This action will be measured for effectiveness using CAASPP scores and NWEA local benchmark scores. The district will additionally use chronic absentee data and suspension data to determine if the lower class size benefits

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
	Long-Term English Learners (LTEL), and socioeconomically disadvantaged (SED) students. These gaps highlight the continued need for targeted actions and services designed to accelerate learning and improve outcomes for our highest-need students. According to the 2025 California Dashboard, all students in CESD scored 52.8 points below standard in English Language Arts (ELA), representing a 7-point increase from the previous year and an improvement from the orange to yellow dashboard indicator. While English Learners also demonstrated significant growth, improving 14.5 points from the previous year and moving from a red to orange dashboard indicator, they remained 73.3 points below standard. Socioeconomically disadvantaged students improved 6.5 points and moved from orange to yellow, but remained 60.6 points below standard. Long-Term English Learners maintained performance at 100.2 points below standard and remained in the red dashboard indicator, demonstrating that this student group continues to require intensive support. In mathematics, all students scored 69.8 points below standard, reflecting a 5.1-point increase from the prior year. English Learners demonstrated substantial growth, improving 9.9 points and moving from a red to yellow dashboard indicator. Long-Term English Learners improved by 8.6 points and moved from red to orange. Socioeconomically disadvantaged students improved by 4.5		academics as well as students ability to build better relationships with teachers and additional supports for behavior to decrease 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
	points and maintained a yellow dashboard indicator. Despite these positive gains, all unduplicated student groups continue to perform below the level of all students, indicating that achievement gaps persist even as student performance improves. Additional local assessment data from NWEA MAP Growth continues to reflect similar trends. While many unduplicated students are demonstrating growth and improvement, achievement levels remain below those of the overall student population, particularly for English Learners and Long-Term English Learners. At the same time, district growth measures provide encouraging evidence that instructional supports are having a positive impact. In ELA, English Learners, socioeconomically disadvantaged students, and Long-Term English Learners all demonstrated growth from the prior year, while in mathematics all three groups also showed measurable improvement. Additionally, CESD's English Learner Progress Indicator demonstrated one of the district's greatest successes, with 55.5% of English Learners making progress toward English proficiency, exceeding the state average and earning the highest dashboard indicator of blue. Although achievement gaps remain, the district's 2025 data demonstrates that unduplicated students are making meaningful progress. To continue accelerating achievement and reducing performance gaps, CESD will utilize supplemental and		

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
	concentration funds to provide actions and services specifically designed to meet the academic, social-emotional, language acquisition, and engagement needs of unduplicated pupils. **Scope:** Schoolwide		
1.3	**Action:** 6106 Academic Incentives **Need:** State assessment data demonstrates that while Chowchilla Elementary School District continues to make meaningful progress in student achievement, achievement gaps remain between all students and the unduplicated student groups we serve, particularly English Learners (EL), Long-Term English Learners (LTEL), and socioeconomically disadvantaged (SED) students. At the same time, recent data reflects encouraging growth among these student groups, indicating that targeted supports and interventions are positively impacting student outcomes. According to the 2025 California Dashboard, all students scored 52.8 points below standard in English Language Arts (ELA), representing a 7-point increase from the previous year and moving the district from an orange to a yellow dashboard indicator. English Learners demonstrated significant improvement,	This action will provide incentives including, but not limited to, extra recess, lunch with the principal or teacher, testing incentives, motivational rally, $5 gift card or small treasure chest toy items. This process was followed in our differentiated assistance work with Madera County Superintendent of Schools the previous year and showed large success rates for decreasing the rates of chronic absenteeism. While this action is principally directed towards the needs of unduplicated students, all CESD students may benefit.	This goal will be measured for effectiveness using CAASPP ELA and Math scores and local benchmark data from NWEA.

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
	increasing 14.5 points from the prior year and improving from a red to orange dashboard indicator. Socioeconomically disadvantaged students increased 6.5 points and improved from orange to yellow. Long-Term English Learners maintained performance and continued to outperform the state average, although they remain one of the district's highest-need student groups. In mathematics, all students improved by 5.1 points from the previous year. English Learners demonstrated one of the district's strongest areas of growth, increasing 9.9 points and moving from a red to yellow dashboard indicator. Long-Term English Learners improved by 8.6 points and moved from red to orange, while socioeconomically disadvantaged students improved by 4.5 points and maintained a yellow dashboard indicator. In addition to academic growth, English Learners demonstrated exceptional progress toward English proficiency. The English Learner Progress Indicator (ELPI) increased from 43.2% to 55.5% of students making progress toward proficiency, moving CESD from a yellow to blue dashboard indicator, the highest performance level possible. Long-Term English Learners also demonstrated strong success, with 62.5% making progress toward proficiency, significantly exceeding the state average. Furthermore, the percentage of English Learners falling into the lowest performance category decreased dramatically, indicating that more students are progressing		

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
	toward proficiency and fewer students are at risk of becoming Long-Term English Learners. While these gains are encouraging, achievement gaps continue to exist between all students and unduplicated student groups. Foster youth performance data is not publicly reported due to the small size of the student group; however, the district recognizes that foster youth often face additional academic and social-emotional barriers that require targeted support and intervention. To continue accelerating achievement and reducing performance gaps, CESD will utilize supplemental and concentration funds to provide actions and services specifically designed to meet the academic, behavioral, attendance, and language acquisition needs of unduplicated pupils. These services include targeted intervention programs, English learner supports, attendance initiatives, student mentoring, academic goal setting, and enrichment opportunities designed to improve student outcomes and increase engagement in learning. Educational partner feedback collected from families, staff, and students consistently identifies student incentives and recognition programs as important motivators for student engagement and achievement. Incentives are developed collaboratively with students through the goal-setting process and are aligned to both academic growth and achievement goals. Students work toward		

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
	individualized growth targets and achievement benchmarks, earning incentives that reinforce persistence, effort, attendance, academic progress, and overall student success. **Scope:** LEA-wide		
1.4	**Action:** 6103 Supplemental Instructional Supplies, Resources & Materials **Need:** State assessment data demonstrates that while Chowchilla Elementary School District continues to make positive academic gains, achievement gaps remain between all students and the unduplicated student groups we serve, particularly English Learners (EL), Long-Term English Learners (LTEL), and socioeconomically disadvantaged (SED) students. These gaps highlight the continued need for targeted actions and services designed to accelerate learning and improve outcomes for our highest-need students. According to the 2025 California Dashboard, all students in CESD scored 52.8 points below standard in English Language Arts (ELA), representing a 7-point increase from the previous year and an improvement from the orange to yellow dashboard indicator. While English Learners also demonstrated significant growth, improving 14.5 points from the previous year and moving from a red to	This action will provide supplemental learning materials and resources, beyond base, to increase achievement for our unduplicated students to ensure that all learning modalities are addressed. Students all learn in different ways and need to ensure multiple modalities of learning for the highest results according to research on the Science of Reading. These resources and tools can include, but are not limited to, translation tools such as translation pens or flexible seating options. While this action is principally directed towards the needs of unduplicated students, all CESD students may benefit.	This action will be measured for effectiveness using CAASPP ELA and Math scores, as well as local benchmark assessment data (NWEA) in 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
	orange dashboard indicator, they remained 73.3 points below standard. Socioeconomically disadvantaged students improved 6.5 points and moved from orange to yellow, but remained 60.6 points below standard. Long-Term English Learners maintained performance at 100.2 points below standard and remained in the red dashboard indicator, demonstrating that this student group continues to require intensive support. In mathematics, all students scored 69.8 points below standard, reflecting a 5.1-point increase from the prior year. English Learners demonstrated substantial growth, improving 9.9 points and moving from a red to yellow dashboard indicator. Long-Term English Learners improved by 8.6 points and moved from red to orange. Socioeconomically disadvantaged students improved by 4.5 points and maintained a yellow dashboard indicator. Despite these positive gains, all unduplicated student groups continue to perform below the level of all students, indicating that achievement gaps persist even as student performance improves. Additional local assessment data from NWEA MAP Growth continues to reflect similar trends. While many unduplicated students are demonstrating growth and improvement, achievement levels remain below those of the overall student population, particularly for English Learners and Long-Term English Learners. At the same time, district growth measures provide encouraging evidence that		

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
	instructional supports are having a positive impact. In ELA, English Learners, socioeconomically disadvantaged students, and Long-Term English Learners all demonstrated growth from the prior year, while in mathematics all three groups also showed measurable improvement. Additionally, CESD's English Learner Progress Indicator demonstrated one of the district's greatest successes, with 55.5% of English Learners making progress toward English proficiency, exceeding the state average and earning the highest dashboard indicator of blue. Although achievement gaps remain, the district's 2025 data demonstrates that unduplicated students are making meaningful progress. To continue accelerating achievement and reducing performance gaps, CESD will utilize supplemental and concentration funds to provide actions and services specifically designed to meet the academic, social-emotional, language acquisition, and engagement needs of unduplicated pupils. There is a need to provide additional learning materials and resources for students and teachers to ensure that the needs of our unduplicated students are met. The data above shows there is a discrepancy between the data of our unduplicated students groups and that of ALL students. These additional materials and resources allow teachers and students to have the necessary tools for instructional purposes.		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.5	**Action:** 6301 Academic Partnerships with Families and Community **Need:** State assessment data demonstrates that while Chowchilla Elementary School District continues to make positive academic gains, achievement gaps remain between all students and the unduplicated student groups we serve, particularly English Learners (EL), Long-Term English Learners (LTEL), and socioeconomically disadvantaged (SED) students. These gaps highlight the continued need for targeted actions and services designed to accelerate learning and improve outcomes for our highest-need students. According to the 2025 California Dashboard, all students in CESD scored 52.8 points below standard in English Language Arts (ELA), representing a 7-point increase from the previous year and an improvement from the orange to yellow dashboard indicator. While English Learners also demonstrated significant growth, improving 14.5 points from the previous year and moving from a red to orange dashboard indicator, they remained 73.3 points below standard. Socioeconomically disadvantaged students improved 6.5 points and moved from orange to	This action will provide input from families that can be used to specifically address the needs of our unduplicated students. It is important to understand the home life of our students and the needs from the perspective of our families. This action will also provide instructional sessions for families, offered both in person through family nights and online, to ensure they are well-informed about the academic focus at school and how they can support learning at home. While this action is principally directed to meet the needs of unduplicated students, all CESD students may benefit.	This goal will be measured for effectiveness using CAASPP ELA and Math scores and local benchmark 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
	yellow, but remained 60.6 points below standard. Long-Term English Learners maintained performance at 100.2 points below standard and remained in the red dashboard indicator, demonstrating that this student group continues to require intensive support. In mathematics, all students scored 69.8 points below standard, reflecting a 5.1-point increase from the prior year. English Learners demonstrated substantial growth, improving 9.9 points and moving from a red to yellow dashboard indicator. Long-Term English Learners improved by 8.6 points and moved from red to orange. Socioeconomically disadvantaged students improved by 4.5 points and maintained a yellow dashboard indicator. Despite these positive gains, all unduplicated student groups continue to perform below the level of all students, indicating that achievement gaps persist even as student performance improves. Additional local assessment data from NWEA MAP Growth continues to reflect similar trends. While many unduplicated students are demonstrating growth and improvement, achievement levels remain below those of the overall student population, particularly for English Learners and Long-Term English Learners. At the same time, district growth measures provide encouraging evidence that instructional supports are having a positive impact. In ELA, English Learners, socioeconomically disadvantaged students, and Long-Term English Learners all		

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	demonstrated growth from the prior year, while in mathematics all three groups also showed measurable improvement. Additionally, CESD's English Learner Progress Indicator demonstrated one of the district's greatest successes, with 55.5% of English Learners making progress toward English proficiency, exceeding the state average and earning the highest dashboard indicator of blue. Although achievement gaps remain, the district's 2025 data demonstrates that unduplicated students are making meaningful progress. To continue accelerating achievement and reducing performance gaps, CESD will utilize supplemental and concentration funds to provide actions and services specifically designed to meet the academic, social-emotional, language acquisition, and engagement needs of unduplicated pupils. There is a need to provide additional learning materials and resources for students and teachers to ensure that the needs of our unduplicated students are met. The data above shows there is a discrepancy between the data of our unduplicated students groups and that of ALL students. These additional materials and resources allow teachers and students to have the necessary tools for instructional purposes. **Scope:** LEA-wide		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.6	**Action:** 6112 Multi-Tiered Systems of Support **Need:** State assessment data demonstrates that while Chowchilla Elementary School District continues to make positive academic gains, achievement gaps remain between all students and the unduplicated student groups we serve, particularly English Learners (EL), Long-Term English Learners (LTEL), and socioeconomically disadvantaged (SED) students. These gaps highlight the continued need for targeted actions and services designed to accelerate learning and improve outcomes for our highest-need students. According to the 2025 California Dashboard, all students in CESD scored 52.8 points below standard in English Language Arts (ELA), representing a 7-point increase from the previous year and an improvement from the orange to yellow dashboard indicator. While English Learners also demonstrated significant growth, improving 14.5 points from the previous year and moving from a red to orange dashboard indicator, they remained 73.3 points below standard. Socioeconomically disadvantaged students improved 6.5 points and moved from orange to yellow, but remained 60.6 points below standard. Long-Term English Learners maintained performance at 100.2 points below standard and remained in the red dashboard	All students learn at different levels, at different speeds and have varying needs. This MTSS model of support allows a team of admin, teachers, counselors, psychologists and support staff to decide on the specific needs of a student who is not showing growth. This action will provide staffing, programs, materials and professional development sufficient to a Multi-Tiered System of Support (MTSS) program that serves students at all three tiers. This would include our primary Tier II intervention system in the elementary schools addressing early literacy. Students are assessed using a screener and those that qualify are then assessed using a diagnostic that places them into targeted intervention groups intended to improve decoding, fluency and comprehension.	This action will be measured for effectiveness using CAASPP and local benchmark data in ELA and Math scores.

