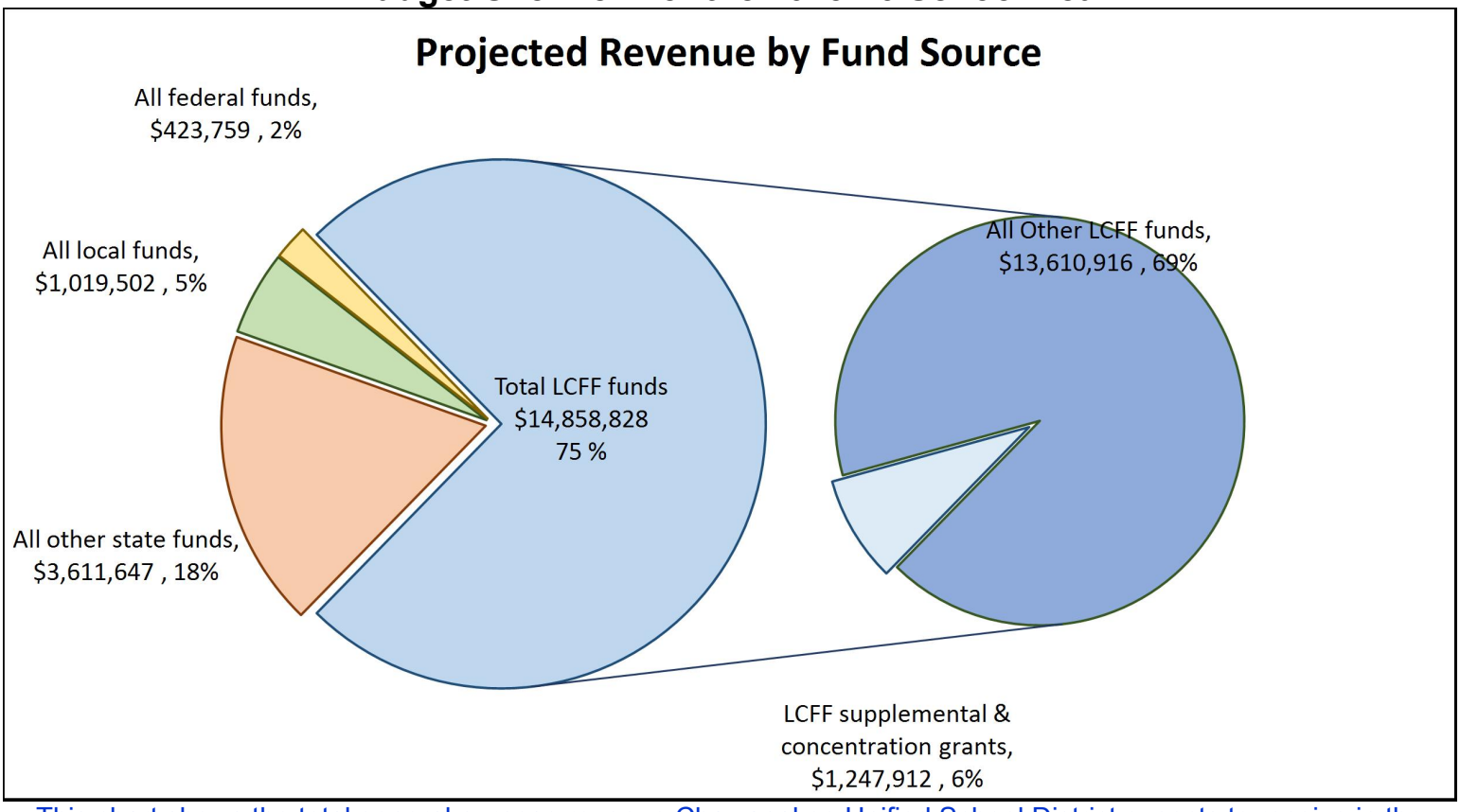
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Chawanakee Unified School District
CDS Code: 20 75606 0000000
School Year: 2025-26
LEA contact information:
Jamie Nino
Superintendent
jnino@mychawanakee.org
559.877.6209

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

Budget Overview for the 2025-26 School Year

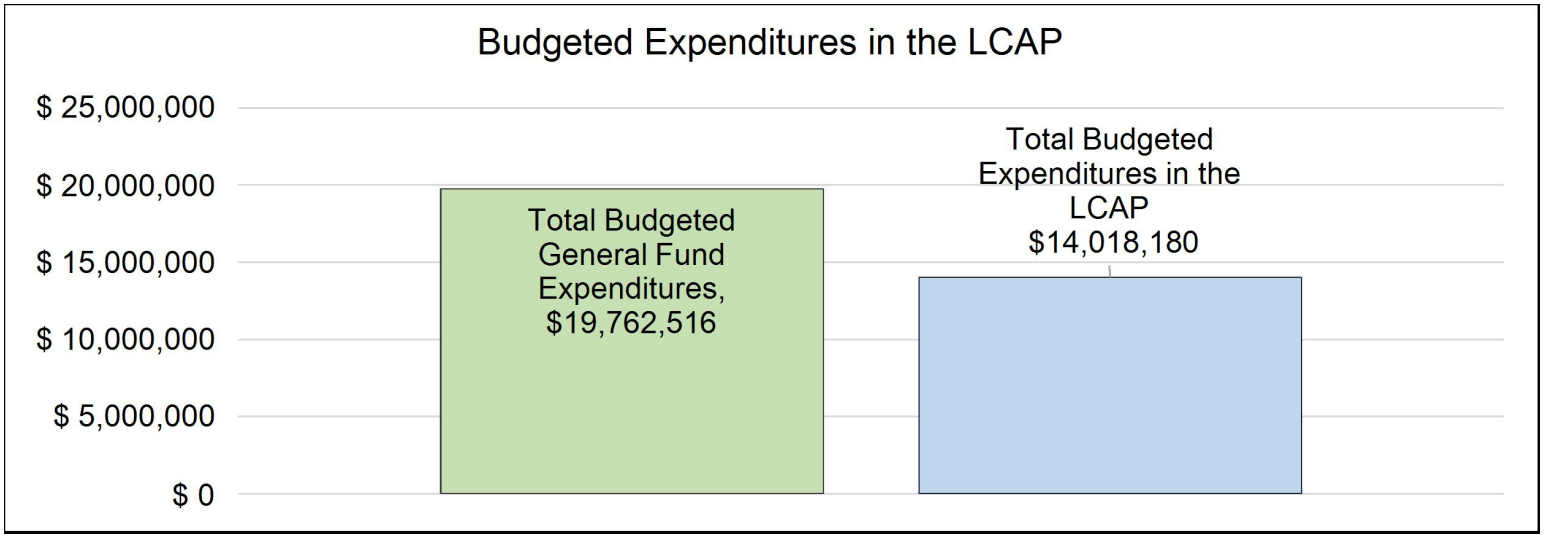


This chart shows the total general purpose revenue Chawanakee Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Chawanakee Unified School District is $19,913,736, of which $14,858,828 is Local Control Funding Formula (LCFF), $3,611,647 is other state funds, $1,019,502 is local funds, and $423,759 is federal funds. Of the $14,858,828 in LCFF Funds, $1,247,912 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 Chawanakee Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Chawanakee Unified School District plans to spend $19,762,516 for the 2025-26 school year. Of that amount, $14,018,180 is tied to actions/services in the LCAP and $5,744,336 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund Budget Expenditures for the school year not included in the LCAP include, but are not limited to: transportation, food services, classified salaries and statutory costs (not explicitly called out in a contributing LCAP action), administration salaries and statutory costs, utility costs, and site discretionary funds.

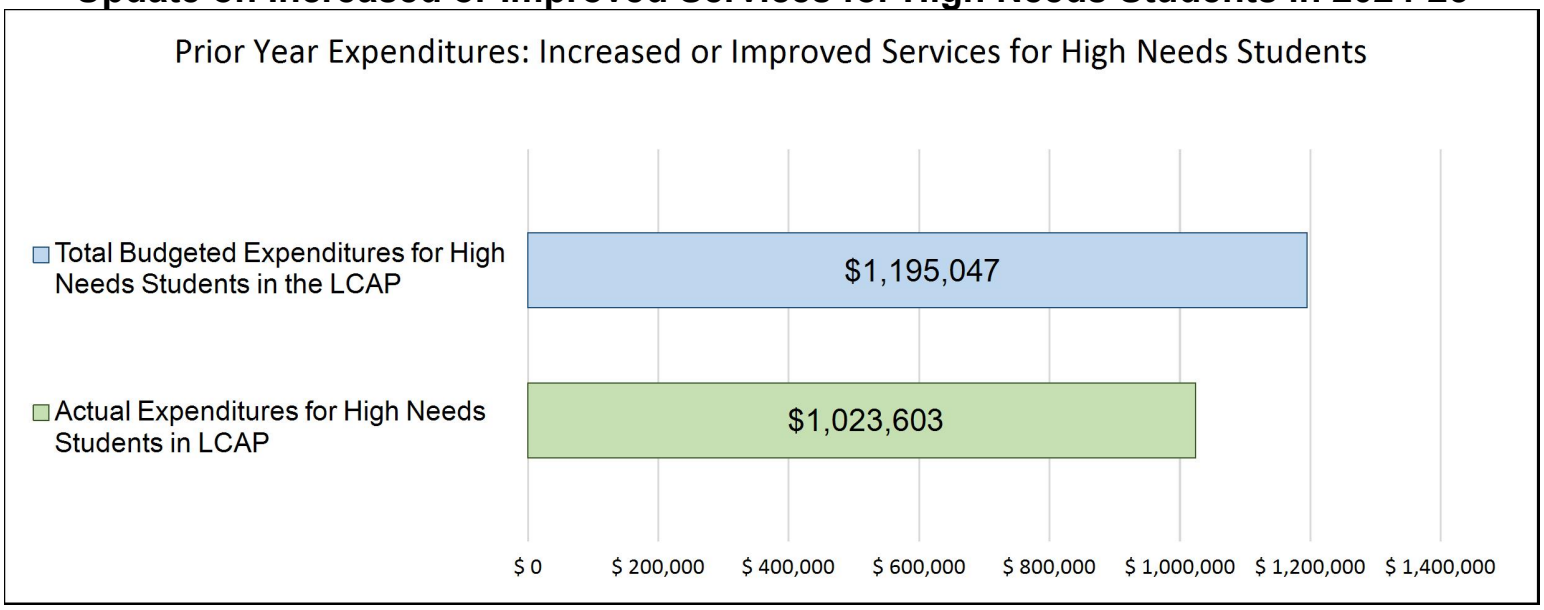
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Chawanakee Unified School District is projecting it will receive $1,247,912 based on the enrollment of foster youth, English learner, and low-income students. Chawanakee Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Chawanakee Unified School District plans to spend $1,497,845 towards meeting this requirement, as described in the LCAP.

Additional actions that will be taken will be extra support for first and second year years, additional co-curricular in middle school, and alignment on internal professional development for lead teachers.

LCFF Budget Overview for Parents

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



This chart compares what Chawanakee Unified 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 Chawanakee Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Chawanakee Unified School District's LCAP budgeted $1,195,047 for planned actions to increase or improve services for high needs students. Chawanakee Unified School District actually spent $1,023,603 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $171,444 had the following impact on Chawanakee Unified School District’s ability to increase or improve services for high needs students:

Programs are planned and budgeted with estimates on costs. Actual costs can be more or less without affecting the implementation of the action. In addition, some goals and actions need additional time to implement a sustainable and quality program. The action may not be implemented due to the need for additional planning. Dollars that aren't spent in the current year will roll forward to the next year to provide the increased and improved services.

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
Chawanakee Unified School District	Jamie Nino Superintendent	jnino@mychawanakee.org 559.877.6209

Plan Summary [2025-26]

General Information

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

Chawanakee Unified School District (CUSD) serves approximately 1015 students in TK- Adult (Data Source: CBEDS 2024). The District is comprised of three elementary schools: Hillside School (TK-8), North Fork School (TK-8), and Spring Valley Elementary School (TK-8). There are also three high schools: Minarets High School, Mountain Oaks High School (necessary small school), and Cedar Continuation High School. Approximately 100 certificated staff and 100 classified staff are employed by the District.

The District’s boundaries encompass a diverse area ranging from rural areas and foothills to developing urban areas; CUSD is the third largest district in the state geographically, spanning 867 square miles.
Chawanakee Unified School District is a growing district. We are growing in enrollment with the addition of Hillside School. Hillside School has been open since the 2018-19 school year and there are multiple new community developments with additional schools to be built over the course of the next 5-10 years.

Chawanakee's Vision is Chawanakee Unified is committed to providing relevant, innovative learning opportunities, ensuring every student thrives in an environment built for growth and success. The Strategic Plan was created with input from teachers, classified staff, students, community, principals, and directors. The four goals within the strategic plan are: Academic Excellence, Ensuring Fiscal Solvency and Organizational Health, Strengthen Community Connections and Student Engagement, and Empowering Leadership and Employee Success. Under each of these goals are specific objectives. The entire Strategic Plan is posted on our website and was adopted by our board on May 2025.

Cedar Continuation High School will be receiving Equity Multiplier Funding starting with the 2024-25 school year.

Reflections: Annual Performance

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

Chawanakee Unified School District (CUSD) continues to struggle with staff retention. Although we retained more than last year this is a continued goal. Geographically each school is not only spread out significantly but vary from very rural to suburban; the percentage of Unduplicated Students also varies significantly from one school to the next (currently ranging from percentages in the low 30s to the mid 70s), adding to the challenge to manage diverse needs and expectations of staff, students, and families alike. To address this challenge the District has instituted attendance/retention bonuses for staff and actively seeks to hire and promote from within the District when possible and appropriate. To address the varying needs of our schools the District has hired a Community Schools Coordinator to liaison with the community at each school to identify and coordinate needed services (e.g. Mobile Health Fairs in the rural North Fork Community). The Superintendent held meetings at each school site and one large forum in the 2024-25 school year. Communication continues to be a focus and priority for the District to strengthen the school-to-home connection and increase engagement in students and their families. In addition, staff and families have retention of teachers as a top priority according to the survey data.

Improvements in attendance and suspensions can be seen through our metrics with the effectiveness of our Attendance Liaison. Using EOY as the data point, the Average Daily Attendance (ADA) increased from 94.4% in 2023-24 to 94.75 % for 2024-2025 . Suspensions decreased from 6.7% in 2023-2024 to 3.1 % in 2024-2025, as calculated locally. Chronic Absenteeism improved significantly from 24.0% on the 2023 Dashboard to 14.3% on the 2024 Dashboard. This is positive for Chawanakee Unified. High school graduation rates increased from 85.7% on the 2023 Dashboard to 91.8% on the 2024 Dashboard for all students and from 85.7% in 2023 to 89.8% in 2024. High school graduation rates increased from 85.7% on the 2023 Dashboard to 91.8% on the 2024 Dashboard. This is a positive metric.