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
	indicator, demonstrating that this student group continues to require intensive support. In mathematics, all students scored 69.8 points below standard, reflecting a 5.1-point increase from the prior year. English Learners demonstrated substantial growth, improving 9.9 points and moving from a red to yellow dashboard indicator. Long-Term English Learners improved by 8.6 points and moved from red to orange. Socioeconomically disadvantaged students improved by 4.5 points and maintained a yellow dashboard indicator. Despite these positive gains, all unduplicated student groups continue to perform below the level of all students, indicating that achievement gaps persist even as student performance improves. Additional local assessment data from NWEA MAP Growth continues to reflect similar trends. While many unduplicated students are demonstrating growth and improvement, achievement levels remain below those of the overall student population, particularly for English Learners and Long-Term English Learners. At the same time, district growth measures provide encouraging evidence that instructional supports are having a positive impact. In ELA, English Learners, socioeconomically disadvantaged students, and Long-Term English Learners all demonstrated growth from the prior year, while in mathematics all three groups also showed measurable improvement. Additionally, CESD's English Learner Progress Indicator		

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
	demonstrated one of the district's greatest successes, with 55.5% of English Learners making progress toward English proficiency, exceeding the state average and earning the highest dashboard indicator of blue. Although achievement gaps remain, the district's 2025 data demonstrates that unduplicated students are making meaningful progress. To continue accelerating achievement and reducing performance gaps, CESD will utilize supplemental and concentration funds to provide actions and services specifically designed to meet the academic, social-emotional, language acquisition, and engagement needs of unduplicated pupils. To close these achievement gaps, we are allocating supplemental and concentration funds to actions and services that are specifically designed to meet the needs of unduplicated pupils. There is a need to align the work being accomplished through the multi-tiered systems of support to ensure that all unduplicated students who are in need of additional supports for instruction are receiving them and that they are specific to that student. **Scope:** LEA-wide		
1.8	**Action:** 6203	This action will provide technology to every unduplicated student and to ensure the classroom	This goal will be measured for effectiveness using

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
	Instructional and Operational Technology **Need:** State assessment data demonstrates that while Chowchilla Elementary School District continues to make positive academic gains, achievement gaps remain between all students and the unduplicated student groups we serve, particularly English Learners (EL), Long-Term English Learners (LTEL), and socioeconomically disadvantaged (SED) students. These gaps highlight the continued need for targeted actions and services designed to accelerate learning and improve outcomes for our highest-need students. According to the 2025 California Dashboard, all students in CESD scored 52.8 points below standard in English Language Arts (ELA), representing a 7-point increase from the previous year and an improvement from the orange to yellow dashboard indicator. While English Learners also demonstrated significant growth, improving 14.5 points from the previous year and moving from a red to orange dashboard indicator, they remained 73.3 points below standard. Socioeconomically disadvantaged students improved 6.5 points and moved from orange to yellow, but remained 60.6 points below standard. Long-Term English Learners maintained performance at 100.2 points below standard and remained in the red dashboard indicator, demonstrating that this student group continues to require intensive support.	is also equipped with the necessary technology to model and teach students. While this action is principally directed towards the needs of unduplicated students, all CESD students may benefit.	CAASPP ELA and Math scores and local benchmark 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
	In mathematics, all students scored 69.8 points below standard, reflecting a 5.1-point increase from the prior year. English Learners demonstrated substantial growth, improving 9.9 points and moving from a red to yellow dashboard indicator. Long-Term English Learners improved by 8.6 points and moved from red to orange. Socioeconomically disadvantaged students improved by 4.5 points and maintained a yellow dashboard indicator. Despite these positive gains, all unduplicated student groups continue to perform below the level of all students, indicating that achievement gaps persist even as student performance improves. Additional local assessment data from NWEA MAP Growth continues to reflect similar trends. While many unduplicated students are demonstrating growth and improvement, achievement levels remain below those of the overall student population, particularly for English Learners and Long-Term English Learners. At the same time, district growth measures provide encouraging evidence that instructional supports are having a positive impact. In ELA, English Learners, socioeconomically disadvantaged students, and Long-Term English Learners all demonstrated growth from the prior year, while in mathematics all three groups also showed measurable improvement. Additionally, CESD's English Learner Progress Indicator demonstrated one of the district's greatest successes, with 55.5% of English Learners making progress toward English proficiency,		

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
	exceeding the state average and earning the highest dashboard indicator of blue. Although achievement gaps remain, the district's 2025 data demonstrates that unduplicated students are making meaningful progress. To continue accelerating achievement and reducing performance gaps, CESD will utilize supplemental and concentration funds to provide actions and services specifically designed to meet the academic, social-emotional, language acquisition, and engagement needs of unduplicated pupils. To close these achievement gaps, we are allocating supplemental and concentration funds to actions and services that are specifically designed to meet the needs of unduplicated pupils. **Scope:** LEA-wide		
2.1	**Action:** 6216 Partnerships with Families and Community **Need:** State Dashboard data demonstrates that CESD's unduplicated student groups continue to face unique barriers that can impact student achievement, attendance, and engagement. At the same time, the 2025 Dashboard reflects significant progress in reducing chronic absenteeism among many of our unduplicated	This action will provide activities and events to partner with families to increase student engagement in school. The goal will be to build a positive culture and build relationships that will allow families to be a part of the team. This year the District will start in-person family nights once again. The money budgeted to this action will be used to purchase supplies for the events, pay staff blue sheet for working at the events, provide families with educational resources and pay for outside presenters or vendors to assist in these events.	This action will be measured for effectiveness using the chronic absentee rate and suspension rate of students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	student groups, demonstrating the positive impact of targeted attendance supports, family outreach, and student engagement efforts. According to the 2025 California Dashboard, the chronic absenteeism rate for all students in CESD was 11.3%, representing a 3.9% decline from the previous year and remaining significantly below the state average of 17.1%. English Learners demonstrated particularly strong attendance outcomes, with a chronic absenteeism rate of only 7.2%, a decline of 4.5% from the prior year, resulting in movement from a yellow to green dashboard indicator. Long-Term English Learners also maintained strong attendance outcomes at 8.8% chronically absent and remained in the green dashboard indicator. Socioeconomically disadvantaged students improved to 12.2% chronically absent, reflecting a 3.8% decline from the previous year. Foster youth demonstrated one of the largest improvements districtwide, declining by 11.9% to a chronic absenteeism rate of 25.6%. Although foster youth remain above the district average, the substantial reduction demonstrates the effectiveness of targeted supports and interventions for this student group. These outcomes demonstrate that the district's attendance initiatives are helping improve student engagement and reduce barriers to school attendance. While several unduplicated student groups now perform at or near the district average, continued efforts are needed to sustain and further improve attendance		

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
	outcomes, particularly among socioeconomically disadvantaged students and foster youth. Strong family partnerships remain critical to maintaining positive attendance patterns and ensuring students are consistently engaged in learning. Increased attendance provides students with greater access to instruction, intervention services, and enrichment opportunities, all of which contribute to improved academic outcomes. The 2025 Dashboard also reflects an area of continued focus for the district related to student behavior and suspension rates. The overall suspension rate for CESD increased to 4.3%, compared to 4.5% for socioeconomically disadvantaged students, 3.7% for English Learners, 8.8% for Long-Term English Learners, and 17.4% for foster youth. While suspension rates increased for several student groups during 2025, the district recognizes this data as an opportunity to strengthen behavioral supports, restorative practices, social-emotional learning, and family engagement efforts. The district remains committed to proactively supporting students through positive behavior interventions and relationship-centered approaches designed to reduce suspensions and improve student outcomes. To continue building upon the positive attendance gains made by unduplicated student groups while addressing behavioral needs, CESD will maintain a strong focus on family engagement, attendance outreach,		

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	student incentives, restorative practices, and proactive intervention systems. These efforts are designed to ensure students remain connected to school, engaged in learning, and positioned for academic success. These actions have shown a positive impact and continue to demonstrate progress toward closing the achievement gap, especially in areas of attendance and suspension, for our unduplicated student groups. **Scope:** LEA-wide		
2.2	**Action:** 6302 Health Aides **Need:** State Dashboard data demonstrates that CESD's unduplicated student groups continue to face unique barriers that can impact student achievement, attendance, and engagement. At the same time, the 2025 Dashboard reflects significant progress in reducing chronic absenteeism among many of our unduplicated student groups, demonstrating the positive impact of targeted attendance supports, family outreach, and student engagement efforts. According to the 2025 California Dashboard, the chronic absenteeism rate for all students in CESD was 11.3%, representing a 3.9% decline from the previous year and remaining significantly below the state average of 17.1%.	This action will provide basic health supports to families on a daily basis, as needed, to families to provide information and to assist their students in returning to school as soon as possible to resume their learning. Many of our families keep students home for extended periods of time due to the inability to transport their child to a doctor or the lack of finances to pay a doctor bill. This action provides families someone to talk to and receive low level medical support. The district will additionally purchase a virtual doctor portal that will provide medical doctor support to our families from school or home. This will allow families to have instant access to medication needs or advice that will allow them to either remain in school or return to school at a faster rate.	This action will be measured for effectiveness using the chronic absentee rate of students.

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	English Learners demonstrated particularly strong attendance outcomes, with a chronic absenteeism rate of only 7.2%, a decline of 4.5% from the prior year, resulting in movement from a yellow to green dashboard indicator. Long-Term English Learners also maintained strong attendance outcomes at 8.8% chronically absent and remained in the green dashboard indicator. Socioeconomically disadvantaged students improved to 12.2% chronically absent, reflecting a 3.8% decline from the previous year. Foster youth demonstrated one of the largest improvements districtwide, declining by 11.9% to a chronic absenteeism rate of 25.6%. Although foster youth remain above the district average, the substantial reduction demonstrates the effectiveness of targeted supports and interventions for this student group. These outcomes demonstrate that the district's attendance initiatives are helping improve student engagement and reduce barriers to school attendance. While several unduplicated student groups now perform at or near the district average, continued efforts are needed to sustain and further improve attendance outcomes, particularly among socioeconomically disadvantaged students and foster youth. Strong family partnerships remain critical to maintaining positive attendance patterns and ensuring students are consistently engaged in learning. Increased attendance provides students with greater access to instruction, intervention services,		

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	and enrichment opportunities, all of which contribute to improved academic outcomes. The 2025 Dashboard also reflects an area of continued focus for the district related to student behavior and suspension rates. The overall suspension rate for CESD increased to 4.3%, compared to 4.5% for socioeconomically disadvantaged students, 3.7% for English Learners, 8.8% for Long-Term English Learners, and 17.4% for foster youth. While suspension rates increased for several student groups during 2025, the district recognizes this data as an opportunity to strengthen behavioral supports, restorative practices, social-emotional learning, and family engagement efforts. The district remains committed to proactively supporting students through positive behavior interventions and relationship-centered approaches designed to reduce suspensions and improve student outcomes. To continue building upon the positive attendance gains made by unduplicated student groups while addressing behavioral needs, CESD will maintain a strong focus on family engagement, attendance outreach, student incentives, restorative practices, and proactive intervention systems. These efforts are designed to ensure students remain connected to school, engaged in learning, and positioned for academic success. These actions have shown a positive impact and continue to demonstrate progress toward		

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	closing the achievement gap, especially in areas of attendance and suspension, for our unduplicated student groups. **Scope:** LEA-wide		
2.3	**Action:** 6304 Counseling and Social Emotional Supports **Need:** State Dashboard data demonstrates that CESD's unduplicated student groups continue to face unique barriers that can impact student achievement, attendance, and engagement. At the same time, the 2025 Dashboard reflects significant progress in reducing chronic absenteeism among many of our unduplicated student groups, demonstrating the positive impact of targeted attendance supports, family outreach, and student engagement efforts. According to the 2025 California Dashboard, the chronic absenteeism rate for all students in CESD was 11.3%, representing a 3.9% decline from the previous year and remaining significantly below the state average of 17.1%. English Learners demonstrated particularly strong attendance outcomes, with a chronic absenteeism rate of only 7.2%, a decline of 4.5% from the prior year, resulting in movement from a yellow to green dashboard indicator. Long-Term English Learners also maintained strong attendance outcomes at 8.8% chronically absent and remained in the	This action provides one counselor at each school site to provide services to students as well as social-emotional instruction. Our unduplicated families to not have the finances or transportation to take their children to see an outside counselor for mental health supports. Additional counselors on school sites allows more students to receive services to support their mental health or have someone to talk to when there is an incident in which they need to talk to someone for support.	This action will be measured for effectiveness using the chronic absentee rate and suspension rate of students.

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	green dashboard indicator. Socioeconomically disadvantaged students improved to 12.2% chronically absent, reflecting a 3.8% decline from the previous year. Foster youth demonstrated one of the largest improvements districtwide, declining by 11.9% to a chronic absenteeism rate of 25.6%. Although foster youth remain above the district average, the substantial reduction demonstrates the effectiveness of targeted supports and interventions for this student group. These outcomes demonstrate that the district's attendance initiatives are helping improve student engagement and reduce barriers to school attendance. While several unduplicated student groups now perform at or near the district average, continued efforts are needed to sustain and further improve attendance outcomes, particularly among socioeconomically disadvantaged students and foster youth. Strong family partnerships remain critical to maintaining positive attendance patterns and ensuring students are consistently engaged in learning. Increased attendance provides students with greater access to instruction, intervention services, and enrichment opportunities, all of which contribute to improved academic outcomes. The 2025 Dashboard also reflects an area of continued focus for the district related to student behavior and suspension rates. The overall suspension rate for CESD increased to 4.3%, compared to 4.5% for socioeconomically disadvantaged students,		

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	3.7% for English Learners, 8.8% for Long-Term English Learners, and 17.4% for foster youth. While suspension rates increased for several student groups during 2025, the district recognizes this data as an opportunity to strengthen behavioral supports, restorative practices, social-emotional learning, and family engagement efforts. The district remains committed to proactively supporting students through positive behavior interventions and relationship-centered approaches designed to reduce suspensions and improve student outcomes. To continue building upon the positive attendance gains made by unduplicated student groups while addressing behavioral needs, CESD will maintain a strong focus on family engagement, attendance outreach, student incentives, restorative practices, and proactive intervention systems. These efforts are designed to ensure students remain connected to school, engaged in learning, and positioned for academic success. These actions have shown a positive impact and continue to demonstrate progress toward closing the achievement gap, especially in areas of attendance and suspension, for our unduplicated student groups. **Scope:** LEA-wide		
2.4	**Action:** 6305	This action will provide students classes such as, but not limited to, cooking, photography, art,	This action will be measured for

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	Electives, Interest Clubs and Engaging Activities **Need:** State Dashboard data demonstrates that CESD's unduplicated student groups continue to face unique barriers that can impact student achievement, attendance, and engagement. At the same time, the 2025 Dashboard reflects significant progress in reducing chronic absenteeism among many of our unduplicated student groups, demonstrating the positive impact of targeted attendance supports, family outreach, and student engagement efforts. According to the 2025 California Dashboard, the chronic absenteeism rate for all students in CESD was 11.3%, representing a 3.9% decline from the previous year and remaining significantly below the state average of 17.1%. English Learners demonstrated particularly strong attendance outcomes, with a chronic absenteeism rate of only 7.2%, a decline of 4.5% from the prior year, resulting in movement from a yellow to green dashboard indicator. Long-Term English Learners also maintained strong attendance outcomes at 8.8% chronically absent and remained in the green dashboard indicator. Socioeconomically disadvantaged students improved to 12.2% chronically absent, reflecting a 3.8% decline from the previous year. Foster youth demonstrated one of the largest improvements districtwide, declining by 11.9% to a chronic absenteeism rate of 25.6%. Although foster youth remain above the district average, the	strategy games, painting, STEAM, sports, digital music and golf (small sample of class opportunities). While this action is principally directed towards the needs of unduplicated students, all CESD students may benefit.	effectiveness using the chronic absentee rate of students.

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	substantial reduction demonstrates the effectiveness of targeted supports and interventions for this student group. These outcomes demonstrate that the district's attendance initiatives are helping improve student engagement and reduce barriers to school attendance. While several unduplicated student groups now perform at or near the district average, continued efforts are needed to sustain and further improve attendance outcomes, particularly among socioeconomically disadvantaged students and foster youth. Strong family partnerships remain critical to maintaining positive attendance patterns and ensuring students are consistently engaged in learning. Increased attendance provides students with greater access to instruction, intervention services, and enrichment opportunities, all of which contribute to improved academic outcomes. The 2025 Dashboard also reflects an area of continued focus for the district related to student behavior and suspension rates. The overall suspension rate for CESD increased to 4.3%, compared to 4.5% for socioeconomically disadvantaged students, 3.7% for English Learners, 8.8% for Long-Term English Learners, and 17.4% for foster youth. While suspension rates increased for several student groups during 2025, the district recognizes this data as an opportunity to strengthen behavioral supports, restorative practices, social-emotional learning, and family engagement efforts. The district remains		

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	committed to proactively supporting students through positive behavior interventions and relationship-centered approaches designed to reduce suspensions and improve student outcomes. To continue building upon the positive attendance gains made by unduplicated student groups while addressing behavioral needs, CESD will maintain a strong focus on family engagement, attendance outreach, student incentives, restorative practices, and proactive intervention systems. These efforts are designed to ensure students remain connected to school, engaged in learning, and positioned for academic success. These actions have shown a positive impact and continue to demonstrate progress toward closing the achievement gap, especially in areas of attendance and suspension, for our unduplicated student groups. There is a need to provide opportunities for students to increase their engagement and social-emotional well being through interest clubs and elective opportunities. Parent and student survey data shows that one of the key factors students come to school for are these types of classes and activities. Unduplicated students in the small rural community of Chowchilla rarely have opportunities to leave the area to participate in activities above and beyond the educational day. Interest clubs and electives offer opportunities for students to		

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	learn and engage in school in other meaningful ways. **Scope:** LEA-wide		
2.5	**Action:** 6306 Engagement Incentives **Need:** State Dashboard data demonstrates that CESD's unduplicated student groups continue to face unique barriers that can impact student achievement, attendance, and engagement. At the same time, the 2025 Dashboard reflects significant progress in reducing chronic absenteeism among many of our unduplicated student groups, demonstrating the positive impact of targeted attendance supports, family outreach, and student engagement efforts. According to the 2025 California Dashboard, the chronic absenteeism rate for all students in CESD was 11.3%, representing a 3.9% decline from the previous year and remaining significantly below the state average of 17.1%. English Learners demonstrated particularly strong attendance outcomes, with a chronic absenteeism rate of only 7.2%, a decline of 4.5% from the prior year, resulting in movement from a yellow to green dashboard indicator. Long-Term English Learners also maintained strong attendance outcomes at 8.8% chronically absent and remained in the green dashboard indicator. Socioeconomically	This action will provide incentives to students who are meeting the goals for behavior and attendance. It will also provide incentives to students who are currently not meeting the requirement to empower them to make growth towards a new goal. While this action is principally directed towards the needs of unduplicated students, all CESD students may benefit.	This action will be measured for effectiveness using the chronic absentee rate and suspension rate of students.

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	disadvantaged students improved to 12.2% chronically absent, reflecting a 3.8% decline from the previous year. Foster youth demonstrated one of the largest improvements districtwide, declining by 11.9% to a chronic absenteeism rate of 25.6%. Although foster youth remain above the district average, the substantial reduction demonstrates the effectiveness of targeted supports and interventions for this student group. These outcomes demonstrate that the district's attendance initiatives are helping improve student engagement and reduce barriers to school attendance. While several unduplicated student groups now perform at or near the district average, continued efforts are needed to sustain and further improve attendance outcomes, particularly among socioeconomically disadvantaged students and foster youth. Strong family partnerships remain critical to maintaining positive attendance patterns and ensuring students are consistently engaged in learning. Increased attendance provides students with greater access to instruction, intervention services, and enrichment opportunities, all of which contribute to improved academic outcomes. The 2025 Dashboard also reflects an area of continued focus for the district related to student behavior and suspension rates. The overall suspension rate for CESD increased to 4.3%, compared to 4.5% for socioeconomically disadvantaged students, 3.7% for English Learners, 8.8% for Long-		

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	Term English Learners, and 17.4% for foster youth. While suspension rates increased for several student groups during 2025, the district recognizes this data as an opportunity to strengthen behavioral supports, restorative practices, social-emotional learning, and family engagement efforts. The district remains committed to proactively supporting students through positive behavior interventions and relationship-centered approaches designed to reduce suspensions and improve student outcomes. To continue building upon the positive attendance gains made by unduplicated student groups while addressing behavioral needs, CESD will maintain a strong focus on family engagement, attendance outreach, student incentives, restorative practices, and proactive intervention systems. These efforts are designed to ensure students remain connected to school, engaged in learning, and positioned for academic success. These actions have shown a positive impact and continue to demonstrate progress toward closing the achievement gap, especially in areas of attendance and suspension, for our unduplicated student groups. There is a need to support our unduplicated student groups in being more engaged and motivated to attend school. Many of our students have informally reported to their teachers that is doesn't matter if they go to school, or that their parents don't care if they		

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	stay home for a day here or there. These incentives have shown to motivate and engage students in school, therefore increasing their attendance rates and lowering incidents of suspension and referrals. **Scope:** LEA-wide		
2.6	**Action:** 6307 Positive Behavior Intervention and Supports **Need:** State Dashboard data demonstrates that CESD's unduplicated student groups continue to face unique barriers that can impact student achievement, attendance, and engagement. At the same time, the 2025 Dashboard reflects significant progress in reducing chronic absenteeism among many of our unduplicated student groups, demonstrating the positive impact of targeted attendance supports, family outreach, and student engagement efforts. According to the 2025 California Dashboard, the chronic absenteeism rate for all students in CESD was 11.3%, representing a 3.9% decline from the previous year and remaining significantly below the state average of 17.1%. English Learners demonstrated particularly strong attendance outcomes, with a chronic absenteeism rate of only 7.2%, a decline of 4.5% from the prior year, resulting in movement from a yellow to green dashboard indicator. Long-Term English Learners also	This action will allow educators to utilize evidence-based practices to establish predictable, positive, effective, and equitable teaching and learning environments where all unduplicated students can receive the level of support at any tier (1,2,3) . The PBIS team will analyze data monthly and teach specific lessons to unduplicated students around topics that show up in the data as an issue that is causing discipline occurrences. This system focuses on preventative strategies instead of reactive. Data shows that our unduplicated students are at higher risk of behavior incidents at school. This action will focus on teaching and re-teaching appropriate school behaviors that students may not have ever learned rather than punitive actions for an incident. Without teaching and/or reteaching the appropriate behavior our unduplicated students have repeated incidents of the same nature that PBIS will work to minimize.	This action will be measured for effectiveness using the suspension rate of students.