Looking at local assessments data trends there have been improvements in both ELA and math. Looking at iReady (K-8) assessments from spring 2024 to 2025, the percentage of students who tested at or above grade level in ELA increased 6% year-over-year from 50% to 56%. Overall students performed at 56% and Socio Economically Disadvantaged students performed at 43%. Although SED students performed below the overall, this performance has increased from 2023 to 2024. The percentage of students who tested at or above grade level in math increased 10% year-over-year from 34.74% to 44%. Although SED students performed below the overall in Mathematics, this performance has increased from 2023 to 2024.

NWEA assessments were conducted with a year to year comparison in looking at the growth from the fall 2024 assessment to the spring 2025 assessments shows increases as well at the high school. High school students decreased on average by 2.2 points in math and increased in ELA of an average of 1.2 points. The projected performance on CAASPP in ELA is 54.27%, which is a decrease from the 2024 school year. The projected performance on Mathematics is 30.6%, which is a decrease from the 2024 school year. Socio Economically Disadvantaged students in ELA is 41%, and in Math is 18%. This is significantly different than the overall performance.

Required Action 2.6- Intervention Services was somewhat effective, because 2 of our 3 Tk-8 school sites had an .5 Intervention Teacher throughout the year.

CA Dashboard 2024:

ELA 21.3 points below (2023 12.4 below)
Math 55 points below (2023 65.9)
College and Career 44.3% prepared (2023 39.7%)
Chronic Absenteeism 14.3% (2023 24%)
Graduation Rate 91.8% (2023 85.7%)
Suspension Rate 6.7% (2023 5.6%)
Access to a Broad Course of Study- standard met
Parent and Family Engagement- standard met
Local Climate Survey- Standard met
Implementation of Academic Standards- standard met

SPECiFICS BY UNDUPLICATED STUDENTS

2024 CA Dashboard for grades
3-8 and 11 in ELA:

ALL Students: 21.3 points below grade-level standard (2023 12.4 below)

SWD: 87.5 points below grade-level standard (2023 77.6%)

SED (low-income) students: 33.9 points below grade-level standard (2023 27.3 below)

2024 CA Dashboard for grades
3-8 and 11 in Math:

ALL Students: 55 points below grade-level standard (2023 65.9 below)

SWD: 173.8 points below grade-level standard (2023 136.2 below)

SED (low-income) students: 76.5 points below grade-level standard (2023 81.3 below)

REFLECTION: Academic Indicators show that Chawanakee Unified improved overall, with the exception of Students with Disabilities. The College and Career indicator and Graduation Rate improved overall and by unduplicated pupils. The Chronic Absenteeism rate has improved over the past two consecutive years. Throughout the 2025-26 school year, Chawanakee Unified will have monthly data analysis meetings at the district and site level, principals will take part in presenting on a Problem of Practice and a Signature Practice, Principals will have a

success plan tied to SMART goals, actions, and benchmark check four times a year by site. Teachers, support staff, and principals will participate in Professional Development for Mathematics, MTSS, and English Language Arts. At the school site principals will meet with teachers monthly to review their data and actions towards their overall SMART goal and by Unduplicated Pupils. The LREBG will be used to help fund Professional Development.

Any school of student group (either LEA-wide or school-specific) that received the lowest performance level (RED Dashboard Indicator) on one or more state indicators on the 2023 Dashboard will have specific actions in this LCAP to address those areas of concern. Those are listed below:

LEA/District-wide RED Dashboard Indicators:
-SUSPENSION RATE: Students with Disabilities, American Indian, Socio Economically Disadvantaged (Goal 3, Action 4: PBIS Rewards)
Update 2024 Dashboard- COMPARE 2023
-ENGLISH Language Arts: Students with Disabilities
-Mathematics: Students with Disabilities, Socio Economically Disadvantaged. With continued Professional Development and frequent data analysis, performance will improve.

Hillside Elementary RED Dashboard Indicator:
-N/A (2024 Dashboard)

Spring Valley Elementary RED Dashboard Indicator:
-N/A (2024 Dashboard)

North Fork Elementary RED Dashboard Indicator:
- Chronic Absenteeism: Hispanic (Goal 2, Action 8: Attendance Liaison)

-Suspension rates- Hispanic, SED, White (Goal 3, Action 4: PBIS Rewards) REFLECTION- Differentiated Assistance will help to improve suspension rates.

Minarets High School RED Dashboard Indicators:
- SUSPENSION RATE: SED (low-income) (Goal 3, Action 4: PBIS Rewards). REFLECTION- Differentiated Assistance will help to improve suspension rates.

Chawanakee no longer has funds in the Learning Recovery Emergency Block Grant funds (LREBG).

Reflections: Technical Assistance

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

In the 2024-25 school year, the district was identified for Differentiated Assistance support with Madera County for Students with disabilities for ELA, Math, and Suspensions because we were Orange/RED on the dashboard in these three categories. As a district team, we met monthly and specially decided to narrow in on improving suspension rates. Our improvement plan will not only improve suspension rates for Special Education, this plan will improve suspension for all students. This will be a three year process that will improve suspension rates for Students with disabilities. The committee members include; Director of Student Services, two principals, 2 teachers, program director, 2 county personnel, and the superintendent. As a committee, it was decided to focus efforts on suspension rates. Throughout this process the team looked at data and possible root cause to the rate of suspensions. It was decided to create a Discipline Matrix to improve the system. This is currently being created and collaborated on for the 2025-26 school year. This will be communicated throughout our system in the Fall of 2025. This action is supported with Action 1.6.

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.

Not applicable. No 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.

Not applicable. No schools within the LEA that have been identified for CSI.

Monitoring and Evaluating Effectiveness

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

Not applicable. No schools within the LEA that have been identified for CSI.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Annual Teacher and Staff (for teachers and all staff) Surveys were disseminated in spring 2025 to give input on the actions that were decided on in the 2024 LCAP. In addition: • Monthly staff meetings -Professional Learning Communities -Professional Development -Strategic Plan introduced to teachers 4/20/25-6/3/25 Cedar Continuation School is receiving Equity Multiplier Funds for the 2025-26 school year. The school principal met with school teachers multiple to discuss ideas on how to engage students and create relevancy for them in the classroom utilizing these funds to reduce the transiency level.
Principals, Administrators, TOSAs (Teachers of Special Assignment), Directors (including Food Services, IT, MOT)	All principals attended all Leadership Meetings and Principal meetings where they presented a Problem of Practice at a specific school site. Principals and Administrators were part of Leadership Team monthly. Directors (Food Service, Student Services, Technology/Informational Services, and Operations) met weekly with the Superintendent to discuss district goals and decision making linked to district goals. MOT were introduced to the Strategic Plan- 5/20/25-5/22/25

Educational Partner(s)	Process for Engagement
	Technology introduced Strategic Plan- 5/2/25 Food Service- 4/7/25 Cedar Continuation School is receiving Equity Multiplier Funds for the 2025-26 school year. The school principal met with school teachers and support staff to discuss the purpose and goal of these additional funds and to solicit ideas from those who have the most face time with students and parents.
Local Bargaining Units	Within the staff survey, the certificated and classified staff gave input to Goal 1.4 on Professional Development. The certificated staff is asking for PD as it relates to Mathematics and Literacy. Classified Staff is asking for PD as it relates to their job. Multiple meetings were held to discuss the Certificated Barganing Agreement that was inclusive of budget. Those dates are listed below: • Certificated met on: 10/23/25, 3/21/25 3/25/24, 4/12/24, 5/16/24Labor Partner Meetings: 10-23-24, 12-25-24, 3-3-2025, 3-17-2025 3-21-2025 3-28-2025 4-10-2025 4-22-2025 4-28-2025 -Certificated (K-8) met on the strategic plan: 4/20/25-6/3/25 -Certificated (9-12) will meet in the Fall 2025 -Classified met on Strategic Plan on: 4/7/25-5/22/25
Parents	The Superintendent initiated a Superintendent Forum at each site on the following days: Jan. 16, 21, 29 2025 at all school sites. Parents were invited to participate and be a part of each school's Site Council to help participate in the creation and approval of their School

Educational Partner(s)	Process for Engagement
	Plan for Student Achievement (SPSA) and to ensure alignment with the District's current LCAP goals and actions. Parents, principals, board members, and directors from each site were invited to attend the Superintendent Forum on. LCAP goals and actions were discussed and questions and answers were generated at this time. These are posted on our website in writing by the Superintendent. In addition, the District Strategic Plan was introduced with additional input as it aligns and relates to the LCAP. Annual Parent Survey's were disseminated in spring 2025 to garner general information to inform the District and the sites but also to help in the discussion of certain LCAP actions. This included disaggregating data from Cedar Continuation parents to help inform the use of the Equity Multiplier Funds the school will be receiving for the 2025-26 school year.
District Parent Advisory Committee	Specific parents district-wide were invited to participate in one of two District Parent Advisory Committee meetings (held on April 23, 2025 and June 5, 2025) where annual survey data and goals and actions proposed for the upcoming 2025-26 LCAP were shared. Feedback was collected and questions were notated and formally responded to by the Superintendent. Parents that were invited represented our unduplicated count. There were a total of 42 participants.
Students	Students were invited to participate in Student Site Councils held at each school site. School Site Council looks at student data and school information, identifies student needs and areas for improvement, and participates in the creation/revision of the School Plan for Student Achievement (SPSA), which aligns with the District's LCAP. Sites shared information from students during collaboration meetings on the LCAP. Annual Student Survey's were also disseminated in spring 2025 (Grades 7-12). Over 75% of all 7th-12th grade students took this

Educational Partner(s)	Process for Engagement
	year's survey, which directly informed actions related to engagement and student achievement in the LCAP. Cedar Continuation School is receiving Equity Multiplier Funds for the 2025-26 school year. Each student was interviewed to ascertain current barriers to school participation and achievement to inform the development of Goal 4 and its actions that specifically pertain to these funds.
SELPA (special education local plan area administrator)	The District met with SELPA monthly to discuss all SPED-related activities. These discussions involve how many SPED students are being served, current and projected staffing needs, and what the District is doing for intervention.
School Board of Trustees	The Board was provided with the LCAP prior to the public hearing held on June 17, 2025. The LCAP was adopted by the Board on June 30, 2025. Local Indicators were submitted by the District to CDE by the July 31, 2025

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

Multiple actions in the LCAP were directly influenced through the feedback provided by education partners. Of particular note are the following actions:

Goal 1, Action 4, Professional Development. Survey data from teachers and classified staff influenced the amount and type of professional development to be offered in the upcoming year. Teachers and classified have expressed a desire for more professional growth opportunities. This can be seen not only in our baseline professional development but in supplemental and site-based training planned throughout the school year. In particular, our Instructional Aides would like additional professional development for the 2025-26 school year.

Goal 1, Action 5, Teacher Collaboration: A focus in the year 2024-25 has been to increase communication between teachers and the families of their students. Based on this year's parent survey data, however, it appears that there is still an opportunity to improve. Parents in all grades are wanting more timely communication and more individualized communication on how to support their children's educational careers at home. In discussing with administration on what barriers there are to achieving the level of communication set forth by the District's handbook and desired by parents, the District was was informed that not only were teachers pressed for time but they also were not sure what to communicate in terms of how to support student learning at home. This new action will allow teachers the time to collaborate with other sites and other teachers teaching the same grade as part of alignment work and will allow additional time to devote to two-way home-to-school communication.

Goal 2, Action 3, Middle School Cocurricular: Interviews, parent survey data, and Superintendent Forum ias well as feedback from elementary principals have all reiterated that there is a lack of focus for opportunities for middle school athletics, VAPA, and agriculture. For this reason, the district will make a concerted effort to expand the opportunities for middle school.

Goal 2, Action 5, Expansion of Co-Curricular Activities. Site administrators and teachers have expressed the disparity between sites and their ability to raise funds to support academic trips. This inequity in a school's ability to fundraise has a direct impact on the quantity and quality of academic trips available for that site's students. This information partially influenced the reason to allocate funds to each site based upon their Unduplicated Pupil counts to be used for low-income students to participate in academic trips.

Goal 3, Action 4, PBIS Rewards System. The high school uses the PBIS in the 2024-25 school year. It has proven to be such a wonderful program enjoyed by staff and students alike that the District, upon recommendation from the high school, decided to roll this program out District-wide at all school sites and all grades as a universally proven initiative to combat suspension rates.

Goal 3, Action 6, Curriculum and Instructional Alignment. Due to the size of our elementary sites (being smaller than less rural counterparts) it has been a somewhat common practice to "combo" classes; one teacher will teach multiple grades simultaneously in the same classroom. Parents have repeatedly requested for combo classes to be eliminated, and while that is not possible in all situations, this action will help to eliminate many of them through hiring additional teachers. Having teachers only focused on one grade is also crucial to the alignment work proposed in this action.

Goal 4 (Equity Multiplier Funds): Cedar Continuation School is receiving Equity Multiplier Funds for the 2024-25 school year due to a non-stability rate over 25% and the percentage of low-income students exceeding 70%. The school principal met with school teachers multiple times to specifically discuss ideas on how to engage students and create relevancy for them in the classroom. These discussions, in combination with feedback from students and parents, helped in the development of Goal 4 and it's actions that specifically pertain to these funds. Students were engaged with college and career within the 2024-25 school year.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Chawanakee Unified School District will provide a collaborative educational environment that effectively recruits, trains, supports, and retains highly effective teachers and support staff that provides all students, including the District's low-income students, and the services and materials needed to participate successfully in a 21st Century educational experience. This will be accomplished through actions related to professional development and teacher collaboration with the end goal of reducing turnover and improving employee satisfaction.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Chawanakee Unified School District will provide a collaborative educational environment that effectively recruits, trains, supports, and retains highly effective teachers and support staff that provides all students the services and materials needed to participate successfully in a 21st Century educational experience.