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	maintained strong attendance outcomes at 8.8% chronically absent and remained in the green dashboard indicator. Socioeconomically disadvantaged students improved to 12.2% chronically absent, reflecting a 3.8% decline from the previous year. Foster youth demonstrated one of the largest improvements districtwide, declining by 11.9% to a chronic absenteeism rate of 25.6%. Although foster youth remain above the district average, the substantial reduction demonstrates the effectiveness of targeted supports and interventions for this student group. These outcomes demonstrate that the district's attendance initiatives are helping improve student engagement and reduce barriers to school attendance. While several unduplicated student groups now perform at or near the district average, continued efforts are needed to sustain and further improve attendance outcomes, particularly among socioeconomically disadvantaged students and foster youth. Strong family partnerships remain critical to maintaining positive attendance patterns and ensuring students are consistently engaged in learning. Increased attendance provides students with greater access to instruction, intervention services, and enrichment opportunities, all of which contribute to improved academic outcomes. The 2025 Dashboard also reflects an area of continued focus for the district related to student behavior and suspension rates. The overall suspension rate for CESD increased to		

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	incidents on campus. There is also a need to ensure students are being retaught behaviors as necessary to support them through positive interactions prior to assigning disciplinary consequences. **Scope:** LEA-wide		
2.7	**Action:** 6309 Attendance supports, Clothing Closet and Basic Supplies **Need:** State Dashboard data demonstrates that CESD's unduplicated student groups continue to face unique barriers that can impact student achievement, attendance, and engagement. At the same time, the 2025 Dashboard reflects significant progress in reducing chronic absenteeism among many of our unduplicated student groups, demonstrating the positive impact of targeted attendance supports, family outreach, and student engagement efforts. According to the 2025 California Dashboard, the chronic absenteeism rate for all students in CESD was 11.3%, representing a 3.9% decline from the previous year and remaining significantly below the state average of 17.1%. English Learners demonstrated particularly strong attendance outcomes, with a chronic absenteeism rate of only 7.2%, a decline of 4.5% from the prior year, resulting in movement from a yellow to green dashboard	This action will ensure that the basic needs of our unduplicated students are met to allow them to come to school each day without the stress of standing out or looking different than their peers. This action may provide, but is not limited to, basic clothing necessities, school supplies, eye glasses or transportation assistance to ensure they are able to come to school each day and focus on their learning.	This action will be measured for effectiveness using the chronic absentee rates of unduplicated students.

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	indicator. Long-Term English Learners also maintained strong attendance outcomes at 8.8% chronically absent and remained in the green dashboard indicator. Socioeconomically disadvantaged students improved to 12.2% chronically absent, reflecting a 3.8% decline from the previous year. Foster youth demonstrated one of the largest improvements districtwide, declining by 11.9% to a chronic absenteeism rate of 25.6%. Although foster youth remain above the district average, the substantial reduction demonstrates the effectiveness of targeted supports and interventions for this student group. These outcomes demonstrate that the district's attendance initiatives are helping improve student engagement and reduce barriers to school attendance. While several unduplicated student groups now perform at or near the district average, continued efforts are needed to sustain and further improve attendance outcomes, particularly among socioeconomically disadvantaged students and foster youth. Strong family partnerships remain critical to maintaining positive attendance patterns and ensuring students are consistently engaged in learning. Increased attendance provides students with greater access to instruction, intervention services, and enrichment opportunities, all of which contribute to improved academic outcomes. The 2025 Dashboard also reflects an area of continued focus for the district related to student behavior and suspension rates. The		

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	overall suspension rate for CESD increased to 4.3%, compared to 4.5% for socioeconomically disadvantaged students, 3.7% for English Learners, 8.8% for Long-Term English Learners, and 17.4% for foster youth. While suspension rates increased for several student groups during 2025, the district recognizes this data as an opportunity to strengthen behavioral supports, restorative practices, social-emotional learning, and family engagement efforts. The district remains committed to proactively supporting students through positive behavior interventions and relationship-centered approaches designed to reduce suspensions and improve student outcomes. To continue building upon the positive attendance gains made by unduplicated student groups while addressing behavioral needs, CESD will maintain a strong focus on family engagement, attendance outreach, student incentives, restorative practices, and proactive intervention systems. These efforts are designed to ensure students remain connected to school, engaged in learning, and positioned for academic success. These actions have shown a positive impact and continue to demonstrate progress toward closing the achievement gap, especially in areas of attendance and suspension, for our unduplicated student groups. Due to Chowchilla Elementary School District being 90% unduplicated, there is a need to		

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	ensure that our unduplicated students have their basic needs met to allow them to focus on their learning and to remove any barriers that create a difference between them and All students. **Scope:** LEA-wide		
2.8	**Action:** 6209 Welcoming, safe, culturally responsive learning environment **Need:** State Dashboard data demonstrates that CESD's unduplicated student groups continue to face unique barriers that can impact student achievement, attendance, and engagement. At the same time, the 2025 Dashboard reflects significant progress in reducing chronic absenteeism among many of our unduplicated student groups, demonstrating the positive impact of targeted attendance supports, family outreach, and student engagement efforts. According to the 2025 California Dashboard, the chronic absenteeism rate for all students in CESD was 11.3%, representing a 3.9% decline from the previous year and remaining significantly below the state average of 17.1%. English Learners demonstrated particularly strong attendance outcomes, with a chronic absenteeism rate of only 7.2%, a decline of 4.5% from the prior year, resulting in movement from a yellow to green dashboard	This action will provide materials and improvements, above base that create a safe and welcoming environment to ensure students, families and community are confident in coming to our schools each day. These items can include, but are not limited to, banners, furniture, school engagement projects and supplies.	This action will be measured for effectiveness using the chronic absentee rate and suspension rate of unduplicated students.

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	indicator. Long-Term English Learners also maintained strong attendance outcomes at 8.8% chronically absent and remained in the green dashboard indicator. Socioeconomically disadvantaged students improved to 12.2% chronically absent, reflecting a 3.8% decline from the previous year. Foster youth demonstrated one of the largest improvements districtwide, declining by 11.9% to a chronic absenteeism rate of 25.6%. Although foster youth remain above the district average, the substantial reduction demonstrates the effectiveness of targeted supports and interventions for this student group. These outcomes demonstrate that the district's attendance initiatives are helping improve student engagement and reduce barriers to school attendance. While several unduplicated student groups now perform at or near the district average, continued efforts are needed to sustain and further improve attendance outcomes, particularly among socioeconomically disadvantaged students and foster youth. Strong family partnerships remain critical to maintaining positive attendance patterns and ensuring students are consistently engaged in learning. Increased attendance provides students with greater access to instruction, intervention services, and enrichment opportunities, all of which contribute to improved academic outcomes. The 2025 Dashboard also reflects an area of continued focus for the district related to student behavior and suspension rates. The		

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	feel safe and welcome at school and to remove any barriers that cause them to feel unsafe. Culturally responsive environments in schools can help students feel safe, seen and understood, and can lead to better academic performance as well as higher attendance rates. A safe and welcoming environment at school is important for student to feel comfortable, learn and succeed. It can also help prevent bullying and promote social and emotional learning. This will ensure that all students feel that school is a place they are cared about and valued of who they are. **Scope:** LEA-wide		
2.9	**Action:** 6110 STEAM Instruction **Need:** State Dashboard data demonstrates that CESD's unduplicated student groups continue to face unique barriers that can impact student achievement, attendance, and engagement. At the same time, the 2025 Dashboard reflects significant progress in reducing chronic absenteeism among many of our unduplicated student groups, demonstrating the positive impact of targeted attendance supports, family outreach, and student engagement efforts. According to the 2025 California Dashboard, the chronic absenteeism rate for all students in CESD was 11.3%, representing a 3.9%	This action will provide unduplicated students, in grades 3-8, STEAM instruction from a designated teacher as well as the necessary tools, materials and supplies.	This action will be measured for effectiveness using the chronic absentee rate, suspension rate, and CAST scores of unduplicated students.

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	decline from the previous year and remaining significantly below the state average of 17.1%. English Learners demonstrated particularly strong attendance outcomes, with a chronic absenteeism rate of only 7.2%, a decline of 4.5% from the prior year, resulting in movement from a yellow to green dashboard indicator. Long-Term English Learners also maintained strong attendance outcomes at 8.8% chronically absent and remained in the green dashboard indicator. Socioeconomically disadvantaged students improved to 12.2% chronically absent, reflecting a 3.8% decline from the previous year. Foster youth demonstrated one of the largest improvements districtwide, declining by 11.9% to a chronic absenteeism rate of 25.6%. Although foster youth remain above the district average, the substantial reduction demonstrates the effectiveness of targeted supports and interventions for this student group. These outcomes demonstrate that the district's attendance initiatives are helping improve student engagement and reduce barriers to school attendance. While several unduplicated student groups now perform at or near the district average, continued efforts are needed to sustain and further improve attendance outcomes, particularly among socioeconomically disadvantaged students and foster youth. Strong family partnerships remain critical to maintaining positive attendance patterns and ensuring students are consistently engaged in learning. Increased attendance provides students with greater		

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	access to instruction, intervention services, and enrichment opportunities, all of which contribute to improved academic outcomes. The 2025 Dashboard also reflects an area of continued focus for the district related to student behavior and suspension rates. The overall suspension rate for CESD increased to 4.3%, compared to 4.5% for socioeconomically disadvantaged students, 3.7% for English Learners, 8.8% for Long-Term English Learners, and 17.4% for foster youth. While suspension rates increased for several student groups during 2025, the district recognizes this data as an opportunity to strengthen behavioral supports, restorative practices, social-emotional learning, and family engagement efforts. The district remains committed to proactively supporting students through positive behavior interventions and relationship-centered approaches designed to reduce suspensions and improve student outcomes. To continue building upon the positive attendance gains made by unduplicated student groups while addressing behavioral needs, CESD will maintain a strong focus on family engagement, attendance outreach, student incentives, restorative practices, and proactive intervention systems. These efforts are designed to ensure students remain connected to school, engaged in learning, and positioned for academic success.		

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	These actions have shown a positive impact and continue to demonstrate progress toward closing the achievement gap, especially in areas of attendance and suspension, for our unduplicated student groups. There is a need to ensure our unduplicated student groups are engaged in school for attendance, behavior and learning outcomes. Students must be engaged in their learning and enjoy school to ensure they are learning at the highest level. Students enjoy working collaboratively, learning about science and working in a hands-on environment. Educational partner input showed that unduplicated students felt STEAM instruction was highly engaging, hands-on learning, that was their favorite part of the day and one of the top reasons students want to come to school. This method of instruction also addresses multiple modalities of learning and allows students to use metacognitive skills. Therefore, STEAM is serving the primary purpose of engaging unduplicated students in school to decrease chronic absentee rates and increase the overall attendance rate. **Scope:** Schoolwide		
2.11	**Action:** 6207 Attendance Mentors **Need:**	This action will provide a specific plan for any EL students struggling with attendance. The plan will be written with the family to ensure a true partnership. This plan will give families a safe person to come to when they need assistance in getting their child to school for any reason.	This action will be measured for effectiveness using chronic absentee rates.

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	State Dashboard data demonstrates that CESD's unduplicated student groups continue to face unique barriers that can impact student achievement, attendance, and engagement. At the same time, the 2025 Dashboard reflects significant progress in reducing chronic absenteeism among many of our unduplicated student groups, demonstrating the positive impact of targeted attendance supports, family outreach, and student engagement efforts. According to the 2025 California Dashboard, the chronic absenteeism rate for all students in CESD was 11.3%, representing a 3.9% decline from the previous year and remaining significantly below the state average of 17.1%. English Learners demonstrated particularly strong attendance outcomes, with a chronic absenteeism rate of only 7.2%, a decline of 4.5% from the prior year, resulting in movement from a yellow to green dashboard indicator. Long-Term English Learners also maintained strong attendance outcomes at 8.8% chronically absent and remained in the green dashboard indicator. Socioeconomically disadvantaged students improved to 12.2% chronically absent, reflecting a 3.8% decline from the previous year. Foster youth demonstrated one of the largest improvements districtwide, declining by 11.9% to a chronic absenteeism rate of 25.6%. Although foster youth remain above the district average, the substantial reduction demonstrates the effectiveness of targeted supports and interventions for this student group.		

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
	These outcomes demonstrate that the district's attendance initiatives are helping improve student engagement and reduce barriers to school attendance. While several unduplicated student groups now perform at or near the district average, continued efforts are needed to sustain and further improve attendance outcomes, particularly among socioeconomically disadvantaged students and foster youth. Strong family partnerships remain critical to maintaining positive attendance patterns and ensuring students are consistently engaged in learning. Increased attendance provides students with greater access to instruction, intervention services, and enrichment opportunities, all of which contribute to improved academic outcomes. The 2025 Dashboard also reflects an area of continued focus for the district related to student behavior and suspension rates. The overall suspension rate for CESD increased to 4.3%, compared to 4.5% for socioeconomically disadvantaged students, 3.7% for English Learners, 8.8% for Long-Term English Learners, and 17.4% for foster youth. While suspension rates increased for several student groups during 2025, the district recognizes this data as an opportunity to strengthen behavioral supports, restorative practices, social-emotional learning, and family engagement efforts. The district remains committed to proactively supporting students through positive behavior interventions and relationship-centered approaches designed to		

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	reduce suspensions and improve student outcomes. To continue building upon the positive attendance gains made by unduplicated student groups while addressing behavioral needs, CESD will maintain a strong focus on family engagement, attendance outreach, student incentives, restorative practices, and proactive intervention systems. These efforts are designed to ensure students remain connected to school, engaged in learning, and positioned for academic success. These actions have shown a positive impact and continue to demonstrate progress toward closing the achievement gap, especially in areas of attendance and suspension, for our unduplicated student groups. There is a need at Stephens Elementary school to to implement an attendance plan for English learners due to a red indicator on the dashboard in 2023. Data at Stephens for English learners showed that they were 29.9% chronically absent in 2022-2023 and 30% chronically absent in 2021-2022. **Scope:** Schoolwide		
3.1	**Action:** 6201 Collaborative Data Teams-PLC **Need:**	This action will provide additional time, materials, supplies, and supports to ensure teams can meet to complete this work and have the necessary tools to complete each learning cycle.	This goal will be measured for effectiveness using CAASPP ELA and Math scores and local benchmark data of our unduplicated students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	To continue accelerating achievement for our unduplicated student groups, it is critical that Chowchilla Elementary School District recruit, retain, and continuously develop highly qualified staff. In the rural setting of Chowchilla, California, maintaining a high-quality educator workforce presents unique challenges due to limited access to professional networks, professional learning opportunities, and candidate pools. Ensuring that educators are not only highly qualified but also supported through structured mentoring, coaching, collaboration, and ongoing professional learning is essential to providing equitable educational opportunities and improving outcomes for our unduplicated pupils. Recent state assessment data demonstrates both the progress that has been made and the continued need for targeted instructional support. According to the 2025 California Dashboard, all students scored 52.8 points below standard in English Language Arts (ELA), while English Learners scored 73.3 points below standard and socioeconomically disadvantaged students scored 60.6 points below standard. Although achievement gaps remain, both student groups demonstrated meaningful growth from the previous year. English Learners improved by 14.5 points and moved from a red to orange dashboard indicator, while socioeconomically disadvantaged students improved by 6.5 points and moved from orange to yellow. In mathematics, all students scored 69.8 points		

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	below standard, while English Learners scored 92.7 points below standard and socioeconomically disadvantaged students scored 77 points below standard. English Learners improved by 9.9 points and moved from a red to yellow dashboard indicator, while socioeconomically disadvantaged students improved by 4.5 points. These gains demonstrate that district instructional initiatives are producing positive outcomes while also highlighting the continued need for highly skilled educators who can provide targeted instruction and intervention for students who remain below standard. Additional data further demonstrates the importance of investing in staff capacity. The English Learner Progress Indicator (ELPI) represented one of the district's greatest successes during 2025. A total of 55.5% of English Learners made progress toward English proficiency, representing a 12.3 percentage point increase from the previous year and moving the district from a yellow to blue dashboard indicator, the highest performance level possible. Long-Term English Learners also demonstrated exceptional success, with 62.5% making progress toward proficiency, significantly exceeding the state average. These results reflect the impact of intentional instructional practices, targeted language development strategies, and focused support systems implemented by district staff.		

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	Attendance data also highlights the positive impact that effective educators and support staff can have on student engagement. In 2025, chronic absenteeism declined to 11.3% districtwide, significantly below the state average of 17.1%. English Learners demonstrated particularly strong outcomes, declining to 7.2% chronically absent and moving into the green dashboard indicator. Socioeconomically disadvantaged students improved to 12.2% chronically absent, while foster youth demonstrated a substantial decline of 11.9% from the previous year. These improvements reflect the importance of staff who are skilled in building positive relationships with students and families, monitoring student needs, and creating engaging learning environments that encourage consistent attendance. While suspension rates increased during 2025 and remain an area of focus, this data further reinforces the importance of investing in educator development. English Learners, socioeconomically disadvantaged students, Long-Term English Learners, and foster youth all experienced higher suspension rates than desired, demonstrating the continued need for staff training in restorative practices, trauma-informed approaches, behavior intervention strategies, and social-emotional learning supports. By strengthening educator capacity in these areas, the district can continue building positive school climates that keep students engaged, connected, and successful.		

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
	Targeted professional development, instructional coaching, mentoring, and collaborative learning opportunities equip educators with the knowledge and skills necessary to address the academic, behavioral, social-emotional, and language development needs of unduplicated students. Investing in a stable, highly qualified, and well-supported workforce remains one of the most effective strategies for reducing achievement gaps, increasing student engagement, improving attendance, and ensuring that every student has access to a high-quality education. **Scope:** LEA-wide		
3.2	**Action:** 6310 New Teacher Supports **Need:** To continue accelerating achievement for our unduplicated student groups, it is critical that Chowchilla Elementary School District recruit, retain, and continuously develop highly qualified staff. In the rural setting of Chowchilla, California, maintaining a high-quality educator workforce presents unique challenges due to limited access to professional networks, professional learning opportunities, and candidate pools. Ensuring that educators are not only highly qualified but also supported through structured mentoring, coaching, collaboration, and ongoing	This action will increase achievement for our unduplicated students by ensuring that new teachers have all of the instructional supports to assist them in learning about the craft of teaching at a quicker rate. This will additionally ensure that all of our new teachers become highly qualified teachers at a faster rate. This action will provide training days prior to the beginning of the school year and many hours of support throughout the year that are additional time. This will also provide additional hours for a site mentor to meet with the new teacher each week to provide support. This action will also pay for any materials for new teachers above and beyond the base that are needed.	This goal will be measured for effectiveness using CAASPP ELA and Math scores and local benchmark data of our unduplicated students.

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	professional learning is essential to providing equitable educational opportunities and improving outcomes for our unduplicated pupils. Recent state assessment data demonstrates both the progress that has been made and the continued need for targeted instructional support. According to the 2025 California Dashboard, all students scored 52.8 points below standard in English Language Arts (ELA), while English Learners scored 73.3 points below standard and socioeconomically disadvantaged students scored 60.6 points below standard. Although achievement gaps remain, both student groups demonstrated meaningful growth from the previous year. English Learners improved by 14.5 points and moved from a red to orange dashboard indicator, while socioeconomically disadvantaged students improved by 6.5 points and moved from orange to yellow. In mathematics, all students scored 69.8 points below standard, while English Learners scored 92.7 points below standard and socioeconomically disadvantaged students scored 77 points below standard. English Learners improved by 9.9 points and moved from a red to yellow dashboard indicator, while socioeconomically disadvantaged students improved by 4.5 points. These gains demonstrate that district instructional initiatives are producing positive outcomes while also highlighting the continued need for highly skilled educators who can provide targeted		

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	instruction and intervention for students who remain below standard. Additional data further demonstrates the importance of investing in staff capacity. The English Learner Progress Indicator (ELPI) represented one of the district's greatest successes during 2025. A total of 55.5% of English Learners made progress toward English proficiency, representing a 12.3 percentage point increase from the previous year and moving the district from a yellow to blue dashboard indicator, the highest performance level possible. Long-Term English Learners also demonstrated exceptional success, with 62.5% making progress toward proficiency, significantly exceeding the state average. These results reflect the impact of intentional instructional practices, targeted language development strategies, and focused support systems implemented by district staff. Attendance data also highlights the positive impact that effective educators and support staff can have on student engagement. In 2025, chronic absenteeism declined to 11.3% districtwide, significantly below the state average of 17.1%. English Learners demonstrated particularly strong outcomes, declining to 7.2% chronically absent and moving into the green dashboard indicator. Socioeconomically disadvantaged students improved to 12.2% chronically absent, while foster youth demonstrated a substantial decline of 11.9% from the previous year.		

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	These improvements reflect the importance of staff who are skilled in building positive relationships with students and families, monitoring student needs, and creating engaging learning environments that encourage consistent attendance. While suspension rates increased during 2025 and remain an area of focus, this data further reinforces the importance of investing in educator development. English Learners, socioeconomically disadvantaged students, Long-Term English Learners, and foster youth all experienced higher suspension rates than desired, demonstrating the continued need for staff training in restorative practices, trauma-informed approaches, behavior intervention strategies, and social-emotional learning supports. By strengthening educator capacity in these areas, the district can continue building positive school climates that keep students engaged, connected, and successful. Targeted professional development, instructional coaching, mentoring, and collaborative learning opportunities equip educators with the knowledge and skills necessary to address the academic, behavioral, social-emotional, and language development needs of unduplicated students. Investing in a stable, highly qualified, and well-supported workforce remains one of the most effective strategies for reducing achievement gaps, increasing student engagement, improving attendance, and ensuring that every		

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	student has access to a high-quality education. **Scope:** LEA-wide		
3.3	**Action:** 6101 Maintain competitive salaries **Need:** To continue accelerating achievement for our unduplicated student groups, it is critical that Chowchilla Elementary School District recruit, retain, and continuously develop highly qualified staff. In the rural setting of Chowchilla, California, maintaining a high-quality educator workforce presents unique challenges due to limited access to professional networks, professional learning opportunities, and candidate pools. Ensuring that educators are not only highly qualified but also supported through structured mentoring, coaching, collaboration, and ongoing professional learning is essential to providing equitable educational opportunities and improving outcomes for our unduplicated pupils. Recent state assessment data demonstrates both the progress that has been made and the continued need for targeted instructional support. According to the 2025 California Dashboard, all students scored 52.8 points below standard in English Language Arts (ELA), while English Learners scored 73.3	This action will provide 10% towards salary costs for teachers to ensure that our salaries remain competitive with larger cities and that the staff we are training and working with on implementation of these actions do not leave the District.	This goal will be measured for effectiveness using CAASPP ELA and Math scores and local benchmark data of our unduplicated students compared to the data of "All" students.

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	points below standard and socioeconomically disadvantaged students scored 60.6 points below standard. Although achievement gaps remain, both student groups demonstrated meaningful growth from the previous year. English Learners improved by 14.5 points and moved from a red to orange dashboard indicator, while socioeconomically disadvantaged students improved by 6.5 points and moved from orange to yellow. In mathematics, all students scored 69.8 points below standard, while English Learners scored 92.7 points below standard and socioeconomically disadvantaged students scored 77 points below standard. English Learners improved by 9.9 points and moved from a red to yellow dashboard indicator, while socioeconomically disadvantaged students improved by 4.5 points. These gains demonstrate that district instructional initiatives are producing positive outcomes while also highlighting the continued need for highly skilled educators who can provide targeted instruction and intervention for students who remain below standard. Additional data further demonstrates the importance of investing in staff capacity. The English Learner Progress Indicator (ELPI) represented one of the district's greatest successes during 2025. A total of 55.5% of English Learners made progress toward English proficiency, representing a 12.3 percentage point increase from the previous year and moving the district from a yellow to blue dashboard indicator, the highest		

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	performance level possible. Long-Term English Learners also demonstrated exceptional success, with 62.5% making progress toward proficiency, significantly exceeding the state average. These results reflect the impact of intentional instructional practices, targeted language development strategies, and focused support systems implemented by district staff. Attendance data also highlights the positive impact that effective educators and support staff can have on student engagement. In 2025, chronic absenteeism declined to 11.3% districtwide, significantly below the state average of 17.1%. English Learners demonstrated particularly strong outcomes, declining to 7.2% chronically absent and moving into the green dashboard indicator. Socioeconomically disadvantaged students improved to 12.2% chronically absent, while foster youth demonstrated a substantial decline of 11.9% from the previous year. These improvements reflect the importance of staff who are skilled in building positive relationships with students and families, monitoring student needs, and creating engaging learning environments that encourage consistent attendance. While suspension rates increased during 2025 and remain an area of focus, this data further reinforces the importance of investing in educator development. English Learners, socioeconomically disadvantaged students, Long-Term English Learners, and foster youth		

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	all experienced higher suspension rates than desired, demonstrating the continued need for staff training in restorative practices, trauma-informed approaches, behavior intervention strategies, and social-emotional learning supports. By strengthening educator capacity in these areas, the district can continue building positive school climates that keep students engaged, connected, and successful. Targeted professional development, instructional coaching, mentoring, and collaborative learning opportunities equip educators with the knowledge and skills necessary to address the academic, behavioral, social-emotional, and language development needs of unduplicated students. Investing in a stable, highly qualified, and well-supported workforce remains one of the most effective strategies for reducing achievement gaps, increasing student engagement, improving attendance, and ensuring that every student has access to a high-quality education. **Scope:** LEA-wide		
3.4	**Action:** 6204 Academic Coaches **Need:** To continue accelerating achievement for our unduplicated student groups, it is critical that Chowchilla Elementary School District recruit,	This action will provide 6 academic coaches for the district that focus on increasing achievement for our unduplicated students by working side by side with teachers on instructional practices that best supports the specific students within the classroom to increase achievement. Coaches work with all new teachers for a requirement of 2 full years and after that they work through learning	This goal will be measured for effectiveness using CAASPP ELA and Math scores and local benchmark data of our unduplicated students compared to the data of "All" students.