Based on state and local assessment data, educational partner consultation, and other collected data the District identifies this Goal and subsequent Actions as priorities for the District. Goal 1 is a broad goal in support of providing high-quality fully credentialed teachers, services and materials for our students. Chawanakee Unified does not receive concentration funding, is located in a rural setting spread across 687 square miles, and competes with larger urban districts for the same teacher pool. Students need sufficient access to standards-aligned instructional materials, instructional technology, connectivity, and a safe, clean environment within which students and learn and thrive.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of appropriately assigned	75.3% Fully Credentialed 2% Misassignments	85% fully credentialed 2% Misassigned		100% Fully Credentialed	9.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and fully credentialed teachers	1 Vacancy Fully Credentialed Metric: Data Year: 2022-23 Data Source: 2023 CA Dashboard Misassignments & Vacancies Metrics: Data Year: 2023-2024 Data Source: District Calculated based on CBEDS 2023	We currently have 2 Certificated vacancies. Misassignments & Vacancies Metrics: Data Year: 2024-2025 Data Source: District Calculated based on CBEDS 2024		0% Misassignments 0 Vacancies Misassignments & Vacancies Metrics: Data Year: 2025-2026 Data Source: District Calculated based on CBEDS 2025	
1.2	Facilities Inspection Tool (FIT)	All school sites were rated as being maintained in "good or exemplary" repair. Data Year: 2023-24 Data Source: Facilities Inspection Tool (FIT)	All school sites were rated as being maintained in "good or exemplary" repair. Data Year: 2024-25 Data Source: Facilities inspection Tool (FIT)		All facilities will be continue to be maintained in "good or exemplary" repair. Data Year: 2025-26 Data Source: Facilities inspection Tool (FIT)	0
1.3	100% of students with access to standards-aligned instructional materials	100% Data Year: 2022-23 Data Source: 2023 CA Dashboard	100% of student have access to standards aligned instructional materials. Data Year: 2023-24		Maintain 100% Data Year: 2024-25 Data source: 2024 CA Dashboard	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data source: 2024 CA Dashboard			
1.4	Broad Course of study for all students, including unduplicated pupils and pupils with exceptional needs	Students enrolled in advanced academic courses: All: 31.3% Low-income: 33.3% Students enrolled in VAPA courses: All: 75.5% Low-income: 42% Data Year: 2023-24 Data Source: CALPADS Fall 2	Students enrolled in advanced academic courses: All: 38% Low-income:30 % Students enrolled in VAPA courses: All: 79% Low-income: 78% Data Year: 2024-25 Data Source: CALPADS Fall		Students enrolled in advanced academic courses (All and Low-Income): 50% Students enrolled in VAPA courses (All and Low-Income): 80% Data Year: 2025-26 Data Source: CALPADS Fall	All: 6.7% Low-income:- 3.3 % Students enrolled in VAPA courses: All: 3.5% Low-income: 36%
1.5	Level of implementation of state standards for all students	Full Implementation & Sustainability Data Year: 2022-23 Data Source: 2023 CA Dashboard	Full Implementation & Sustainability Data Year: 2023-24 Data Source: 2024 CA Dashboard		Maintain Full Implementation & Sustainability levels Data Year: 2024-25 Data Source: 2024 CA Dashboard	0
1.6	Local iReady Benchmarks (K-8, ELA)	iReady ELA scores based upon the final administration of the assessment in Spring 2024.	iReady ELA scores based upon the final administration of the assessment in Spring 2025.		iReady ELA scores based upon the final administration of the assessment in Spring 2026.	HSE: Hillside Elementary Grade 1: -21% Grade 2: 22% Grade 3: -5% Grade 4: -26% Grade 5: -48%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Numbers below represent the percentage of ALL students assessing at or above grade level in ELA. HSE: Hillside Elementary Grade 1: 64% Grade 2: 42% Grade 3: 65% Grade 4: 59% Grade 5: 70% Grade 6: 53% Grade 7: 61% Grade 8: 58% SV: Spring Valley Elementary Grade 1: 70% Grade 2: 55% Grade 3: 79% Grade 4: 41% Grade 5: 36% Grade 6: 39% Grade 7: 30% Grade 8: 46% NF: North Fork Elementary Grade 1: 25% Grade 2: 38% Grade 3: 35% Grade 4: 33% Grade 5: 44% Grade 6: 32%	Numbers below represent the percentage of ALL students assessing at or above grade level in ELA. HSE: Hillside Elementary Grade 1: 43% Grade 2: 64% Grade 3: 60% Grade 4: 33% Grade 5: 22% Grade 6: 53% Grade 7: 37% Grade 8: 56% SV: Spring Valley Elementary Grade 1: 76% Grade 2: 81% Grade 3: 65% Grade 4: 54% Grade 5: 65% Grade 6: 44% Grade 7: 54% Grade 8: 28% NF: North Fork Elementary Grade 1: 39% Grade 2: 30% Grade 3: 46% Grade 4: 24% Grade 5: 58% Grade 6: 36%		60% of ALL students in each grade, and at each school site, will assess at or above grade level on the spring administration of iReady. Goals for disaggregated student populations will be as follows, per site: SED (low-income): HSE: 60% SV: 55% NF: 40% District-average: 52% NON-SED: HSE: 75% SV: 65% NF: 40% District-average: 60%	Grade 6: 0% Grade 7: -24% Grade 8: -2% SV: Spring Valley Elementary Grade 1: 6% Grade 2: 26 % Grade 3: 14% Grade 4: 13% Grade 5: 29% Grade 6: 5% Grade 7: 24% Grade 8: 18% NF: North Fork Elementary Grade 1: 14% Grade 2: -8% Grade 3: 11% Grade 4: -9% Grade 5: 14% Grade 6: 4% Grade 7: 18% Grade 8: 23% Numbers below represent the percentage of SED (low-income) students compared to non-SED students assessing at or above grade level in ELA. SED (low-income):

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 7: 25% Grade 8: 20% Numbers below represent the percentage of SED (low-income) students compared to non-SED students assessing at or above grade level in ELA. SED (low-income): HSE: 51% SV: 45% NF: 31% Average: 42% NON-SED HSE: 64% SV: 54% NF: 31% Average: 50%	Grade 7: 43% Grade 8: 43% Numbers below represent the percentage of SED (low-income) students compared to non-SED students assessing at or above grade level in ELA. SED (low-income): HSE: 45% SV: 53% NF: 32% Overall: 43% NON-SED HSE: 51% SV: 66% NF: 68% Overall: 56%			HSE: -6% SV: 8% NF: 1% Overall: 1% NON-SED HSE: -13% SV: -12% NF: 37% Overall: 6%
1.7	Local iReady Benchmarks (K-8, Math)	iReady Math scores based upon the final administration of the assessment in Spring 2024. Numbers below represent the percentage of students ALL assessing at or above grade level in math.	iReady Math scores based upon the final administration of the assessment in Spring 2025. Numbers below represent the percentage of students ALL assessing at or		iReady Math score Outcome goals: 50% of ALL students in each grade, and at each school site, will assess at or above grade level on the spring administration of iReady.	HSE: Hillside Elementary Grade 1: 10% Grade 2: 8% Grade 3:0 % Grade 4: 14% Grade 5: 17% Grade 6: 8% Grade 7: -18% Grade 8: 9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HSE: Hillside Elementary Grade 1: 45% Grade 2: 28% Grade 3: 32% Grade 4: 53% Grade 5: 52% Grade 6: 39% Grade 7: 42% Grade 8: 28% SV: Spring Valley Elementary Grade 1: 39% Grade 2: 38% Grade 3: 52% Grade 4: 26% Grade 5: 36% Grade 6: 25% Grade 7: 19% Grade 8: 21% NF: North Fork Elementary Grade 1: 24% Grade 2: 25% Grade 3: 13% Grade 4: 27% Grade 5: 41% Grade 6: 42% Grade 7: 4% Grade 8: 11% Numbers below represent the percentage of SED	above grade level in math. HSE: Hillside Elementary Grade 1: 55% Grade 2: 36% Grade 3: 32% Grade 4: 39% Grade 5: 35% Grade 6: 47% Grade 7: 24% Grade 8: 37% SV: Spring Valley Elementary Grade 1: 62% Grade 2: 37% Grade 3: 31% Grade 4: 37% Grade 5: 47% Grade 6: 44% Grade 7: 31% Grade 8: 36% NF: North Fork Elementary Grade 1: 38% Grade 2: 20% Grade 3: 42% Grade 4: 18% Grade 5: 47% Grade 6: 43% Grade 7: 38% Grade 8: 21%		Goals for disaggregated student populations will be as follows, per site: SED (low-income): HSE: 45% SV: 40% NF: 40% District-average: 42% NON-SED: HSE: 55% SV: 35% NF: 25% District-average: 38%	SV: Spring Valley Elementary Grade 1: 23% Grade 2: -1% Grade 3: 21% Grade 4: -11% Grade 5: 11% Grade 6: 19% Grade 7: 12% Grade 8: 15% NF: North Fork Elementary Grade 1: 14% Grade 2: -5% Grade 3: 29% Grade 4: 9% Grade 5: 6% Grade 6: -1% Grade 7: 34% Grade 8: 10% SED (low-income): HSE: 0% SV: 11% NF: 4% Average: 3% NON-SED: HSE: 1% SV: 4% NF: 35% Average: 10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(low-income) students compared to non-SED students assessing at or above grade level in math. SED (low-income): HSE: 32% SV: 30% NF: 21% Average: 28% NON-SED: HSE: 44% SV: 34% NF: 24% Average: 34%	Numbers below represent the percentage of SED (low-income) students compared to non-SED students assessing at or above grade level in math. SED (low-income): HSE: 32% SV: 41% NF: 25% Average: 31% NON-SED: HSE: 45% SV: 38% NF: 59% Average: 44%			
1.8	Local NWEA Benchmarks (9-12, ELA)	Reading exceeding or ready on the spring administration of NWEA 9th - 214.72 10th - 222.51 11th - 223.38 12th - 224.16 Data Year: 2023-24 Data Source: NWEA	Reading exceeding or ready on the spring administration of NWEA: 9th - 220.29 10th - 221.21 11th - 226.63 12th - 232.94 Data Year: Spring 2025 Data Source: NWEA		Reading exceeding or ready on the spring administration of NWEA: 9th- 235 10th- 240 11th- 240 12th- 240 Data Year: Spring 2026 Data Source: NWEA	9th 5.57 10th -1.3 11th -3.25 12th 8.78

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	Local NWEA Benchmarks (9-12, Math)	Math exceeding or ready on the spring administration of NWEA: 9th - 230.32 10th - 232.06 11th - 232.8 12th - 244.6 Data Year: 2023-24 Data Source: NWEA	Math exceeding or ready on the spring administration of NWEA: 9th - 221.33 10th - 233.26 11th - 235.99 12th - 230.31 Data Year: 2024-25 Data Source: NWEA		Math exceeding or ready on the spring administration of NWEA: 9th- 235 10th- 240 11th- 240 12th- 240 Data Year: Spring 2026 Data Source: NWEA	9th- 8.99 10th 1.2 11th 3.19 12th -14.29
1.10	CA Dashboard for grades 3-8 and 11 in ELA: Distance from Standard	2023 CA Dashboard for grades 3-8 and 11 in ELA: ALL Students: 12.4 points below grade-level standard SWD: 77.6 points below grade-level standard Increase 58.4 SED (low-income) students: 27.3 points below grade-level standard Hispanic 10.5 points below standard Increase 7.8 Points	2024 CA Dashboard for grades 3-8 and 11 in ELA: ALL Students: 21.3 points below grade-level standard SWD: 116.2 points below grade-level standard SED (low-income) students: 35.7 points below grade-level standard		0 points below standard for ALL Students, SWD, and SED students Data Year: 2024-25 Data Source: 2025 CA Dashboard	ALL Students: -8.9 points SWD: -38.6 points SED (low-income) students: -8.4 points Hispanic -14.3 points Homeless 1.5 points White points below standard Declined Points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless 23.3points below standard Increase 44.2 White points 9 below standard Increase 15.1 Points Two or More Races 28.9points below standard Increased 8.7Points Data Year: 2022-23 Data Source: 2023 CA Dashboard	Hispanic 24.8 points below standard Declined 14.3 Points Homeless 24.8 points below standard Maintained -1.5 Points White 15.1 points below standard Declined 6.2 Points Two or More Races 23.7 points below standard Increased 5.2 Points Data Year: 2023-24 Data Source: 2024 CA Dashboard			Two or More Races points below standard Increased Points
1.11	CA Dashboard for grades 3-8 and 11 in Math: Distance from Standard	2023 CA Dashboard for grades 3-8 and 11 in Math: ALL Students: 65.9 points below grade-level standard	2024 CA Dashboard for grades 3-8 and 11 in Math: ALL Students: 55 points below		0 points below standard for ALL Students, SWD, and SED students Data Year: 2024-25	2024 CA Dashboard for grades 3-8 and 11 in Math: ALL Students: Increase 10.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 136.2 points below grade-level standard SED (low-income) students: 81.3 points below grade-level standard Hispanic: 73.3 points below standard Homeless (Yellow): 63.5points below standard White 57.1 points below standard Two or More Races 84.4 points below standard Data Year: 2022-23 Data Source: 2023 CA Dashboard	grade-level standard SWD: 173.8 points below grade-level standard SED (low-income) students: 76.5 points below grade-level standard Hispanic: 61 points below standard Homeless (Orange): 76.7 points below standard White 45.7 points below standard Two or More Races 57 points below standard Increased 27.4 Points Data Year: 2023-24		Data Source: 2025 CA Dashboard	SWD: Decrease 37.6 SED (low-income) students: Increase 4.8 Hispanic: Increase 12.4 Homeless: Declined 13.1 Points White: Increased 11.4 Two or More Races: Increased 27.4 Points Data Year: 2023-24 Data Source: 2024 CA Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: 2024 CA Dashboard			
1.12	Annual Parent Survey	When asked whether they agreed with the following statement: "My child(ren)'s school provides me with the information and resources to support student learning in the home," 24% of parents disagreed. When asked the following question: "How often are you contacted by your child(ren)'s teacher(s) regarding his or her academic progress?" 31% of parents responded that they had never been contact by any teacher regarding their child(ren)'s academic progress in this school year. When posed with the following statement: "Teachers at this school provide early notification to me if my child's academic performance has	When asked whether they agreed with the following statement: "My child(ren)'s school provides me with the information and resources to support student learning in the home," 18% of parents disagreed. When asked the following question: "My child wants to do well in school?" 5% of parents responded that they disagree with this statement. When posed with the following statement: "My child is motivated to learn." Parents 56% of parents strongly agree, 3% of parents disagree.		Annual Survey Responses: 1. My child(ren)'s school provides me with the information and resources to support student learning in the home. Goal: Less than 10% of parents disagree 2. How often are you contacted by your child(ren)'s teacher(s) regarding his or her academic progress? Goal: Less than 15% of parents report never being contacted by any teacher 3. Teachers at this school provide early notification to me if my child's academic performance has declined.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		declined," 43% said yes, 27% said no, and the remaining 29% said some teachers did provide early notification and some did not. Date Year: Q1, 2024 Date Source: Annual Parent Survey	When asked: "My child likes going to school." 71% of parents agree, 8% of parents disagree. Date Year: Spring 2025 Date Source: Annual Parent Survey		Goal: At least 70% of parents will respond yes	

Goal Analysis [2024-25]

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

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

The overall implementation of this goal is to retain highly qualified teachers. A success that Chawanakee Unified had this year was the Professional Development with Dr. Linda Hauser. She supported our teachers to become more familiar with Claims, Targets, and Standards. In addition, she was able to support with the new platform for Tools for Teachers on CAASPP. An additional metric was to ensure that all of our students have access to standard aligned materials. Another action that is somewhat effective is the 'Lead Teacher' role. The success with this action is that we have the right people in place to help coach our teachers, the challenge is that they too have a classroom and the time needed to do this role effectively takes time. Another successful action was the 3 sub days per month allotted per site for teacher collaboration. This time was spent on Professional Learning Community work, parent outreach, and data analysis. All of these days were used at our school sites. Our annual Parent, Teacher, and Student Survey continues to affirm that providing and retaining highly qualified teachers remains a top priority within the district.