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	retain, and continuously develop highly qualified staff. In the rural setting of Chowchilla, California, maintaining a high-quality educator workforce presents unique challenges due to limited access to professional networks, professional learning opportunities, and candidate pools. Ensuring that educators are not only highly qualified but also supported through structured mentoring, coaching, collaboration, and ongoing professional learning is essential to providing equitable educational opportunities and improving outcomes for our unduplicated pupils. Recent state assessment data demonstrates both the progress that has been made and the continued need for targeted instructional support. According to the 2025 California Dashboard, all students scored 52.8 points below standard in English Language Arts (ELA), while English Learners scored 73.3 points below standard and socioeconomically disadvantaged students scored 60.6 points below standard. Although achievement gaps remain, both student groups demonstrated meaningful growth from the previous year. English Learners improved by 14.5 points and moved from a red to orange dashboard indicator, while socioeconomically disadvantaged students improved by 6.5 points and moved from orange to yellow. In mathematics, all students scored 69.8 points below standard, while English Learners scored 92.7 points below standard and socioeconomically disadvantaged students	cycles with them along with all other permanent teachers. The coaches model lessons and provide professional development around specific areas of need for academic growth.	

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	scored 77 points below standard. English Learners improved by 9.9 points and moved from a red to yellow dashboard indicator, while socioeconomically disadvantaged students improved by 4.5 points. These gains demonstrate that district instructional initiatives are producing positive outcomes while also highlighting the continued need for highly skilled educators who can provide targeted instruction and intervention for students who remain below standard. Additional data further demonstrates the importance of investing in staff capacity. The English Learner Progress Indicator (ELPI) represented one of the district's greatest successes during 2025. A total of 55.5% of English Learners made progress toward English proficiency, representing a 12.3 percentage point increase from the previous year and moving the district from a yellow to blue dashboard indicator, the highest performance level possible. Long-Term English Learners also demonstrated exceptional success, with 62.5% making progress toward proficiency, significantly exceeding the state average. These results reflect the impact of intentional instructional practices, targeted language development strategies, and focused support systems implemented by district staff. Attendance data also highlights the positive impact that effective educators and support staff can have on student engagement. In 2025, chronic absenteeism declined to 11.3%		

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	necessary to address the academic, behavioral, social-emotional, and language development needs of unduplicated students. Investing in a stable, highly qualified, and well-supported workforce remains one of the most effective strategies for reducing achievement gaps, increasing student engagement, improving attendance, and ensuring that every student has access to a high-quality education. **Scope:** LEA-wide		
3.5	**Action:** 6206 Professional Development **Need:** To continue accelerating achievement for our unduplicated student groups, it is critical that Chowchilla Elementary School District recruit, retain, and continuously develop highly qualified staff. In the rural setting of Chowchilla, California, maintaining a high-quality educator workforce presents unique challenges due to limited access to professional networks, professional learning opportunities, and candidate pools. Ensuring that educators are not only highly qualified but also supported through structured mentoring, coaching, collaboration, and ongoing professional learning is essential to providing equitable educational opportunities and improving outcomes for our unduplicated pupils.	These funds will be used to pay additional time to teachers to attend training after school hours or on non-work days. It will also be used to provide contracted service agreements with outside companies for specific professional development that meets the criteria above and pay for supplies or materials.	This goal will be measured for effectiveness using CAASPP ELA and Math scores and local benchmark data of our unduplicated students compared to the data of "All" students.

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	Recent state assessment data demonstrates both the progress that has been made and the continued need for targeted instructional support. According to the 2025 California Dashboard, all students scored 52.8 points below standard in English Language Arts (ELA), while English Learners scored 73.3 points below standard and socioeconomically disadvantaged students scored 60.6 points below standard. Although achievement gaps remain, both student groups demonstrated meaningful growth from the previous year. English Learners improved by 14.5 points and moved from a red to orange dashboard indicator, while socioeconomically disadvantaged students improved by 6.5 points and moved from orange to yellow. In mathematics, all students scored 69.8 points below standard, while English Learners scored 92.7 points below standard and socioeconomically disadvantaged students scored 77 points below standard. English Learners improved by 9.9 points and moved from a red to yellow dashboard indicator, while socioeconomically disadvantaged students improved by 4.5 points. These gains demonstrate that district instructional initiatives are producing positive outcomes while also highlighting the continued need for highly skilled educators who can provide targeted instruction and intervention for students who remain below standard. Additional data further demonstrates the importance of investing in staff capacity. The		

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	English Learner Progress Indicator (ELPI) represented one of the district's greatest successes during 2025. A total of 55.5% of English Learners made progress toward English proficiency, representing a 12.3 percentage point increase from the previous year and moving the district from a yellow to blue dashboard indicator, the highest performance level possible. Long-Term English Learners also demonstrated exceptional success, with 62.5% making progress toward proficiency, significantly exceeding the state average. These results reflect the impact of intentional instructional practices, targeted language development strategies, and focused support systems implemented by district staff. Attendance data also highlights the positive impact that effective educators and support staff can have on student engagement. In 2025, chronic absenteeism declined to 11.3% districtwide, significantly below the state average of 17.1%. English Learners demonstrated particularly strong outcomes, declining to 7.2% chronically absent and moving into the green dashboard indicator. Socioeconomically disadvantaged students improved to 12.2% chronically absent, while foster youth demonstrated a substantial decline of 11.9% from the previous year. These improvements reflect the importance of staff who are skilled in building positive relationships with students and families, monitoring student needs, and creating		

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	engaging learning environments that encourage consistent attendance. While suspension rates increased during 2025 and remain an area of focus, this data further reinforces the importance of investing in educator development. English Learners, socioeconomically disadvantaged students, Long-Term English Learners, and foster youth all experienced higher suspension rates than desired, demonstrating the continued need for staff training in restorative practices, trauma-informed approaches, behavior intervention strategies, and social-emotional learning supports. By strengthening educator capacity in these areas, the district can continue building positive school climates that keep students engaged, connected, and successful. Targeted professional development, instructional coaching, mentoring, and collaborative learning opportunities equip educators with the knowledge and skills necessary to address the academic, behavioral, social-emotional, and language development needs of unduplicated students. Investing in a stable, highly qualified, and well-supported workforce remains one of the most effective strategies for reducing achievement gaps, increasing student engagement, improving attendance, and ensuring that every student has access to a high-quality education. **Scope:**		

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	LEA-wide		
3.6	**Action:** 6205 Lead Teachers Model Classrooms **Need:** To continue accelerating achievement for our unduplicated student groups, it is critical that Chowchilla Elementary School District recruit, retain, and continuously develop highly qualified staff. In the rural setting of Chowchilla, California, maintaining a high-quality educator workforce presents unique challenges due to limited access to professional networks, professional learning opportunities, and candidate pools. Ensuring that educators are not only highly qualified but also supported through structured mentoring, coaching, collaboration, and ongoing professional learning is essential to providing equitable educational opportunities and improving outcomes for our unduplicated pupils. Recent state assessment data demonstrates both the progress that has been made and the continued need for targeted instructional support. According to the 2025 California Dashboard, all students scored 52.8 points below standard in English Language Arts (ELA), while English Learners scored 73.3 points below standard and socioeconomically disadvantaged students scored 60.6 points below standard. Although achievement gaps remain, both student groups demonstrated	This action will provide additional time for lead teachers to attend leadership meetings outside of their duty day and provide substitutes to cover classrooms to allow teachers to work together and observe model lessons.	This goal will be measured for effectiveness using CAASPP ELA and Math scores and local benchmark data of our unduplicated students compared to the data of "All" students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	meaningful growth from the previous year. English Learners improved by 14.5 points and moved from a red to orange dashboard indicator, while socioeconomically disadvantaged students improved by 6.5 points and moved from orange to yellow. In mathematics, all students scored 69.8 points below standard, while English Learners scored 92.7 points below standard and socioeconomically disadvantaged students scored 77 points below standard. English Learners improved by 9.9 points and moved from a red to yellow dashboard indicator, while socioeconomically disadvantaged students improved by 4.5 points. These gains demonstrate that district instructional initiatives are producing positive outcomes while also highlighting the continued need for highly skilled educators who can provide targeted instruction and intervention for students who remain below standard. Additional data further demonstrates the importance of investing in staff capacity. The English Learner Progress Indicator (ELPI) represented one of the district's greatest successes during 2025. A total of 55.5% of English Learners made progress toward English proficiency, representing a 12.3 percentage point increase from the previous year and moving the district from a yellow to blue dashboard indicator, the highest performance level possible. Long-Term English Learners also demonstrated exceptional success, with 62.5% making progress toward proficiency, significantly		

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
	exceeding the state average. These results reflect the impact of intentional instructional practices, targeted language development strategies, and focused support systems implemented by district staff. Attendance data also highlights the positive impact that effective educators and support staff can have on student engagement. In 2025, chronic absenteeism declined to 11.3% districtwide, significantly below the state average of 17.1%. English Learners demonstrated particularly strong outcomes, declining to 7.2% chronically absent and moving into the green dashboard indicator. Socioeconomically disadvantaged students improved to 12.2% chronically absent, while foster youth demonstrated a substantial decline of 11.9% from the previous year. These improvements reflect the importance of staff who are skilled in building positive relationships with students and families, monitoring student needs, and creating engaging learning environments that encourage consistent attendance. While suspension rates increased during 2025 and remain an area of focus, this data further reinforces the importance of investing in educator development. English Learners, socioeconomically disadvantaged students, Long-Term English Learners, and foster youth all experienced higher suspension rates than desired, demonstrating the continued need for staff training in restorative practices, trauma-informed approaches, behavior intervention		

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
	strategies, and social-emotional learning supports. By strengthening educator capacity in these areas, the district can continue building positive school climates that keep students engaged, connected, and successful. Targeted professional development, instructional coaching, mentoring, and collaborative learning opportunities equip educators with the knowledge and skills necessary to address the academic, behavioral, social-emotional, and language development needs of unduplicated students. Investing in a stable, highly qualified, and well-supported workforce remains one of the most effective strategies for reducing achievement gaps, increasing student engagement, improving attendance, and ensuring that every student has access to a high-quality education. **Scope:** LEA-wide		
3.7	**Action:** 6312 Digital Programs **Need:** To continue accelerating achievement for our unduplicated student groups, it is critical that Chowchilla Elementary School District recruit, retain, and continuously develop highly qualified staff. In the rural setting of Chowchilla, California, maintaining a high-quality educator workforce presents unique	This action will provide digital platforms for two main purposes. The first is dash collection tools to collect and analyze student data such as Illuminate and ParseGo. These allow teachers and staff to have real time data on what students are learning to ensure they are making academic growth. The second is student platforms that are adaptive. These platforms start students with a diagnostic assessment to find their specific learning needs. Then the fun, engaging and interactive program teaches students what they need at their zone of proximal development to	This goal will be measured for effectiveness using CAASPP ELA and Math scores and local benchmark data of our unduplicated students compared to the data of "All" students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	challenges due to limited access to professional networks, professional learning opportunities, and candidate pools. Ensuring that educators are not only highly qualified but also supported through structured mentoring, coaching, collaboration, and ongoing professional learning is essential to providing equitable educational opportunities and improving outcomes for our unduplicated pupils. Recent state assessment data demonstrates both the progress that has been made and the continued need for targeted instructional support. According to the 2025 California Dashboard, all students scored 52.8 points below standard in English Language Arts (ELA), while English Learners scored 73.3 points below standard and socioeconomically disadvantaged students scored 60.6 points below standard. Although achievement gaps remain, both student groups demonstrated meaningful growth from the previous year. English Learners improved by 14.5 points and moved from a red to orange dashboard indicator, while socioeconomically disadvantaged students improved by 6.5 points and moved from orange to yellow. In mathematics, all students scored 69.8 points below standard, while English Learners scored 92.7 points below standard and socioeconomically disadvantaged students scored 77 points below standard. English Learners improved by 9.9 points and moved from a red to yellow dashboard indicator, while socioeconomically disadvantaged students	ensure they are continuing to learn while the teacher is teaching small group differentiated instruction to other students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	improved by 4.5 points. These gains demonstrate that district instructional initiatives are producing positive outcomes while also highlighting the continued need for highly skilled educators who can provide targeted instruction and intervention for students who remain below standard. Additional data further demonstrates the importance of investing in staff capacity. The English Learner Progress Indicator (ELPI) represented one of the district's greatest successes during 2025. A total of 55.5% of English Learners made progress toward English proficiency, representing a 12.3 percentage point increase from the previous year and moving the district from a yellow to blue dashboard indicator, the highest performance level possible. Long-Term English Learners also demonstrated exceptional success, with 62.5% making progress toward proficiency, significantly exceeding the state average. These results reflect the impact of intentional instructional practices, targeted language development strategies, and focused support systems implemented by district staff. Attendance data also highlights the positive impact that effective educators and support staff can have on student engagement. In 2025, chronic absenteeism declined to 11.3% districtwide, significantly below the state average of 17.1%. English Learners demonstrated particularly strong outcomes, declining to 7.2% chronically absent and		