Action 1.1 Hire and retain Highly Qualified Teachers (Non-Contributing)- Implemented- The district hired and retained Highly Qualified Teachers. In the area of Special Ed. 2 teachers are not highly qualified.
Action 1.2 School Facilities, Maintenance and Repairs- Implemented- All schools received good or exemplary. Examples were irrigation pump replacement, updated Supervisory Control And Data Acquisition system for the waste water, and developed an updated system for cleaning.
Action 1.3 Technology Integration- Implemented-Students received a device that was reliable and recent. The district will continue to prioritize equipment replacement, additional cameras and supplies, chargers, projectors, etc.

Action 1.4 Professional Development- Implemented- All certificated staff received training that is aligned to standards, specially facilitated by Dr. Linda Hauser and Curriculum Associates. Madera County Superintendent of School provided PD in January to our Student Services team and TK-2nd grade teachers for literacy and numeracy.
Action 1.5 Teacher Collaboration- Implemented- All schools collaborated and used subs to cover classes.

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.

Goal 1.2 Goal School Facilities Maintenance and Repairs - Planned expenditures 24-25 was $2,547,496 Estimated Actuals $2,947,129
The increase is due to increased costs for utilities, and possibly an optimistic projection of utility expenses.

1.4 Professional Development - Planned 24-25 was $54,340 Estimated Actuals $37,740
Contract negotiations with the Educational Resource Consultants reduced the cost, however all planned professional development was delivered to staff.

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

Action 1.1 Hire and retain highly qualified teachers- somewhat effective. Metric 1.1 We increased the amount of credentialed teachers from 79% to 85%
85% fully credentialed
2% Misassigned
We currently have 2 Certificated vacancies.
A challenge is to stay competitive with salaries and benefit packages.

Action 1.2 School Facilities- effective. This remained the same. Metric 1.2 Good and exemplary status.

Action 1.3 Technology Integration-effective. Metric 1.3 Continued service including growth in the Hillside area. Tickets that have been serviced is at 1,491 for the 2024-25 school year. 35 more computers have been purchased, 734 earbuds, and 45 chargers.

Action 1.4 Professional Development- Effective with Metrics 1.3, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11 from iReady and NWEA, CAASPP CA Dashboard. Because of Professional Development in ELA, we have increases district wide.

CAASPP ELA

2024 CA Dashboard for grades
3-8 and 11 in ELA:

ALL Students: 21.3 points below grade-level standard
SWD: 116.2 points below grade-level standard
SED (low-income) students: 35.7 points below grade-level standard

Hispanic 24.8 points below standard
Declined 14.3 Points

Homeless 24.8 points below standard
Maintained -1.5 Points

White 15.1 points below standard
Declined 6.2 Points

Two or More Races 23.7 points below standard
Increased 5.2 Points

Data Year: 2023-24
Data Source: 2024 CA Dashboard

CAASPP Math
2024 CA Dashboard for grades
3-8 and 11 in Math:

ALL Students: 55 points below grade-level standard

SWD: 173.8 points below grade-level standard

SED (low-income) students: 76.5 points below grade-level standard

Hispanic: 61 points below standard
Increased 12.4 Points

Homeless (Orange): 76.7 points below standard
Declined 13.1 Points

White 45.7 points below standard
Increased 11.4

Two or More Races 57 points below standard
Increased 27.4 Points

Data Year: 2023-24
Data Source: 2024 CA Dashboard

iReady Data

Year.	2023-24	2024-25	
SED ELA	42%.	43%.	Effective
SED Math	28%	31%.	Effective

NWEA ELA

9th - 214.72	9th 220.29. Effective
10th - 222.51	10th 221.21 Somewhat effective
11th - 223.38	11th 226.63. Effective
12th - 224.16	12th 232.94. Effective

NWEA Math.

9th - 230.32	9th- 221.33 Ineffective
10th - 232.06	10th- 233.26 Effective
11th - 232.8	11th- 226.63 Ineffective
12th - 244.6	12th- 232.94 Ineffective

Action 1.5 Teacher Collaboration- ineffective. This action was supposed to improve communication between teachers and parents, due to having sub time. Metric 1.10 and 1.11, regarding ELA and Math CAASPP scores. We had a drop in ELA from 2023-24 school year on Difference from standard from -12.4 to -16.1. This time was not necessarily used for parent to home communication. The title of this action will change for 2025-26 from "Teacher Collaboration" to "Parent Communication".

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 1.4: will be the guidance of the Coordinator of State and Federal funding. This individual will monitor and support the needs of our newer teachers from Dr. Hauser's work as we go into Year 2 and any other professional development. The expected outcomes of this action will be that we will have more interactions and support for our teachers for coaching and training. This will be measured by the Success Plans that are developed from each site and the amount of time that the Coordinator will be at school sites.
Action 1.5: Teacher Collaboration- to increase collaboration districtwide between our TK-8 elementary sites, it will be imperative that the minimum day Wednesdays allow for virtual connections. An additional metric to be used is a calendar and teacher lead coalition meetings that are linked to Action 3.6
Metric 1.12: The questions from this qualitative metric changed from baseline year to year 1 for relevancy.

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	Hire and Retain Highly-Qualified Teachers	Maintain a competitive salary and benefits package for certificated staff to increase the district's ability to recruit highly-qualified candidates, to retain experienced teachers, and reduce overall teacher turnover.	$7,541,130.00	No
1.2	School Facilities Maintenance and Repairs	Maintain all CUSD school facilities to continue to achieve "good" or "exemplary" repair status for all school sites on the most recent Facilities Inspection Tool (FIT) report.	$3,085,450.00	No
1.3	Technology Integration	CUSD will maintain a 1:1 student to device ratio district-wide through device refreshments to ensure students have the most recent and reliable technology. The District will continue to prioritize equipment replacement, additional cameras and supplies, chargers, projectors, etc.	$23,900.00	No
1.4	Professional Development	This action will provide professional development and pay for a portion of the Coordinator of State and Federal Funding to include a focus on alignment, site-based coaching, and training specifically for supplemental curriculum.	$33,810.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The first component of this targeted professional development action will involve continuing work with ERC and Dr. Linda Hauser to educate, train, and coach our administrators, Lead Teachers, and teaching staff on alignment across the various grade spans. Curriculum Associates will offer site-based training and coaching (to each of the three K-8 sites) on the Ready Reading, Ready Math, and Ready Writing supplemental materials (beyond the base iReady assessment component). This will involve group and one-on-one coaching and advisement with classroom observations and feedback to increase student engagement and academic achievement.		
1.5	Teacher Collaboration and Parent Communication	This action will provide three (3) sub-days per school site (at all three K-8 sites and the high school) per month (for a total of 9 of the 12 months of the year) to allow teachers time to collaborate across sites and focus on communication directives outlined in Goal 2, Action 1: Communication to increase the school to home connection.	$21,733.00	Yes
1.6	Technical Assistance Action	This action supports the work CUSD is doing, in collaboration with Madera County Superintendent of Schools, to support our differentiated assistance work. In the 2024-25 school year, the district was identified for Differentiated Assistance for Students with Disabilities in ELA, Math, and Suspensions. The focus of this work will be to create a districtwide Discipline Matrix to improve the system to improve communication and proved consistency throughout the process.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Chawanakee Unified will provide opportunities to increase the level of participation from students, parents, families, and staff so they are connected and engaged to their school to ensure student success. This goal will be accomplished through actions related to increasing parental participation, improving access to wrap services (including medical screenings), increasing student engagement through improved access to electives and enrichment, providing additional behavioral and mental health supports, and focusing on attendance. The combination of these actions will lead to increased levels of participation as evidenced through annual survey responses and attendance rates, as well as reductions in suspensions and expulsions and increases in graduation rates.	Broad Goal

State Priorities addressed by this goal.

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.

Based on state and local assessment data, educational partner consultation, and other collected data the district identifies this Goal and subsequent Actions as priorities for the district. Goal 2 is a broad goal focused on improving performance cross the wide range of metrics listed below. Opportunities for parents and our community to participate and communicate effectively need to continue to grow in order for students to reach their academic and social-emotional goals. Parents also need to be supported in their efforts to become informed and educated so that they can actively participate in the CUSD community and promote educational success for their children. Students need to be supported in their efforts to be more connected to their school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Annual Parent Survey	2024 Annual Parent Survey Data: 90.1% believe their child is safe at school.	2025 Annual Parent Survey Data 88.8% of guardians/Parents feel safe at school		2025 Annual Parent Survey Data 90% of guardians/Parents feel safe at school	-1.3% child is safe at school 6.3% welcoming enviroment

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		87.7% believe their child(ren)'s school has created a welcoming environment. 76.2% of respondents agree that their child(ren)'s school provides them with the information and resources to support student learning in the home. Data Year: 2023-24 Data Source: Annual Survey	94% of families feel that their child does well in school. 85% feel their child is motivated to learn and has resources. Data Year: 2024-25 Data Source: Annual Survey		95% of families feel that their child does well in school. 88% feel their child is motivated to learn and has resources. Data Year: 2025-26 Data Source: Annual Survey	8.8% resources
2.2	Annual Staff Survey	2024 Annual All Staff Survey Data: 87.3% of staff feel they are provided a positive work environment. 81.8% of staff feel they have the tools to do their jobs. 69.1% of staff feel satisfied with professional growth opportunities. Data Year: 2023-24 Data Source: Annual Survey	2025 Annual All Staff Survey Data: 90.3% of staff feel they have a positive work environment. 55.3% are satisfied with professional growth opportunities 31.!% are somewhat satisfied. 90.3% of staff feel that their coworkers treat them with respect.		2025 Annual All Staff Survey Data: 91% of staff feel they have a positive work environment. 62% are satisfied with professional growth opportunities 35% are somewhat satisfied. 92% of staff feel that their coworkers treat them with respect.	3% positive work enviroment -13.8 satisfied with professional growth

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			92.2% of staff feel that they embrace diversity. Data Year: 2024-25 Data Source: Annual Survey		93% of staff feel that they embrace diversity. Data Year: 2025-26 Data Source: Annual Survey	
2.3	Annual Student Survey (Grades 4-12)	2024 Annual Student Survey Data: 74.9% of students are happy at school. 80.8% of students feel a part of their school. 88.6% of students feel safe at school. 67.3% of student know who to talk to if feeling angry or depressed Data Year: 2023-24 Data Source: Annual Survey	2025 Annual Student Survey Data (sample of MS and HS students): 68 % of students are happy in school 92% of students feel a part of their school 73% of students feel safe at school 58 % of students know who to talk to if feeling angry or depressed Data Year 2024-25 Data Source: Annual Survey		90%+ of students are happy at school. 85%+ of students feel a part of their school. 90%+ of students feel safe at school. 90%+ of student know who to talk to if feeling angry or depressed Data Year 2025-26 Data Source: Annual Survey	-6.9% students are happy in school 11.2% students feel part of their school -15.5% students feel safe at school -9.3% students know who to talk to if feeling angry or depressed

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Attendance Rate	94.4% ADA rate Data Source: P-2 2023-24	94% ADA rate Data Source: Cal Pads/ Aeries as of April 2024-25		95% ADA rate Data Source: Cal Pads/ Aeries as of April 2025-26	-0.4% ADA rate
2.5	Chronic Absenteeism Rate	24% Chronically Absent Rate (Yellow) Low income 32.3% Data Source: 2023 CA Dashboard Data Year: 2022-23	14.3% Chronic Absenteeism Low- Income 20.9% Data Source: 2024 CA Dashboard Date Year: 2023-24		5% Chronically Absent Data Source: 2025 CA Dashboard Date Year: 2024-25	-9.7% Chroic Absenteeism (All) -11.4% Low Income
2.6	Middle School Dropout Rate	0% Data Source: CALPADS Data Year: 2023-24	0% of students Data source: CALPADS Data Year: 2024-25		0% Data source: CALPADS Data Year: 2025-26	0%
2.7	High School Dropout Rate	0.003% (1 student dropped out out of 288 enrolled high school students per CBEDS 2023) Data Source: CALPADS Data Year: 2023-24	1.13 % Data Source: CALPADS Data Year: 2024-25		0% Data Source: CALPADS Data Year: 2024-25	1.13%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	High School Graduation Rate	85.7%- All Low Income 82.2% Data Source: 2023 CA Dashboard Data Year: 2022-23	91.8%- All Low Income 89.8% Data Source: 2024 CA Dashboard Data Year: 2023-24		100% Data Source: 2025 CA Dashboard Data Year: 2024-25	6.1%- All 7.6%- Low Income
2.9	Suspension Rate	5.6% All Low Income 7.3% Data Source: 2023 CA Dashboard Data Year: 2022-23	6.7% All Low Income 9.1% Data Source: 2024 CA Dashboard Data Year: 2023-24		1.5% or lower Data Source: 2025 CA Dashboard Data Year: 2024-25	1.1% - All 1.8%- Low Income
2.10	Expulsion Rate	1 student has been expelled out of 1015 enrolled, less than 1% Data Source: CALPADS Data Year: 2023-24	0% Data source: CALPADS Data Year: 2024-25		1% of lower Data source: CALPADS Data Year: 2025-26	
2.11	Points Above or Below Standard in ELA and Math (CAASPP)	ALL Students: ELA: 12.4 points below standard Math: 65.9 points below standard Low-Income (SED) Students: ELA: 27.3 points below standard Math: 81.3 points below standard	ALL Students: ELA: 21.3 points below standard Math: 55 points below standard Low-Income (SED) Students: ELA: 35.7 points below standard Math: 76.5 points below standard		0 points below standard for All Students and Low-Income Students in ELA and Math Data Source: 2025 CA Dashboard Data Year: 2024-25	ELA: 8.9 Math: -10.9 Low-Income (SED) Students: ELA: 8.4 Math: -4.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: 2023 CA Dashboard Data Year: 2022-23	Data Source: 2024 CA Dashboard Data Year: 2023-24			

Goal Analysis [2024-25]

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

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

The overall implementation of Goal 2 was successful to connect and engage our families for student success, though one action presented a challenge. Health services provided by our district nurse were effective; she delivered vision and hearing screenings and maintained strong communication with parents to ensure they were informed and followed up on any health concerns. Enrichment opportunities at the high school level were implemented and supported, including access to credit recovery programs and transportation. The behaviorist hired through LCAP funds addressed Tier 2 behaviors to support student success, and an intern psychologist provided additional services. All unduplicated 6th-grade students were given the opportunity to attend 6th-grade camp. Intervention funds were utilized at two of the three schools to support students struggling to meet academic mastery. However, the implementation of Middle School Enrichment, as outlined in Action 2.3, was a challenge enrichment opportunities were available to middle school students through other funding sources. This specific action was not met due to transportation and facility constraints.