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
	moving into the green dashboard indicator. Socioeconomically disadvantaged students improved to 12.2% chronically absent, while foster youth demonstrated a substantial decline of 11.9% from the previous year. These improvements reflect the importance of staff who are skilled in building positive relationships with students and families, monitoring student needs, and creating engaging learning environments that encourage consistent attendance. While suspension rates increased during 2025 and remain an area of focus, this data further reinforces the importance of investing in educator development. English Learners, socioeconomically disadvantaged students, Long-Term English Learners, and foster youth all experienced higher suspension rates than desired, demonstrating the continued need for staff training in restorative practices, trauma-informed approaches, behavior intervention strategies, and social-emotional learning supports. By strengthening educator capacity in these areas, the district can continue building positive school climates that keep students engaged, connected, and successful. Targeted professional development, instructional coaching, mentoring, and collaborative learning opportunities equip educators with the knowledge and skills necessary to address the academic, behavioral, social-emotional, and language development needs of unduplicated students. Investing in a stable, highly qualified, and well-		

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
	supported workforce remains one of the most effective strategies for reducing achievement gaps, increasing student engagement, improving attendance, and ensuring that every student has access to a high-quality education. **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	**Action:** 6208 Long Term English Learner Supports **Need:** State and local assessment data demonstrate that Long-Term English Learners (LTELs) continue to represent one of the highest-need student groups within Chowchilla Elementary School District. While achievement gaps remain between LTEL students and all students, recent data also reflects encouraging progress and suggests that district efforts to support English Learners are helping reduce the number of students who become Long-	This action will be provide team members time to focus on specific data for LTEL students at Fairmead, communicating with families, providing specialized professional development, and materials. The specific professional development will be designed to meet the academic needs that the data shows is a need. This process will happen in cycles to ensure there is time to analyze data, determine the need, provide professional development based on the need, design specific lessons as a team, implement the lessons and give another formative assessment to see the growth before starting the cycle again.	CAASPP data for Long Term English Learners in ELA and Math along with ELPI rate.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Term English Learners and improve outcomes for those who remain in this subgroup. According to the 2025 California Dashboard, all students scored 52.8 points below standard in English Language Arts (ELA), while Long-Term English Learners scored 100.2 points below standard. In mathematics, all students scored 69.8 points below standard, while Long-Term English Learners scored 138.9 points below standard. Although LTEL students continue to perform below the district average, ELA performance was maintained and mathematics performance improved by 8.6 points from the prior year, resulting in movement from a red to orange dashboard indicator in mathematics. Additionally, LTEL students outperformed the state average in both ELA and mathematics, demonstrating that CESD's targeted supports are producing positive outcomes compared to similar students across California. One of the most encouraging indicators is the progress Long-Term English Learners are making toward English proficiency. In 2025, 62.5% of CESD Long-Term English Learners made progress on the English Learner Progress Indicator (ELPI), significantly exceeding the state average of 49.1% and outperforming the overall district English Learner progress rate of 55.5%. This represents an increase of 8.9 percentage points from the prior year and reflects the success of targeted interventions, goal-setting processes, mentoring, and language		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	development supports provided to English Learners and Long-Term English Learners. District data also suggests that fewer English Learners are becoming Long-Term English Learners. Overall English Learner progress increased from 43.2% to 55.5%, moving CESD from a yellow to blue dashboard indicator, the highest performance level available. In addition, the percentage of English Learners falling into the lowest performance category, students who declined at least one proficiency level, decreased dramatically from historical rates of 19% to 22% down to only 9.2% in 2025. These improvements indicate that more English Learners are progressing toward proficiency at a faster rate, reducing the likelihood that students remain English Learners for extended periods of time. While achievement gaps remain for Long-Term English Learners, the district's data demonstrates meaningful progress in both academic performance and language acquisition. CESD will continue to utilize supplemental and concentration funds to provide targeted supports, intervention services, designated English Language Development instruction, student goal setting, mentoring, and progress monitoring designed to accelerate achievement and increase reclassification rates for Long-Term English Learners. **Scope:**		

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)		
1.7	**Action:** 6107 English Learner Supports **Need:** State assessment data demonstrates that English Learners continue to have unique academic and language acquisition needs that require targeted supports and services beyond those provided to all students. While achievement gaps remain between English Learners and the overall student population, recent data demonstrates significant growth and improvement, indicating that the district's investments in English learner supports are positively impacting student outcomes. According to the 2025 California Dashboard, all students scored 52.8 points below standard in English Language Arts (ELA), while English Learners scored 73.3 points below standard. Although a gap remains, English Learners demonstrated substantial improvement, increasing 14.5 points from the previous year and improving from a red to orange dashboard indicator. In mathematics, all students scored 69.8 points below standard, while English Learners scored 92.7 points below standard. English Learners improved by 9.9 points from the prior year and moved from a red to yellow dashboard indicator, representing a two-level increase in dashboard performance. Additionally, English Learners performed within approximately five points of the state	This action will provide additional direct supports to EL students to increase their academic achievement. It will provide EL students with a small group learning environment in which they feel increased safety to make mistakes, learn content and language skills and ask questions. Classified staff will push into classrooms to work side-by-side with our EL students for a portion of their day to provide further access to the content through small group direct instruction and primary language support.	This goal will be measured for effectiveness using English Learner CAASPP student group data in ELA and math as well as ELPI data.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	average in mathematics, demonstrating significant progress toward closing achievement gaps. Growth measures further support these positive trends. In English Language Arts, 73% of English Learners improved their performance from the previous year, earning a moderate growth designation. In mathematics, 65.1% of English Learners improved their performance from the prior year. These results demonstrate that the majority of English Learners are making academic progress and benefiting from district instructional programs and interventions. One of the district's most significant successes was demonstrated through the English Learner Progress Indicator (ELPI). In 2025, 55.5% of English Learners made progress toward English proficiency, representing a 12.3 percentage point increase from the previous year and moving the district from a yellow to blue dashboard indicator, the highest performance level available. CESD exceeded the state average of 46.4% by more than nine percentage points. Additionally, the percentage of English Learners falling into the lowest performance category decreased significantly, indicating that more students are progressing toward proficiency and fewer students are at risk of remaining English Learners for extended periods of time. While these results demonstrate meaningful growth and progress, achievement gaps		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	continue to exist between English Learners and the overall student population. Therefore, CESD will continue to utilize supplemental and concentration funds to provide actions and services specifically designed to meet the academic, language development, attendance, and social-emotional needs of English Learners. These services include designated and integrated English Language Development instruction, targeted academic interventions, student goal setting, mentoring, progress monitoring, and family engagement supports designed to accelerate achievement and increase English proficiency. Educational partner feedback collected from students, families, and staff consistently identifies student goal setting and incentive programs as important factors in student engagement and motivation. Through individualized goal-setting processes, English Learners are provided opportunities to monitor their growth, celebrate progress, and work toward academic and language development goals. These incentives help reinforce persistence, engagement, attendance, language acquisition, and academic achievement, contributing to improved outcomes for English Learners across the district. To close these achievement gaps, we are allocating supplemental and concentration funds to actions and services that are specifically designed to meet the needs of English learners.		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
2.11	**Action:** 6207 Attendance Mentors **Need:** EL students at Stephens have a high rate of chronic absenteeism at a rate of 29.9%. **Scope:** Limited to Unduplicated Student Group(s)	This action will provide specific and targeted supports to each EL student showing difficulties in the area of attendance. Each student will have a meeting with the school and family to build a partnership for success. The plan will have recommended supports from all views at the table. The school site will have a student mentor to communicate with the student and family as well as implement the components of support that are needed. The student will receive incentives of choice as they reach goals decided on within the plan.	This action will be measured for effectiveness using the chronic absentee rate of English Learners at Stephens Elementary. We will use local data, through Aeries Analytics, throughout the year and the state dashboard once at year for final number review of correlation of data tracking.

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.

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.

Chowchilla Elementary School District is utilizing the additional Concentration Grant Add-On funding to enhance and expand direct services for unduplicated students across all five school sites. Each site has an unduplicated student population exceeding 55%, qualifying the district for this supplemental investment. This funding is being used to support and implement actions 1.2, 1.6, 1.7, and 2.3.

The additional funding will be used to retain and add staff in order to strengthen targeted supports for unduplicated students. These services include:

Targeted academic intervention

Language development support

Increased access to counseling services

Behavior support specialists

Additional instructional aides to assist with in-class academic support

Staffing; counselor, psychologist, instructional aides

These needs were clearly identified through collaborative data analysis with educational partner teams. Key data points included:

A high number of counseling referrals that went unaddressed due to staffing limitations

Increases in behavior incidents across sites over multiple school years

Parent and staff input highlighting unmet needs

A growing demand for classroom-based social-emotional supports

An increase in Tier 3 behaviors requiring intensive interventions and support from a Board-Certified Behavior Analyst (BCBA) at all school sites

By investing this funding in expanded direct services, the district is proactively addressing both the academic and behavioral barriers that impact student success, particularly for those students identified as unduplicated.

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		Stephens Elementary-Classified Ratio 1:21, Fuller Elementary-Classified Ratio 1:25, Reagan Elementary-Classified Ratio 1:32, Fairmead Elementary- Classified Ratio 1:37, and Wilson Middle School- Classified Ratio 1:41
Staff-to-student ratio of certificated staff providing direct services to students		Stephens Elementary-Certificated Ratio 1:14, Fuller Elementary- Certificated Ratio 1:19, Reagan Elementary- Certificated Ratio 1:18, Fairmead Elementary- Certificated Ratio 1:21, and Wilson Middle School-Certificated Ratio 1:20

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	23,787,191	9,046,782	38.032%	0.000%	38.032%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$9,256,729.11	$823,109.00	$0.00	$83,000.00	$10,162,838.11	$8,292,636.00	$1,870,202.11