Action 2.1 Communication (Non-Contributing)- Implemented- The district invested in ParentSquare, Class Dojo, and Raptor.
Action 2.2 Health Service- (Contributing)- Implemented- The Chawanakee Unified nurse oversees wellness for the entire student population. She administers the vision and hearing tests.
Action 2.3 Middle School Enrichment (Non-Contributing) - Not Implemented. Middle School students did receive enrichment, but we did not provide transportation to the high school because the enrichment occurred at their school site. Metric 2.6 0% of Middle school students dropout.
Action 2.4 Enrichment Opportunities- Implemented- Throughout the year Chawanakee Unified provided credit recovery every Monday. This included transportation and food. In addition, there at 29 students that will have credit recovery that is mandated Summer 2025. Metric 2.6 0% of Middle school students dropout.
Action 2.5 Expansion of Co-Curricular Activities-Implemented- (Contributing)- Fully Implemented- Unduplicated students that attended 6th grade camp were fully paid for.
Action 2.6 Intervention Services- (Contributing)- Partially Implemented- Two of our three elementary sites had 0.5 Intervention teacher to help coordinate the intervention supports. All our elementary sites had 0.75 of an Instructional Aide to support intervention.
Action 2.7 Social Emotional Learning Supports- (Contributing)- Fully Implemented. Chawanakee Unified provided an intern School Psychologist to support in administering assessments and leading small group sessions.

Action 2.8. Attendance and Engagement- (Contributing)- Fully Implemented. The Attendance and Engagement Liaison partnered with families to address barriers to attendance and engagement. She was a participant in the school's Multi-Tiered Systems and Supports meetings.
Action 2.9 Behavior Supports- (Contributing)- Fully Implemented. Each elementary site has a behavior Specialist to provide consistent counseling and behavior needs.
Action 2.10. Special Education- (Non-Contributing)- Fully Implemented- Individualized Services are provided to students on an Individualized Educational Plan (IEP)

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.

Goal 2.3 Middle School Enrichment - Planned for 24-25 was $88,126 Estimated Actuals $0
Due to logistical constraints with transportation, the middle school enrichment program was not offered as originally thought by having students transported to the high school. This also would impact the length of the school day and after school sports. The previous year's program for enrichment teachers to travel to the elementary sites was implemented similar to the prior year.

Goal 2.8 Attendance and Engagement - Planned $21,454 for 24-25, Estimated Actuals $24,457
The amount increased due to an increase in salary and benefits.

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

Action 2.1 Communication - Effective- Every site pushed out weekly notifications to parents on ParentSquare. Sometimes more than once in a week. A total of Metric 2.1 Parent Survey 85% of our families feel their child is motivated and have the resources necessary.
Action 2.2 Health Service - Effective- The Chawanakee Unified nurse oversees wellness for the entire student population. The total number of vision and hearing test are 380 total. Metric 2.5, decrease in chronic absenteeism.
Action 2.3 Middle School Enrichment - Not effective. Middle School students did receive enrichment, but we did not provide transportation to the high school because the enrichment occurred at their school site.
Action 2.4 Enrichment Opportunities- Effective- Throughout the year Chawanakee Unified provided credit recovery every Monday. This included transportation and food. In addition, there at 29 students that will have credit recovery that is mandated Summer 2025. Metric 2.8, we had an increase in our graduation rate. Metric 2.3 Student surveys, we had an increase that students feel part of their school.
Action 2.5 Expansion of Co-Curricular Activities--- Effective- Unduplicated students that attended 6th grade camp were fully paid for. More students were able to attend camp. Metric 2.3 88% of students are happy in school and this was the highest area on how students ranked the LCAP goals. Administration believes that this academic field trips supports students with connections to other students.
Action 2.6 Intervention Services- - Somewhat effective- Two of our three elementary sites had 0.5 Intervention teacher to help coordinate the intervention supports. All our elementary sites had 0.75 of an Instructional Aide to support intervention. Because the Intervention teacher is also the SPED teacher with a low caseload, Hillside SPED numbers grew and intervention was dependent on the staff already in place. Metric 2.11 ELA and Math dashboard. We had a slight decrease in ELA and an increase in Math. Metric 1.6 and 1.7 iReady, we have increases in both ELA and Math on iReady Diagnostic 3.

Action 2.7 Social Emotional Learning Supports- - Effective. Chawanakee Unified provided an intern School Psychologist to support in administering assessments and leading small group sessions. She was highly effective. Metric 2.3 87% of students are happy in school, and 87% feel safe at school. Metric 2.9 suspension rates. Although the suspension rates went up in 2024, the survey results were positive.
Action 2.8. Attendance and Engagement- Effective. The Attendance and Engagement Liaison partnered with families to address barriers to attendance and engagement. She was a participant in the school's Multi-Tiered Systems and Supports meetings. ADA increased because of her support. Metric- 2.4 and 2.5 We have a high ADA at 94% and our Chronic Absenteeism dropped from 24% to 13.4%.
Action 2.9 Behavior Supports- - ineffective. Each elementary site has a behavior Specialist to provide consistent counseling and behavior needs. Tier 2 supports were given to students. Metric 2.3 87% of students reported in the student survey that they feel safe. Metric 2.9, suspension rates went up.
Action 2.10. Special Education- - Effective- Individualized Services are provided to students on an Individualized Educational Plan (IEP).

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.

Change to 2.3 Middle School Enrichment. As a district we were able to implement middle school enrichment without the transportation. Our recent parent survey is asking that we provide a better quality athletic program in middle school. The funding in this category will change over to Middle School Enrichment within Athletics specifically on transportation needs.
Change to 2.7 Social Emotional Learning Supports- this will change from an intern psychologist to a part time psychologist to serve our students.
Change to Metric 2.4- We used ADA pulled from CalPads through Aeries
Metric 2.1 and 2.2: The questions from this qualitative metric changed from baseline year to year 1 for relevancy.

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	Communication	Based upon annual survey responses, parents and education partners desire more consistent and personalized communication from the school, including teacher communication with parents and guardians. Communication is comprised of two distinct parts:1. Informative or one-way communication (e.g. announcements, important dates, etc.) and 2. Child-specific two-way communication pivotal to the necessary school to home connection.	$35,575.00	No

Action #	Title	Description	Total Funds	Contributing
		Chawanakee Unified will provide multiple methods for communication. The communication systems (Aeries, Canvas, ParentSquare, Class Dojo, Edlio, and Raptor) will be used to monitor school-to-home communications. The District and school websites will provide current and emergency information. Annual Parent Survey responses will help to gauge if current communication practices translate to more favorable survey responses. In addition, the District seeks to increase communication and parental participation of students who are low-income (SED) or have a disability (SWD). The District will increase engagement with these targeted parent groups by proactively inviting these parents/guardians of these students to participate in school Parent Teacher Clubs (at each of the three K-8 sites) and extending invites to parents to participate at IEP meetings (SWD students). The goal is that participation in PTC clubs will meet or exceed representation of that student group. For example, if 30% of all students at a particular site are low-income, then 30% or more of parents participating at that site's PTC will also be parents of low-income students.		
2.2	Health Services	Chawanakee Unified will provide a registered nurse to oversee wellness for the entire student population to include routine vision and hearing screenings.	$124,141.00	Yes
2.3	Enrichment Opportunities	This action will provide for transportation from the three K-8 sites to Minarets High School and league schools to participate in co-curricular activities and sports. This includes a stipend for an Athletic coordination to manage the program.	$58,116.00	Yes
2.4	Middle School/High School Co-Curricular	CUSD will provide enrichment opportunities for our students. We have hired teachers in the areas of Agriculture, Media, Drama, Music, and Art to allow for options and opportunities for our students. We want to increase the amount of students in the Socio Economically Disadvantaged student group, English Learners, American Indian, Homeless and Foster Youth.	$430,203.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Expansion of Co-Curricular Activities	CUSD will provide funding so that all Unduplicated Students in the 6th grade may attend the overnight science trip at no cost (this 6th grade trip is a District standard for all elementary sites). Additional funds will be equitably dispersed between all sites based upon their Unduplicated Student percentages (using the most recent CBEDS enrollment information) to help pay for academic trips determined at the site level.	$52,541.00	Yes
2.6	Intervention Services	Required Action: This action addresses the lowest-performance indicator (Red) for low-income students in mathematics at North Fork School. This action will provide (1) 0.5 FTE Intervention Teacher and (1) 0.75 Intervention Aide at each of the (3) K-8 elementary sites to coordinate and administer Response to Intervention (RtI) Services.	$262,884.00	Yes
2.7	SEL Supports	CUSD will provide (1) FTE School Psychologist Intern to support the District in administering assessments and leading small group sessions to allow the Mental Health Team more time to work directly with students in crisis and with the greatest needs.	$24,375.00	Yes
2.8	Attendance & Engagement	This action will provide (1) 0.6 FTE Attendance & Engagement Liaison to serve as a partner between students and their families and the schools to help identify and address barriers to attendance and engagement. The Liaison will work with each site's Attendance Clerk and Principal to identify students who are chronically absent or on the verge of becoming chronically absent. Tasks undertaken by the Liaison will involve transporting students to and/or from school when needed and connecting families with the necessary supports to overcome obstacles unique to that student and/or family.	$24,112.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.9	Behavior Supports	CUSD will provide (1) FTE Behavior Specialist, one for each of the three elementary school sites, to provide consistent counseling and behavior needs. This position will integrate in with the District's existing MTSS (Multi-Tiered System of Support) for mental health and intervention.	$363,335.00	Yes
2.10	Special Education	Students with Disabilities have access to a robust Special Education program, with individualized services and supports based on their individualized educational program (IEP). Students identified with an IEP have access to both push-in and pull-out support pending their need, in order to allow them access to their Least Restrictive Environment. There has been an increased need for early intervention with our TK-K age group and speech. To address this need the District has created a speech buddy system that involves the Speech Pathologist and SLPA both going into the TK/K classrooms and doing whole group social story/activity time. They also do small group pull-out time to help students acquire some of the language skills they are lacking. The District has also seen an increase in students' post-secondary needs for those students that are identified as being on a certificate track. To address this growing population, the District has created an Adult Transition Program that targets student's who are on a certificate track and also provides education for those to age 22. This includes work experience as well as meal prep and grounds keeping help in district.	$1,628,374.51	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Chawanakee Unified School District is a district of academic excellence that provides equity and access for all students in all student groups, utilizing academic rigor through best first instruction and systematic intervention to ensure that all students graduate college and career ready. This goal will be accomplished through actions including internal assessments, targeted intervention, reinforcing positive behaviors through PBIS rewards systems, and credit recovery options. These actions will collectively lead to increased academic achievement and reductions in negative behaviors and disciplinary proceedings.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, educational partner consultation, and other collected data the district identifies this goal and subsequent actions as priorities for the district. Goal 3 is a broad goal, focused on improving performance across a wide range of metrics including, but not limited to: ELA and Math scores on the California Assessment of Student Performance and Progress (CAASPP) System, increases in the percentage of students demonstrating college preparedness as measured by the EAP, and for those students not taking the CAASPP (grades TK-2, 9-10, and 12 grades) increases on internal assessments (iReady for elementary students and NWEA for high school students).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Access to standards aligned instructional materials	100% Data Year: 2022-23 Data Source: Dashboard Fall 2023	100% Data Year: 2023-24 Data Source: Williams Act		100% access to standards aligned instructional materials	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	CAASPP (ELA)	2023 CAASPP Grades 3-8 and 11: Grades 3-8: 42%, or 236 of 561 students, Met or Exceeded Standard Grade 11: 62%, or 78 of 125 students, Met or Exceeded Standard ADDITIONAL PERCENTAGES BY STUDENT GROUPS DISTRICT-WIDE: 46% of ALL CUSD students who met or exceeded ELA standards. 40% of American Indian or Alaska Native students met or exceeded ELA standards. 16% of Students with Disabilities met or exceeded ELA standards. 42% of Socioeconomically Disadvantaged students met or	2024 CAASPP Grades 3-8 and 11: Grades 3-8: 43.07%, Met or Exceeded Standard Grade 11: 70% Met or Exceeded Standard ADDITIONAL PERCENTAGES BY STUDENT GROUPS DISTRICT-WIDE: 43% of ALL CUSD students who met or exceeded ELA standards. 38% of American Indian or Alaska Native student met or exceeded ELA standards. 14% of Students with Disabilities met or exceeded ELA standards.		2025 CAASPP Grades 3-8 and 11: Grades 3-8: 46%, Met or Exceeded Standard Grade 11: 70% Met or Exceeded Standard 46% of ALL CUSD students who met or exceeded ELA standards. 40% of American Indian or Alaska Native student met or exceeded ELA standards. 32% of Students with Disabilities met or exceeded ELA standards. 38% of Socioeconomically Disadvantaged students met or exceeded ELA standards.	Grades 3-8: increase of 1.07%, Met or Exceeded Standard Grade 11: increase of 8% Met or Exceeded Standard ADDITIONAL PERCENTAGES BY STUDENT GROUPS DISTRICT-WIDE: -3% of ALL CUSD students who met or exceeded ELA standards. -2% of American Indian or Alaska Native student met or exceeded ELA standards. -2% of Students with Disabilities met or exceeded ELA standards. -4% of Socioeconomically Disadvantaged students met or

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		exceeded ELA standards. Data Year: 2022-2023 Data Source: CAASPP Results, CA Dashboard	38% of Socioeconomically Disadvantaged students met or exceeded ELA standards. Data Year: 2023-2024 Data Source: CAASPP Results, CA Dashboard		Data Year: 2024-2025 Data Source: CAASPP Results, CA	exceeded ELA standards.
3.3	CAASPP (Math)	2023 CAASPP Grades 3-8 and 11: Grades 3-8: 24%, or 134 of 558 students, Met or Exceeded Standard Grade 11: 19%, or 23 of 123 students, Met or Exceeded Standard ADDITIONAL PERCENTAGES BY STUDENT GROUPS DISTRICT-WIDE: 23% of ALL CUSD students who met or exceeded Math standards. 6% of American Indian or Alaska	2024 CAASPP Grades 3-8 and 11: Overall: 26% Grades 3-8: 29.3% Met of exceeded Grade 11: 20.3%, Met or Exceeded Standard ADDITIONAL PERCENTAGES BY STUDENT GROUPS DISTRICT-WIDE: 25% of ALL CUSD students who met		2025 CAASPP Grades 3-8 and 11: Overall: 32% Grades 3-8: 31% Met of exceeded Grade 11: 25%, Met or Exceeded Standard ADDITIONAL PERCENTAGES BY STUDENT GROUPS DISTRICT-WIDE: 32% of ALL CUSD students who met	Grades 3-8: -5% Met of exceeded Grade 11: -3%, Met or Exceeded Standard ADDITIONAL PERCENTAGES BY STUDENT GROUPS DISTRICT-WIDE: 2% of ALL CUSD students who met or exceeded Math standards. 4.3% of American Indian or Alaska

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Native students met or exceeded Math standards. 4% of Students with Disabilities met or exceeded Math standards. 17% of Socioeconomically Disadvantaged students met or exceeded Math standards. Data Year: 2022-2023 Data Source: 2023 CAASPP Results	or exceeded Math standards. 10.3% of American Indian or Alaska Native students met or exceeded Math standards. 6% of Students with Disabilities met or exceeded Math standards. 19% of Socioeconomically Disadvantaged students met or exceeded Math standards. Data Year: 2023-2024 Data Source: 2024 CAASPP Results		or exceeded Math standards. 12% of American Indian or Alaska Native students met or exceeded Math standards. 8% of Students with Disabilities met or exceeded Math standards. 22% of Socioeconomically Disadvantaged students met or exceeded Math standards. Data Year: 2024-2025 Data Source: 2025 CAASPP Results	Native students met or exceeded Math standards. 2% of Students with Disabilities met or exceeded Math standards. 2% of Socioeconomically Disadvantaged students met or exceeded Math standards.
3.4	EL students making progress toward English Proficiency	Due to the low amount of EL students in the District there is no data to report (less than 11).	10.5% Proficient on ELPAC. 19 students.		100% of EL students making progress toward English Proficiency	
3.5	EL Reclassification Rate	Due to the low amount of EL students in the District there is no	Due to the low amount of EL students in the District there is no		100% EL Reclassification Rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		data to report (less than 11).	data to report (less than 11).			
3.6	AP Passage Rate	All Students: 62% (8/13) SED Students: 50% (1/2) Data Source: District calculated, August 2024	We have not received pass rate for 2025. Data Source: District calculated, August 2024		70% AP Passage Rate	
3.7	Percentage of pupils demonstrating college preparedness as measured by the EAP	ALL STUDENTS: 45.86% college ready or conditionally ready (Level 3 or 4 on CAASPP, ELA) 23.41% college ready or conditionally ready (Level 3 or 4 on CAASPP, Math) SED STUDENTS: 40.58% college ready or conditionally ready (Level 3 or 4 on CAASPP, ELA) 16.02% college ready or conditionally ready (Level 3 or 4 on CAASPP, Math) Data Year: 2022-2023 Data Source: 2023 CAASPP Results	ALL STUDENTS: 48% college ready or conditionally ready (Level 3 or 4 on CAASPP, ELA) 21.6% college ready or conditionally ready (Level 3 or 4 on CAASPP, Math) SED STUDENTS: 42.3% college ready or conditionally ready (Level 3 or 4 on CAASPP, ELA) 15.2% college ready or conditionally ready (Level 3 or 4 on CAASPP, Math)		ALL STUDENTS: 60% college ready or conditionally ready (Level 3 or 4 on CAASPP, ELA) 50% college ready or conditionally ready (Level 3 or 4 on CAASPP, Math) SED STUDENTS: 60% college ready or conditionally ready (Level 3 or 4 on CAASPP, ELA) 50% college ready or conditionally ready (Level 3 or 4 on CAASPP, Math)	ALL STUDENTS: 2.14% college ready or conditionally ready (Level 3 or 4 on CAASPP, ELA) -1.81% college ready or conditionally ready (Level 3 or 4 on CAASPP, Math) SED STUDENTS: 1.72% college ready or conditionally ready (Level 3 or 4 on CAASPP, ELA) -0.82% college ready or conditionally ready (Level 3 or 4 on CAASPP, Math)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Year: 2023-2024 Data Source: 2024 CAASPP Results		Data Year: 2025-2026 Data Source: 2025 CAASPP Results	
3.8	Percentage of pupils who have successfully completed a-g requirements	All Students: 39% (17/44) SED Students: 31% (11/36) Data Year: 2023-24 Data Source: District calculation, August 2024	All Students: 56% (17/44) SED Students: 55.9% (11/36) Data Year: 2024 Data Source: Dashboard College Career Preparedness		All Students: 85% SED Students: 85% Data Year: 2025 Data Source: Dashboard College Career Preparedness	All Students: 17% (17/44) SED Students: 24.9% (11/36)
3.9	Percentage of pupils who have successfully completed CTE course requirements	78% of eligible students completed a CTE course sequence Data Year: 2023-24 Data Source: District calculation, August 2024	83% of eligible students completed a CTE course sequence Data Year: 2024-25 Data Source: District calculation		85% of eligible students will have completed a CTE course sequence Data Year: 2025-26 Data Source: District calculation	5% of eligible students completed a CTE course sequence
3.10	Percentage of pupils who have successfully completed a-g and CTE course requirements	All Students: 2% (1/44) SED Students: 3% (1/36) Data Year: 2023-24 Data Source: District calculation, June 2024	A-G completion rate 42.8% SED: 3% Data Year: 2024-25 Data Source: District calculation, June 2025		All Students: 30% SED Students: 30% Data Year: 2025-26 Data Source: District calculation	A-G completion rate 40.8% SED: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.11	CAASPP Results (Points Above or Below Standard in ELA and Math)	All Students: ELA: 12.4 points below standard Math: 65.9 points below standard Low-Income Students: ELA: 27.3 points below standard Math: 81.3 points below standard Data Year: 2022-23 Data Source: 2023 Dashboard	All Students: ELA: 21.3 points below standard Math: 55 points below standard Low-Income Students: ELA: 35.7 points below standard Math: 76.5 points below standard Data Year: 2023-24 Data Source: 2024 Dashboard		All Students: ELA: 10 points below standard Math: 40 points below standard Low-Income Students: ELA: 25 points below standard Math: 70 points below standard Data Year: 2024-25 Data Source: 2025 Dashboard	All Students: ELA: 8.9 points below standard Math: 10.9 points below standard Low-Income Students: ELA: 8.4 points below standard Math: 4.7 points below standard
3.12	Local iReady Benchmarks (K-8, ELA)	iReady ELA scores based upon the final administration of the assessment in Spring 2024. Numbers below represent the percentage of ALL students assessing at or above grade level in ELA. HSE: Hillside Elementary Grade 1: 64% Grade 2: 42% Grade 3: 65% Grade 4: 59%	iReady ELA scores based upon the final administration of the assessment in Spring 2025. Numbers below represent the percentage of ALL students assessing at or above grade level in ELA. HSE: Hillside Elementary Grade 1: 43% Grade 2: 64% Grade 3: 60% Grade 4: 23%		iReady ELA score Outcome goals: 85% of ALL students in each grade, and at each school site, will assess at or above grade level on the spring administration of iReady. Goals for disaggregated student populations will be as follows, per site: SED (low-income):	HSE: Hillside Elementary Grade 1: -21% Grade 2: 22% Grade 3: -5% Grade 4: -36% Grade 5: -48% Grade 6: 0% Grade 7: -24% Grade 8: -2% SV: Spring Valley Elementary Grade 1: 6% Grade 2: 26% Grade 3: -14% Grade 4: 13% Grade 5: 29% Grade 6: 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 5: 70% Grade 6: 53% Grade 7: 61% Grade 8: 58% SV: Spring Valley Elementary Grade 1: 70% Grade 2: 55% Grade 3: 79% Grade 4: 41% Grade 5: 36% Grade 6: 39% Grade 7: 30% Grade 8: 46% NF: North Fork Elementary Grade 1: 25% Grade 2: 38% Grade 3: 35% Grade 4: 33% Grade 5: 44% Grade 6: 32% Grade 7: 25% Grade 8: 20% Numbers below represent the percentage of SED (low-income) students compared to non-SED students assessing at or above grade level in ELA. SED (low-income):	Grade 5: 22% Grade 6: 53% Grade 7: 37% Grade 8: 56% SV: Spring Valley Elementary Grade 1: 76% Grade 2: 81% Grade 3: 65% Grade 4: 54% Grade 5: 65% Grade 6: 44% Grade 7: 54% Grade 8: 28% NF: North Fork Elementary Grade 1: 39% Grade 2: 30% Grade 3: 46% Grade 4: 24% Grade 5: 58% Grade 6: 36% Grade 7: 43% Grade 8: 43% Numbers below represent the percentage of SED (low-income) students compared to non-SED students assessing at or above grade level in ELA.		HSE: 60% SV: 55% NF: 40% District-average: 52% NON-SED: HSE: 75% SV: 65% NF: 40% District-average: 60%	Grade 7: 24% Grade 8: -18% NF: North Fork Elementary Grade 1: 14% Grade 2: -8% Grade 3: 11% Grade 4: -9% Grade 5: 14% Grade 6: 4% Grade 7: 18% Grade 8: 23% Numbers below represent the percentage of SED (low-income) students compared to non-SED students assessing at or above grade level in ELA. SED (low-income): HSE: -6% SV: 8% NF: 1% Overall: 1% NON-SED HSE: -13% SV: 12% NF: 37% Overall: 6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HSE: 51% SV: 45% NF: 31% Average: 42% NON-SED: HSE: 64% SV: 54% NF: 31% Average: 50%	SED (low-income): HSE: 45% SV: 53% NF: 32% Overall: 43% NON-SED HSE: 56% SV: 66% NF: 68% Overall: 56%			
3.13	Local iReady Benchmarks (K-8, Math)	iReady Math scores based upon the final administration of the assessment in Spring 2024. Numbers below represent the percentage of students ALL assessing at or above grade level in math. HSE: Hillside Elementary Grade 1: 45% Grade 2: 28% Grade 3: 32% Grade 4: 53% Grade 5: 52% Grade 6: 39% Grade 7: 42% Grade 8: 28%	iReady Math scores based upon the final administration of the assessment in Spring 2025. Numbers below represent the percentage of students ALL assessing at or above grade level in math. HSE: Hillside Elementary Grade 1: 55% Grade 2: 36% Grade 3: 32% Grade 4: 39% Grade 5: 35% Grade 6: 47% Grade 7: 24% Grade 8: 37%		iReady Math score Outcome goals: 75% of ALL students in each grade, and at each school site, will assess at or above grade level on the spring administration of iReady. Goals for disaggregated student populations will be as follows, per site: SED (low-income): HSE: 45% SV: 40% NF: 40% District-average: 42%	HSE: Hillside Elementary Grade 1: 10% Grade 2: 8% Grade 3: 0% Grade 4: -14% Grade 5: -17% Grade 6: 8% Grade 7: -28% Grade 8: 9% SV: Spring Valley Elementary Grade 1: 23% Grade 2: -1% Grade 3: -21% Grade 4: 11% Grade 5: 19% Grade 6: 12% Grade 7: 12% Grade 8: 15% NF: North Fork Elementary Grade 1: 14%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SV: Spring Valley Elementary Grade 1: 39% Grade 2: 38% Grade 3: 52% Grade 4: 26% Grade 5: 36% Grade 6: 25% Grade 7: 19% Grade 8: 21% NF: North Fork Elementary Grade 1: 24% Grade 2: 25% Grade 3: 13% Grade 4: 27% Grade 5: 41% Grade 6: 42% Grade 7: 4% Grade 8: 11% Numbers below represent the percentage of SED (low-income) students compared to non-SED students assessing at or above grade level in math. SED (low-income): HSE: 32% SV: 30% NF: 21% Average: 28%	SV: Spring Valley Elementary Grade 1: 62% Grade 2: 37% Grade 3: 31% Grade 4: 37% Grade 5: 47% Grade 6: 44% Grade 7: 31% Grade 8: 36% NF: North Fork Elementary Grade 1: 38% Grade 2: 20% Grade 3: 42% Grade 4: 18% Grade 5: 47% Grade 6: 43% Grade 7: 38% Grade 8: 21% Numbers below represent the percentage of SED (low-income) students compared to non-SED students assessing at or above grade level in math. SED (low-income): HSE: 32% SV: 41% NF: 25%		NON-SED: HSE: 55% SV: 35% NF: 25% District-average: 38%	Grade 2: -5% Grade 3: 29% Grade 4: -9% Grade 5: 11% Grade 6: 1% Grade 7: 34% Grade 8: 10% Numbers below represent the percentage of SED (low-income) students compared to non-SED students assessing at or above grade level in math. SED (low-income): HSE: 0% SV: 11% NF: 4% Average: 3% NON-SED: HSE: 1% SV: 4% NF: 35% Average: 10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		NON-SED: HSE: 44% SV: 34% NF: 24% Average: 34%	Average: 31% NON-SED: HSE: 45% SV: 38% NF: 59% Average: 44%			
3.14	Local NWEA Benchmarks (9-12, ELA)	Reading score averages on the spring administration of NWEA: 9th - 214.72 10th - 222.51 11th - 223.38 12th - 224.16 Data Year: 2023-24 Data Source: NWEA	Reading exceeding or ready on the spring administration of NWEA: 9th - 220.29 10th - 221.21 11th - 226.63 12th - 232.94 Data Year: Spring 2025 Data Source: NWEA		Average Scores on the NWEA assessments (spring administration): 9th- 235 10th- 240 11th- 240 12th- 240 Data Year: Spring 2026 Data Source: NWEA	9th - 5.57 10th - -1.3 11th - 3.25 12th - 8.78
3.15	Local NWEA Benchmarks (9-12, Math)	Math score averages on the spring administration of NWEA: 9th - 230.32 10th - 232.06 11th - 232.8 12th - 244.6 Data Year: 2023-24 Data Source: NWEA	Math exceeding or ready on the spring administration of NWEA: 9th - 221.33 10th - 233.26 11th - 235.99 12th - 230.31 Data Year: 2024-25		Average Scores on the NWEA assessments (spring administration): 9th- 235 10th- 240 11th- 240 12th- 240 Data Year: 2025-26	9th - -8.99 10th - 1.2 11th - 3.19 12th - -14.29

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: NWEA		Data Source: NWEA	

Goal Analysis [2024-25]

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

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

Overall Goal 3 was met with the listed actions. We were able to purchase Intervention Materials to meet the needs of our unduplicated students, as it relates to Action 2.6. As a district our metric using our local assessments proved that we are improving in ELA and Math. Our PBIS system at Hillside and Minarets continue to use the tools within PBIS to get suspensions decreased. On goal 3.6, our lead teachers were used with staff for coaching at times after school. This goal was not as successful as we would have hoped. We will implement our Lead Teachers in a different capacity for next year for our P3CC, CVNIC, and PLC work in TK-12th grades.