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	6202 Lower class size initiative	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Reagan Elementary, Fairmead Elementary, and Wilson Middle School	July 1, 2024 - June 30, 2027	$599,415.00	$0.00	$599,415.00				$599,415.00	
1	1.2	6208 Long Term English Learner Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Fairmead Elementary and Wilson Middle School Grades 5-8	July 1, 2024 - June 30, 2027	$176,261.00	$22,143.00	$198,404.00				$198,404.00	
1	1.3	6106 Academic Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$0.00	$37,068.00	$37,068.00				$37,068.00	
1	1.4	6103 Supplemental Instructional Supplies, Resources & Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$0.00	$297,061.00	$297,061.00				$297,061.00	
1	1.5	6301 Academic Partnerships with Families and Community	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$5,122.00	$10,716.00	$15,838.00				$15,838.00	
1	1.6	6112 Multi-Tiered Systems of Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$1,035,835.00	$30.11	$1,035,865.11				$1,035,865.11	
1	1.7	6107 English Learner Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 1, 2024 - June 30, 2027	$412,046.00	$150,396.00	$562,442.00				$562,442.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					cated Student Group(s)											
1	1.8	6203 Instructional and Operational Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$0.00	$175,939.00	$175,939.00				$175,939.00	
1	1.9	6105 Fairmead Site Based Leadership Team	All Hispanic, SED, EL for Math	No			Specific Schools: Fairmead Elementary 5th and 6th grade students	July 1, 2024 - June 30, 2027	$3,500.00	$1,500.00				$5,000.00	$5,000.00	
1	1.10	6109 District Guiding Coalition/Leadership Teams	All Hispanic, English Learners and socio-economically disadvantaged	No			Specific Schools: Reagan Elementary and Wilson Middle School 3/4 and 7/8	July 1, 2024 - June 30, 2027	$55,000.00	$7,000.00				$62,000.00	$62,000.00	
1	1.11	6210 Special Education Guiding Coalition	Students with Disabilities	No			All Schools	July 1, 2024 - June 30, 2027	$3,500.00	$3,000.00				$6,500.00	$6,500.00	
2	2.1	6216 Partnerships with Families and Community	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$9,650.00	$11,650.00	$21,300.00				$21,300.00	
2	2.2	6302 Health Aides	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$94,890.00	$0.00	$94,890.00				$94,890.00	
2	2.3	6304 Counseling and Social Emotional Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$1,292,623.00	$3,200.00	$1,295,823.00				$1,295,823.00	
2	2.4	6305 Electives, Interest Clubs and Engaging Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$144,881.00	$110,420.00	$255,301.00				$255,301.00	
2	2.5	6306 Engagement Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$1,078.00	$17,000.00	$18,078.00				$18,078.00	
2	2.6	6307 Positive Behavior Intervention and Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	July 1, 2024 - June 30, 2027	$956,429.00	$30,700.00	$987,129.00				$987,129.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
2	2.7	6309 Attendance supports, Clothing Closet and Basic Supplies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$142,000.00	$7,406.00	$149,406.00				$149,406.00	
2	2.8	6209 Welcoming, safe, culturally responsive learning environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$253,000.00	$43,445.00	$296,445.00				$296,445.00	
2	2.9	6110 STEAM Instruction	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Ronald Reagan Elementary, Fairmead Elementary and Wilson Middle School	July 1, 2024 - June 30, 2027	$58,941.00	$59,017.00	$117,958.00				$117,958.00	
2	2.10	6308 Attendance Task Force	Students with Disabilities White	No			Specific Schools: Wilson Middle School 7-8	July 1, 2024- June 30, 2027	$600.00	$1,400.00				$2,000.00	$2,000.00	
2	2.11	6207 Attendance Mentors	English Learners	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Stephens Elementary TK-2nd Grades	July 1, 2024- June 30, 2027	$424.00	$0.00	$424.00				$424.00	
2	2.12	6212 Behavior Supports	Students with Disabilities Hispanic, African American, Homeless,	No				July 1, 2024- June 30, 2027	$5,250.00	$2,250.00				$7,500.00	$7,500.00	
3	3.1	6201 Collaborative Data Teams-PLC	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$34,679.00	$9,826.00	$44,505.00				$44,505.00	
3	3.2	6310 New Teacher Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$3,576.00	$0.00	$3,576.00				$3,576.00	
3	3.3	6101 Maintain competitive salaries	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	July 1, 2024 - June 30, 2027	$1,568,007.00	$0.00	$1,568,007.00				$1,568,007.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	**3.4**	6204 Academic Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$496,714.00	$1,200.00	$497,914.00				$497,914.00	
3	**3.5**	6206 Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$62,900.00	$614,735.00	$677,635.00				$677,635.00	
3	**3.6**	6205 Lead Teachers Model Classrooms	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2021 - June 30, 2024	$2,465.00	$0.00	$2,465.00				$2,465.00	
3	**3.7**	6312 Digital Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$55,841.00	$248,000.00	$303,841.00				$303,841.00	
3	**3.8**	CALPADS	All	No			All Schools		$0.00	$100.00		$100.00			$100.00	
4	**4.1**	Behavior Supports (6003)	All	No				July 1, 2024 - June 30, 2027	$401,752.00	$2,000.00		$403,752.00			$403,752.00	
4	**4.2**	Increase Targeted Student Support Through Additional Staffing (6002)	All	No				July 1, 2024 - June 30, 2027	$306,257.00	$2,000.00		$308,257.00			$308,257.00	
4	**4.3**	Increase Student Access to Instruction Through Expanded Transportation Services (6003)	All	No			All Schools	July 1, 2024 - June 30, 2027	$0.00	$1,000.00		$1,000.00			$1,000.00	
4	**4.4**	Supplemental Supplies and Instructional Resources to Support Student Learning and Recovery (6004)	All	No			All Schools	July 1, 2024 - June 30, 2027	$100,000.00	$0.00		$100,000.00			$100,000.00	
4	**4.5**	Provide Supplemental Supplies and Instructional Resources to Support Student Learning and Recovery (6005)	All	No			All Schools	July 1, 2024 - June 30, 2027	$10,000.00	$0.00		$10,000.00			$10,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
23,787,191	9,046,782	38.032%	0.000%	38.032%	$9,256,729.11	0.000%	38.915 %	**Total:**	$9,256,729.11
								LEA-wide Total:	$7,778,086.11
								Limited Total:	$761,270.00
								Schoolwide Total:	$717,797.00

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**	6202 Lower class size initiative	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Reagan Elementary, Fairmead Elementary, and Wilson Middle School	$599,415.00	
1	**1.2**	6208 Long Term English Learner Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Fairmead Elementary and Wilson Middle School Grades 5-8	$198,404.00	
1	**1.3**	6106 Academic Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$37,068.00	
1	**1.4**	6103 Supplemental Instructional Supplies, Resources & Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$297,061.00	

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	1.5	6301 Academic Partnerships with Families and Community	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,838.00	
1	1.6	6112 Multi-Tiered Systems of Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,035,865.11	
1	1.7	6107 English Learner Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$562,442.00	
1	1.8	6203 Instructional and Operational Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$175,939.00	
2	2.1	6216 Partnerships with Families and Community	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,300.00	
2	2.2	6302 Health Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$94,890.00	
2	2.3	6304 Counseling and Social Emotional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,295,823.00	
2	2.4	6305 Electives, Interest Clubs and Engaging Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$255,301.00	
2	2.5	6306 Engagement Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,078.00	
2	2.6	6307 Positive Behavior Intervention and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$987,129.00	
2	2.7	6309 Attendance supports, Clothing Closet and Basic Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$149,406.00	
2	2.8	6209 Welcoming, safe, culturally responsive learning environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$296,445.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.9	6110 STEAM Instruction	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Ronald Reagan Elementary, Fairmead Elementary and Wilson Middle School	$117,958.00	
2	2.11	6207 Attendance Mentors	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Stephens Elementary TK-2nd Grades	$424.00	
3	3.1	6201 Collaborative Data Teams-PLC	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$44,505.00	
3	3.2	6310 New Teacher Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,576.00	
3	3.3	6101 Maintain competitive salaries	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,568,007.00	
3	3.4	6204 Academic Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$497,914.00	
3	3.5	6206 Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$677,635.00	
3	3.6	6205 Lead Teachers Model Classrooms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,465.00	
3	3.7	6312 Digital Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$303,841.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$10,244,208.09	$9,992,775.84

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**	6202 Lower class size initiative	Yes	$520,006.00	575,794
1	**1.2**	6208 Long Term English Learner Supports	Yes	$157,823.00	164,708.86
1	**1.3**	6106 Academic Incentives	Yes	$25,819.00	38,723
1	**1.4**	6103 Supplemental Instructional Supplies, Resources & Materials	Yes	$100,000.00	329,265.29
1	**1.5**	6301 Academic Partnerships with Families and Community	Yes	$18,800.00	16,535.41
1	**1.6**	6112 Multi-Tiered Systems of Support	Yes	$1,440,289.00	975,885.91
1	**1.7**	6107 English Learner Supports	Yes	$468,519.00	548,846.08
1	**1.8**	6203 Instructional and Operational Technology	Yes	$120,000.00	173,131.62
1	**1.9**	6105 Fairmead Site Based Leadership Team	No	$5,000.00	6,949
1	**1.10**	6109 District Guiding Coalition/Leadership Teams	No	$62,000.00	39,986.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	6210 Special Education Guiding Coalition	No	$6,500.00	5,268.00
2	2.1	6216 Partnerships with Families and Community	Yes	$4,796.00	22,228.89
2	2.2	6302 Health Aides	Yes	$75,920.00	69,276.04
2	2.3	6304 Counseling and Social Emotional Supports	Yes	$1,178,896.00	1,188,328.84
2	2.4	6305 Electives, Interest Clubs and Engaging Activities	Yes	$127,443.00	254,665.39
2	2.5	6306 Engagement Incentives	Yes	$38,214.00	11,167.69
2	2.6	6307 Positive Behavior Intervention and Supports	Yes	$929,486.00	891,064.17
2	2.7	6309 Attendance supports, Clothing Closet and Basic Supplies	Yes	$140,051.00	145,755.32
2	2.8	6209 Welcoming, safe, culturally responsive learning environment	Yes	$266,307.00	283,376.05
2	2.9	6110 STEAM Instruction	Yes	$116,946.00	112,162.44
2	2.10	6308 Attendance Task Force	No	$2,000.00	870.00
2	2.11	6207 Attendance Mentors	Yes	$424.00	563.15
2	2.12	6212 Behavior Supports	No	$7,500.00	13,558.00
3	3.1	6201	Yes	$41,230.00	46,572.08

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)
		Collaborative Data Teams-PLC			
3	**3.2**	6310 New Teacher Supports	Yes	$6,290.00	3,733.70
3	**3.3**	6101 Maintain competitive salaries	Yes	$1,370,629.00	1,431,073.74
3	**3.4**	6204 Academic Coaches	Yes	$725,800.00	639,111.36
3	**3.5**	6206 Professional Development	Yes	$807,035.00	707,508.26
3	**3.6**	6205 Lead Teachers Model Classrooms	Yes	$7,895.00	2,962.11
3	**3.7**	6312 Digital Programs	Yes	$266,590.00	321,329.08
4	**4.1**	Behavior Supports (6003)	No	$437,985.09	397,755.36
4	**4.2**	Increase Targeted Student Support Through Additional Staffing (6002)	No	$318,015.00	206,272.58
4	**4.3**	Increase Student Access to Instruction Through Expanded Transportation Services (6003)	No	$250,000.00	235,434.64
4	**4.4**	Supplemental Supplies and Instructional Resources to Support Student Learning and Recovery (6004)	No	$100,000.00	104,650
4	**4.5**	Provide Supplemental Supplies and Instructional Resources to Support Student Learning and Recovery (6005)	No	$100,000.00	28,263.78

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)
$8,877,658	$8,955,208.00	$8,953,768.48	$1,439.52	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**	6202 Lower class size initiative	Yes	$520,006.00	$575,794.00		
1	**1.2**	6208 Long Term English Learner Supports	Yes	$157,823.00	$164,708.86		
1	**1.3**	6106 Academic Incentives	Yes	$25,819.00	$38,723.00		
1	**1.4**	6103 Supplemental Instructional Supplies, Resources & Materials	Yes	$100,000.00	$329,265.29		
1	**1.5**	6301 Academic Partnerships with Families and Community	Yes	$18,800.00	$16,535.41		
1	**1.6**	6112 Multi-Tiered Systems of Support	Yes	$1,440,289.00	$975,885.91		
1	**1.7**	6107 English Learner Supports	Yes	$468,519.00	$548,846.08		
1	**1.8**	6203 Instructional and Operational Technology	Yes	$120,000.00	$173,131.62		
2	**2.1**	6216 Partnerships with Families and Community	Yes	$4,796.00	$22,228.89		
2	**2.2**	6302 Health Aides	Yes	$75,920.00	$69,276.04		

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	**2.3**	6304 Counseling and Social Emotional Supports	Yes	$1,178,896.00	$1,188,328.84		
2	**2.4**	6305 Electives, Interest Clubs and Engaging Activities	Yes	$127,443.00	$254,665.39		
2	**2.5**	6306 Engagement Incentives	Yes	$38,214.00	$11,167.69		
2	**2.6**	6307 Positive Behavior Intervention and Supports	Yes	$929,486.00	$891,064.17		
2	**2.7**	6309 Attendance supports, Clothing Closet and Basic Supplies	Yes	$140,051.00	$145,755.32		
2	**2.8**	6209 Welcoming, safe, culturally responsive learning environment	Yes	$266,307.00	$283,376.05		
2	**2.9**	6110 STEAM Instruction	Yes	$116,946.00	$112,162.44		
2	**2.11**	6207 Attendance Mentors	Yes	$424.00	563.15		
3	**3.1**	6201 Collaborative Data Teams-PLC	Yes	$41,230.00	$46,572.08		
3	**3.2**	6310 New Teacher Supports	Yes	$6,290.00	$3,733.70		
3	**3.3**	6101 Maintain competitive salaries	Yes	$1,370,629.00	$1,431,073.74		
3	**3.4**	6204 Academic Coaches	Yes	$725,800.00	$639,111.36		
3	**3.5**	6206 Professional Development	Yes	$807,035.00	$707,508.26		
3	**3.6**	6205 Lead Teachers Model Classrooms	Yes	$7,895.00	$2,962.11		
3	**3.7**	6312 Digital Programs	Yes	$266,590.00	$321,329.08		

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)
22,925,144	$8,877,658	0	38.725%	$8,953,768.48	0.000%	39.057%	$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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