3.1 Local Assessment Systems- Implemented Multiple online assessment programs were used to allow the District to support and monitor academic achievement.
3.2 Student Information and Intervention Dashboard- Implemented (Non-Contributing)- dashboards were used for academics, attendance, behavior, and social emotional learning.
3.3 Supplemental Intervention Materials - Implemented- Some materials were purchased for intervention.
3.4 PBIS rewards System- - Implemented - Both Minarets and Hillside implemented a PBIS reward system through Navigate 360
3.5 Credit Recovery- Implemented- Cyber High was the curriculum used for credit recovery throughout the year and into summer.
3.6 Curriculum and Instructional Alignment to Reduce Combo Classes- - Implemented- teachers were hired to eliminate combo classes and Lead teachers were given stipends to coach and support teachers on campus.
3.7 High School Math - Implemented- Teachers received Professional Development and support through CVNIC

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.

Goal 3.4 PBIS Rewards System - Planned $3,000 for 24-25 Estimated Actuals $4,424
After a review of the sites at the district it was made known that the high school was the only site that wasn't implementing the PBIS Rewards system, Navigate 360. This added $1,424 to actual expenses for this goal.

Goal 3.6 Curriculum and Instructional Alignment to reduce Combo Classes - Planned for 24-25 $248,000, Estimated Actuals $50,060.
The plan was to hire additional staff to reduce combo classes, but due to financial constraints and the need to identify a reduction in ongoing expenses, it wasn't fiscally responsible. Instead, professional development was delivered to better equip teachers with curriculum and instructional alignment that will increase student outcomes, even in a combo class. Principals avoid combo classes when at all possible.

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

3.1 Local Assessment Systems- Effective- Multiple online assessment programs (including iReady, NWEA, and CAASPP) were used to allow the District to support and monitor academic achievement. Metric 3.11, 3.12, 3.13, 3.14 show that these assessments systems inform teachers to make actionable decisions based on the data they receive.
3.2 Student Information and Intervention Dashboard- Somewhat Effective - dashboards were used for academics, attendance, behavior, and social emotional learning. Metric 3.2, 3.4, 3.11, 3.12, 3.13, 3.14, 3.15. The partnership with Parsec throughout the year, supported administration to work alongside their teachers in ELA and Math. As a district we increased in ELA, and had a slight decrease in Math.
3.3 Supplemental Intervention Materials-- Effective- iReady materials were purchased for intervention.
3.4 PBIS rewards System-- Ineffective - Both Minarets and Hillside implemented a PBIS reward system through Navigate 360. Suspension rates have increased at Minarets.
3.5 Credit Recovery-- Effective- Cyber High was the curriculum used for credit recovery throughout the year and into summer. Metric 3.8, 3.9, 3.10. Students were able to earn credit for A-G classes and CTE classes. Graduation rates are high as well from Metric 2.7 and 2.8.
3.6 Curriculum and Instructional Alignment to Reduce Combo Classes-- Somewhat Effective- teachers were hired to eliminate combo classes and Lead teachers were given stipends to coach and support teachers on campus. Metric 3.12, 3.13, 3.14, 3.15 (iReady, NWEA, CAASPP). These measures showed an increase on CAASPP for ELA and Math.
3.7 High School Math - Somewhat Effective- Teachers received Professional Development and support through CVNIC. CAASPP Math increased, NWEA scale score decreased in 9th and 12th grade Metric 3.11, 3.15

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.

Under goal 3.6, it will change slightly on how our Lead Teachers will be used. For this next year, lead teachers will support CVNIC, P3CC, and PLC work. In addition, the Coordinator of State and Federal Funding will support new teachers within the district by modeling lessons, supporting planning and assessment. This will be more aligned with our goal to have better results with ELA and Math to increase CAASPP student achievement. The 2025 dashboard will be used to look at current progress and make adjustments. Our Lead Teachers in a different capacity for next year for our P3CC, CVNIC, and PLC work in TK-12th grades. They will attend monthly meetings that address student achievement, teacher collaboration, and data driven actionable results.
Metric 3.10 will be changed is the overall A-G, and SED A-G completion rate because this is a better indicator for our students to be college and career ready.

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	Local Assessment Systems	Multiple online assessment programs (ESGI, iReady, NWEA, etc.) allow the District to support and monitor the academic achievement in reading, math, and learning progress of all students. CUSD will continue to provide supplemental online academic assessment programs and software for all students. This action will result in increased academic achievement and the enhanced learning for all students.	$40,710.00	No
3.2	Student Information and Intervention Dashboard	CUSD will work with Parsec Education to create and monitor a customized data dashboard to align with LCAP-related actions and metrics. This will provide teachers, principals and District leaders with real-time student performance data. The District will use Parsec Education's Student Information and Intervention Dashboard to make informed proactive decisions for student interventions for academics, attendance, behavior, and social emotional learning.	$15,000.00	No
3.3	Supplemental Intervention Materials	CUSD will provide supplemental intervention materials to support students in all grades in both ELA and math. These materials will also be used to support Goal 2, Action 6: Intervention Supports.	$59,971.00	Yes
3.4	PBIS Rewards System	Required Action: This action is intended to reduce suspension rates for the lowest-performance indicator (Red) groups including low-income students at Hillside Elementary and Minarets High School and Hispanic students at Minarets High School. This action is also intended to decrease Suspension Rates for Foster Youth and students of Two or More Races district-wide. CUSD will provide PBIS Rewards Systems (provided by Navigate360) for use at all school sites. Positive behavioral interventions and supports (PBIS) is an initiative used to promote school safety and good behavior that addresses student misconduct through tiered schoolwide programs that focus on culture, climate, and belonging with the goal of minimizing exclusion from school for disciplinary infractions. PBIS aims to establish clear behavioral expectations, reward appropriate behavior, utilize	$4,424.00	Yes

Action #	Title	Description	Total Funds	Contributing
		progressive discipline, and provide individualized interventions for students with chronic behavior problems.		
3.5	Credit Recovery	CUSD will offer credit recovery for high school students through the use of CyberHigh. High school graduation rates will be used to assess the effectiveness of this action.	$8,125.00	No
3.6	Curriculum and Instructional Alignment to Reduce Combo Classes	This action is two-fold and requires both components to achieve district alignment goals with regards to curriculum, instruction, and assessment. The first of this two-part actions involves hiring additional teachers to reduce (an in most cases eliminate) combo/multi-grade classes. The second part will be designating a Lead Teacher for each of the following grade spans: K-2, 3-5, and 6-8 at the elementary schools and one for ELA and another for math for high school students. This two-fold approach reduces (or eliminates) teachers trying to differentiate instruction across two different grades, two separate sets of standards, curriculum, etc. Lead Teachers will collaborate across sites to ensure alignment and will in turn coach and train teachers at their respective sites and grade spans to ensure district-wide alignment.	$70,700.00	Yes
3.7	High School Math	Required Action: This action addresses the lowest-performance indicator (Red) for ALL students in mathematics at Minarets High School. This action will provide the continuation of training staff to implement Building Thinking Classrooms and PDSA (Plan-Do-Study-Act) in Professional Learning communities (PLCs) to reflect on data and determine effectiveness of new strategies.	$8,500.00	No

Action #	Title	Description	Total Funds	Contributing
		The effectiveness of this action will be measured through CAASPP data (for 11th grade) and NWEA (for 9th, 10th, and 12th grades) in the area of Math and NWEA.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Cedar High School (starting in 2024-25) and Mountain Oaks High School (starting in 2025-26) are both eligible to receive Equity Multiplier Funds; schools eligible have an stability rate of at less than 75%. This Equity Multiplier Focus Goal outlines specific objectives aimed at addressing disparities in educational opportunities and outcomes and leveraging equity multiplier funds to support initiatives that promote engagement for all students and enhance student stability and well-being by implementing targeted strategies to reduce student mobility rates and address the underlying factors contributing to instability. The principals met with school teachers multiple times to specifically discuss ideas on how to engage students and create course relevancy for them in the classroom. These discussions, in combination with feedback from students and parents, helped in the development of Goal 4 and it's actions that specifically pertain to these funds. Based upon surveys and empathy interview with students and parents, a primary barrier to engagement and relevancy in school is that traditional classes and learning goals are not universally appealing or motivating to students. The proposed actions for this goal will seek to address the need for additional enrichment and vocational skills to increase engagement and attendance, but more importantly, to provide students a relevant field of coursework and learning to prepare them for post-secondary educational pursuits. This goal will also focus on school climate, in tandem with social emotional learning initiatives, to support the emotional and physical well-being of students while at school. This goal will will address student engagement and course relevancy. The effectiveness of the actions in this goal will be measured through increases in the Average Daily Attendance rate (during the period of August 2024-June 2027). The actions listed below will focus on the classroom environment itself, social-emotional learning and supports, and increased enrichment and engagement opportunities. By the end of 2025-26, we want our average attendance rate to increase from 81.57% to 88%.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal outlines specific objectives aimed at addressing disparities in educational opportunities and outcomes and leveraging equity multiplier funds to support initiatives that promote equity and inclusion for all students.

Cedar Continuation CA Dashboard 2024
College and Career Readiness- 18.2 %, this increased by 9.1%. According to student survey, student desire to attend college or vocational school to prepare them for the future.
Graduation Rate-72.7% graduated. This decreased by 18.2% from 2023-2024. Better systems for academics and social emotional support will be increased through data review, frequent counselor check ins, and engagement in College and Career.
Suspension Rate- 18.2% suspended at least one day. This increased 14.5%. We want to improve this rate through engagement and Restorative Justice.

Mountain Oaks High School CA Dashboard 2024
College and Career Readiness- No performance color, due to few students.
Graduation Rate- No Performance color, due to few students
Suspension Rate- 4.3% suspended at least one a day. Declined 4%

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Chronic Absenteeism (CEDAR ONLY, Mountain Oaks will be reflected in Year 2 outcome)	25% Data Year: 2023-24 6.5.24 Snapshot Data Source: Parsec Data Dashboard	26.8% Data Year: 2024-25 5.20.25 Snapshot Data Source: Parsec Data Dashboard		0%	1.8%
4.2	Attendance Rate (CEDAR ONLY), Mountain Oaks will be reflected in Year 2 outcome	92% Data Year: 2023-24 Date Source: CALPADS P-2	81.57% Data Year: 2024-25 Date Source: Parsec Data 5.20.25		95%	-10.43%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	High School Graduation Rate (CEDAR ONLY, Mountain Oaks will be reflected in Year 2 outcome)	90.9% Data Year: 2023-24 6.5.24 Snapshot Data Source: Parsec Data Dashboard	72.7% Data Year: 2023-24 6.5.24 Snapshot Data Source: Parsec Data Dashboard		100%	-18.2%
4.4	High School Dropout Rate (CEDAR ONLY, Mountain Oaks will be reflected in Year 2 outcome)	5% 1 student dropped out in the 2023-24 school year (total enrollment is 20 based upon 2023 CBEDS) Data Year: 2023-24 Data Source: District Calculated	5% Data Year: 2023-24 Data Source: District Calculated		0%	0%
4.5	Suspension Rate (CEDAR ONLY, Mountain Oaks will be reflected in Year 2 outcome)	3.7% 4 students were suspended out in the 2023-24 school year (total enrollment is 20 based upon 2023 CBEDS) Data Year: 2023-24 6.5.24 Snapshot Data Source: Data Dashboard	18.2% 2 students were suspended Data Year: 2024-25 5.20.24 Snapshot Data Source: Dashboard		0%	-14.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.6	Expulsion Rate (CEDAR ONLY, Mountain Oaks will be reflected in Year 2 outcome)	10% 2 students were expelled out in the 2023-24 school year (total enrollment is 20 based upon 2023 CBEDS) Data Year: 2023-24 6.5.24 Snapshot Data Source: Parsec Data Dashboard	0% 0 students were expelled Data Year: 2024-25 5.20.25 Snapshot Data Source: CALPADS		0%	-10%
4.7	Student Survey Results (CEDAR ONLY, Mountain Oaks will be reflected in Year 2 outcome)	Students were asked if they agreed with the following statements: I am proud to be a student at my school. 33% agreed. I feel like I belong at my school. 67% agreed. I plan on attending college or some other school (trade school, technical school, military, other service career) after high school. 33% agreed. Data Year: 2023-24	Students were asked if they agreed with the following statements: I am proud to be a student at my school. 100% agreed. I feel like I belong at my school. 88% agreed. I plan on attending college or some other school (trade school, technical school, military, other service career) after high school.		Increased percentages on student survey questions listed year-over-year.	I am proud to be a student at my school. 67% agreed. I feel like I belong at my school. 21% agreed. I plan on attending college or some other school (trade school, technical school, military, other service career) after high school. 67% agreed.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Annual Student Survey (spring 2024)	100% agreed. Data Year: 2024-25 Data Source: Annual Student Survey (spring 2025)			

Goal Analysis [2024-25]

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

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

We had 15 students throughout the year with one teacher assigned. Students were exposed to multiple engagement activities throughout the year. In addition, they redesigned their classroom to meet the needs of the students and included the students in the design. Within the curriculum, relevancy was important in ensuring standards were being met, credits were being earned, and students attained life skills.

Actions:

4.1 School Climate- Implemented. Furniture was purchased and included student voice in the decisions.
4.2 Social Emotional Learning- Not Implemented through the Navigate 360 curriculum. Other curriculi was used and incentives were purchased throughout the year.
4.3 Expanded Enrichment Opportunities - Implemented- Students were engaged with College and Career Experiences that included college tours, local businesses, local conversation, and other experiences.

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.

Goal 4.1 School Climate - Planned $6,582,26, Estimated Actuals $7,802
Expenses to provide flexible seating totaled more than anticipated, and it was apparent that goal
4.3 for expanded enrichment opportunities was going to be underspent. Rather than have a larger amount to carryover, the funds were spent to better serve the current year students on the flexible seating.

Goal 4.3 Expanded Enrichment Opportunities - Planned $38,417.74 for 24-25, Estimated Actuals $34,618
The amount was underspent due to unforeseen conflicts with field trips, such as scheduling and transportation challenges. Activities were built into the schedule as much as possible being mindful of the impact to instructional time.

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

Here are some key quantitative metrics data for Goal 4:	2023	2024
4.1 Chonic Absent	25%	26.8%
4.2 Attendance	92%	87.5%
4.3 Grad. Rate	90.9%	72.7%
4.5. Susp. Rate.	3.7%	18.2%

4.1 School Climate- Somewhat Effective Students created a classroom that was their own. They were more motivated to learn and engage when furniture and supplies were purchased. The metics shown above do not indicate motivation, although Metric 4.7 in the student survey does show effective
4.2 Social Emotional Learning- Somewhat Effective- Students took part in SEL lessons through other curriculum and earned incentives throughout the year. Metric 4.2 decreased in attendance, while metric 4.7 shows that students feel that they belong.
4.3 Expanded Enrichment Opportunities - Somewhat Effective- Students were engaged with College experiences and Career Experiences that included: college tours, local businesses, local conversations, and other experiences. Metric 4.1, 4.2 shown above show a decrease while the student survey proved that students want to enroll in college or connect with a career after high school. Although Metrics 4.1 and 4.2 had a decreased, more students attended on the days where enrichment activities took place.

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.

Mountain Oaks high school has been added.

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	School Climate	Scientific research shows that school climate influences student achievement. Part of school climate involves the physical makeup of the classroom. While the physical structures and buildings (including components such as lighting and air quality) are part of this environment, so are the objects and decor within the classroom itself. Seating arrangements and seating options are important to the classroom environment because they have the potential to help prevent problem behaviors that decrease student attention and diminish available instructional time. (Cheryan et al., 2014) Cedar Continuation High School conducted parent and student surveys in spring of 2024 and held additional Site Council meetings to learn about current barriers to attendance and engagement in school. Cedar's School Site Counsel -- composed of staff, parents, and students -- brainstormed ideas that they felt would make positively impact attendance and attitudes in the classroom. Among these ideas included flexible seating options for students. Multiple ideas were then presented on additional student and parent surveys to vote on their favorite ideas. The desire for flexible seating was one of the top votes on ideas. This action will pay for flexible, age-appropriate seating for the classroom and will include indoor and outdoor seating options. This may also include additional objects and decor to enhance the learning environment. Cited Source: Cheryan, S., Ziegler, S.A., Plaut, V.C., & Meltzoff, A.N. (2014). Designing classrooms to maximize student achievement, Policy Insights from the Behavioral and Brain Sciences, 1(1), 4-12. http://journals.sagepub.com/doi/full/10.1177/2372732214548677	$14,000.00	No
4.2	Social Emotional Learning	This action works in tandem with 4.1, Social Climate. While school climate and social emotional learning may be thought of as two separate actions, both are necessary to build healthy schools, are co-influential, and benefit each other. A positive school climate creates the conditions for SEL; the social and emotional competence of each member of the school	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		community, both individually and collectively, affects school climate. (Robert Wood Johnson Foundation, 2018) Positive behavioral interventions and supports (PBIS) is an initiative used to promote school safety and good behavior that addresses student misconduct through tiered schoolwide programs that focus on culture, climate, and belonging with the goal of minimizing exclusion from school for disciplinary infractions. As a schoolwide program, PBIS aims to establish clear behavioral expectations, reward appropriate behavior, utilize progressive discipline, and provide individualized interventions for students with chronic behavior problems. The use of exclusionary discipline practices has shown to have negative academic and social outcomes and to be ineffective at reducing misbehavior (and suspensions). PBIS Rewards are effective at using non-exclusionary discipline practices with differentiation for different grades. (McNeil et al., 2016) This action will pay for social emotional supports in the form of PBIS Rewards (through Navigate360). PBIS Rewards through Navigate 360 will allow students to earn tokens or points for positive behavior to redeem for rewards. A secondary component of this program is providing short lessons to be assigned to students on various topics (e.g. peer conflicts, self-esteem, etc.). Sources Cited: School Climate and Social and Emotional Learning, from Robert Wood Johnson Foundation: https://www.rwjf.org/en/library/research/2018/01/school-climate-and-social-and-emotional-learning.html McNeill, K. F., Friedman, B. D., & Chavez, C. (2016). Keep them so you can teach them: Alternatives to exclusionary discipline. International Public Health Journal, 8(2), 169–181. https://www.researchgate.net/profile/Kevin-Mcneill2/publication/303857022_Keep_them_so_you_can_teach_them_Alternatives_to_exclusionary_discipline/links/5758674408aec913749f04de/Keep-them-so-youcan-teach-them-Alternatives-to-exclusionary-discipline.pdf		

Action #	Title	Description	Total Funds	Contributing
4.3	Expanded Enrichment Opportunities	Annual Student Surveys were conducted in spring 2024. Only 33% of respondents are currently planning on college or some form of post high-school education or training. Further discussions with both students and parents revealed to school staff that Cedar High students do not place a high value on traditional academics; the connection between what is being taught in the classroom does not translate to the kinds of jobs and skills many Cedar students are seeking. The desire for more vocational and skills-based education and enrichment was specifically requested, including the ability to earn certifications that can lead directly to a job after high school. Offering upper-secondary students the opportunity to pursue vocational education in high school led to higher school attendance rates and higher upper-secondary completion rates. (Bishop & Mane, 2004) This action will provide onsite, online, and off-site enrichment opportunities for students, including options to complete certificate programs with on-the-job skills that can be applied directly in the workforce. These certificate programs include such options as screen printing and coding; enrichment opportunities include pottery classes (off-site) and music programs (on-site). Cited Source: Bishop, J. H., & Mane, F. (2004). The impacts of career-technical education on high school labor market success. Economics of Education Review, 23(4), 381–402. Retrieved from https://eric.ed.gov/?id=EJ730376	$77,070.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,247,912	$0

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
9.536%	1.110%	$137,603.00	10.646%

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
1.4	**Action:** Professional Development **Need:** According to the 2024 CA Schools Dashboard for CUSD, the District's low-income students perform below all students in both ELA and Math. The ELA data shows all students 21.3 points below standard and low-income students 35.7 points below standard. The math data shows all students 55.0 points	This action provides additional professional development for teachers and support staff (aides, intervention staff) in both ELA and math, but with a greater focus on math. It also will pay for training specifically for supplemental curriculum (notated in Goal 3, Action 3). Studies show that teachers who receive substantial professional development (at least 14 hours minimum to see the positive gains) can boost their students' achievement by about 21 percentile points. (Yoon et al., 2007) While this action is principally directed towards the academic	The effectiveness of this action will be measured by increased academic achievement of low-income students as measured by the spring administration of iReady in reading and math as well as the CAASPP testing results.

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
	below standard and low-income students 76.5 below standard. All students performed at 56% on iReady assessments in the Spring of 2025 and SED students performed at 43%. The disparity in testing scores between all students and low-income students identifies a need to focus on actions that directly relate to increased academic achievement for students and additional professional development for educators. **Scope:** LEA-wide	needs for low-income students throughout CUSD, all students in the district may benefit from the focused and increased time allocated for professional development. Cited Source: Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement (Issues & Answers Report, REL 2007–No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from http://ies.ed.gov/ncee/edlabs	
1.5	**Action:** Teacher Collaboration and Parent Communication **Need:** The 2025 Annual Parent Survey revealed that 18% (24% in 2024) of all parents responded that they do NOT feel that their child(ren)'s school provides them with the information and resources to support student learning in the home. Based upon this data and discussions and feedback during LCAP Partner Engagement meetings, additional time is needed to provide better and more personalized communication between school and home. Part of this communication is collaboration between the sites; as a rural school district our sites often only have one teacher for each grade, making cross-site	This action will provide the time needed to collaborate with teachers teaching the same grade spans at other sites and will also allow teachers dedicated time to devote to proactively reaching out to the families of their students to increase the school to home connection currently lacking. This action is provided on a Schoolwide Basis as this action is targeted to K-8 students only. While this action is principally directed towards the academic needs for low-income students throughout CUSD, all students in the district may benefit from the focused and increased time allocated for teacher collaboration work. Cited Source: Witte, A. L., & Sheridan, S. M. (2011). Family engagement in rural schools (R2Ed Working Paper No. 2011-2). Lincoln, NE: National Center	The effectiveness of this action will be measured by improved responses on the Annual Parent Survey and academic achievement of low-income students as measured by the spring administration of iReady in reading and math as well as the CAASPP testing results. The goal for the following Annual Parent Surveys prompts/questions are as follows:

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
	collaboration a currently unmet need. Geographic hinderances inherent in a small, rural district like CUSD makes communication between the school and home particularly challenging. Nevertheless, the importance of family-school partnerships for student success is unequivocal. Given the limited resources evident in many rural communities, family-school partnerships can be especially beneficial for students in rural schools. Decades of research has documented the positive effects of parent participation in children's academic endeavors. For example, in a study of high-performing, high-needs rural schools, supportive relationships with families were among the most important factors for rural school success. (Witte, A. L., & Sheridan, S. M., 2011) **Scope:** LEA-wide	for Research on Rural Education. Retrieved from https://eric.ed.gov/?id=ED540271.	1. My child(ren)'s school provides me with the information and resources to support student learning in the home. Goal: 50% yes 2. Teachers at this school provide early notification to me if my child's academic performance has declined. Goal: 75% yes
2.2	**Action:** Health Services **Need:** According to the 2024 CA Dashboard, 14.3% of all students are chronically absent district-wide; 20.9% of low-income students are chronically absent. Also, District-wide the Unduplicated Pupil Percentage (UPP) is 54%. However, 64% of all students who failed vision and/or hearing exams in the 2024-25 school year were Unduplicated. There is a need to support our underrepresented students with medical services to support academic	To fill this need as identified, this action will pay for a district nurse (1.0 FTE) to administer medical screenings, initiate referrals, manage immunizations, support district-sponsored health fairs, and other duties as needed. The need for nurse-provided services is a great need for the entire district and in particular, its low-income and Unduplicated Students. The majority of low-income and Unduplicated Students resides in North Fork; North Fork is the most rural of all school sites within the District as well. There are minimal services locally and many families lack the means and ability to travel the long distances often required to access needed medical services. While	The effectiveness of this action will be measured by a reduction in the percentage of Unduplicated Students failing vision and/or hearing screenings and a reduction in chronic absenteeism of low-income 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
	achievement. No matter how well teachers are prepared to teach, no matter what accountability measures are put in place, no matter what governing structures are established for schools, educational progress will be profoundly limited if students are not motivated and able to learn. Health-related problems play a major role in limiting the motivation and ability to learn, and interventions to address those problems can improve educational as well as health outcomes. Healthier students are better learners. There is a direct correlation between overall health and student attendance. (Basch, 2010) **Scope:** LEA-wide	this action is principally directed towards the academic needs for Unduplicated students throughout CUSD, all students in the district may benefit from a full-time nurse on staff. Cited Source: Basch, C. E. (2010). Healthier students are better learners: A missing link in school reforms to close the achievement gap (Research Review No. 6). New York: Campaign for Educational Equality, Teachers College, Columbia University. Retrieved from https://files.eric.ed.gov/fulltext/ED523998.pdf	
2.3	**Action:** Enrichment Opportunities **Need:** Within the 2024-25 school year, we did not need transportation to the high school. Because of the recent parent, staff, and student surveys the need was towards the addition of Middle School athletics. This action will provide for transportation from the three K-8 sites to Minarets High School and league schools to participate in co-curricular activities and sports. This includes a stipend for an Athletic coordination to manage the program. According to the 2024 CA Dashboard, the District's graduation rate is 91.8%, with SED	This action will allow for an increase of low-income students to participate in Middle School athletics. While this action is principally directed towards the academic and engagement needs for low-income students, all students in the district may benefit from this action. Sources Cited: Oberle, Eva et al. “Benefits of Extracurricular Participation in Early Adolescence: Associations with Peer Belonging and Mental Health.” Journal of youth and adolescence 48.11 (2019): 2255–2270. Web.	The effectiveness of this action will be measured by the participation rates of students that try out for the sport in combination with our mountain league.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students at 89.8%. Chronic Absenteeism for all students was at 14.3%, while SED students are 20.9%, meaning 1 in 5 low-income students miss at least 10% of the school year. There is a need for low income students to have multiple pathways to recovering lost credits. While the primary goal is to ensure middle school students have an opportunity to be involved, I also include minimizations in learning loss and increased engagement, an identified need based upon student responses on the 2025 Annual Survey and feedback from site administrators and teachers. Student responses on the 2025 Annual Survey show that over 32% of students are not happy at school and nearly 10% of students do not feel apart (connected) to their school. **Scope:** LEA-wide	May Recreation Content Team, Sept. 22, 2023. Social Skills and Teamwork: Participating in team sports exposes children to a diverse group of peers and teaches them the value of cooperation and teamwork. They learn how to communicate effectively, share responsibilities, and work towards common goals.	
2.4	**Action:** Middle School/High School Co-Curricular **Need:** According to the 2024 CA Dashboard, the District's graduation rate is 91.8%, with SED students at 89.8%. Chronic Absenteeism for all students was at 14.3%, while SED students are 20.9%, meaning 1 in 5 low-income students miss at least 10% of the school year. There is a need for low income students to have multiple pathways to recovering lost credits. While the primary goal may be credit recovery, the byproduct of a summer program	The high school summer program for credit recovery will aid the District's low-income students' preparedness to graduate with a regular high school diploma. This component of the action will focus on at-risk high school students entering 10th-12th grades (of which they are predominantly low-income). In addition to credit recovery, participating students will also be exposed to enrichment materials and instruction in math and ELA. The conditions in low-income children’s homes and communities impede learning over the summer months, furthering the need for expanded learning opportunities. (Alexander et al., 2016)	The effectiveness of this action will be measured by increases in Graduation Rates based upon the CA Dashboard and improved responses on Annual Student Surveys.

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
	will also include minimizations in learning loss and increased engagement, an identified need based upon student responses on the 2025 Annual Survey and feedback from site administrators and teachers. Student responses on the 2025 Annual Survey show that over 32% of students are not happy at school and nearly 10% of students do not feel apart (connected) to their school. In discussions with administration and teachers regarding increasing student engagement, there has been a need for offerings in Visual and Performing Arts and Agriculture. Hiring a retaining qualified teachers in these areas is a need for Chawanakee. **Scope:** LEA-wide	Music and arts programs have increasingly been utilized to promote school engagement. (McFerran et al., 2017) The musical instrument repair and refresh part of this action will be LEA-wide and will remove any financial barrier for students who wish to take part in musical education. Music and arts programs have increasingly been utilized to promote school engagement. (McFerran et al., 2017) The musical instrument repair and refresh part of this action will be LEA-wide and will remove any financial barrier for students who wish to take part in musical education. While this action is principally directed towards the needs for low-income students, all students in the district may benefit from this action. Cited Source: Sources Cited: Alexander, K., Pitcock, S., & Boulay, M. C. (Eds.) (2016). The summer slide: What we know and can do about summer learning loss. New York: Teachers College Press. Retrieved from https://eric.ed.gov/?&id=ED572666 McFerran, K. S., Crooke, A. H. D., & Bolger, L. (2017). Promoting engagement in school through tailored music programs. International Journal of Education & the Arts, 18(3). Retrieved from: https://eric.ed.gov/?id=EJ1131381	
2.5	**Action:** Expansion of Co-Curricular Activities	Academic field trips are important to the overall educational experience. It is not equitable for more	The effectiveness of this action will be measured by

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: The District's Unduplicated Pupil Percentages vary at each site as follows: 1. Hillside Elementary, 2. Spring Valley Elementary, 32% 3. North Fork Elementary, 72% 4. Minarets High School, 65% 5. Mountain Oaks High School, 75% 6. Cedar High School, 67% Data from annual surveys from both students and parents alike are requesting additional academic trips. The ability of school sites to fund raise at the site level to pay for these opportunities greatly varies site-to-site. Administrators at sites with higher percentages of low-income students have expressed concern about the equity in being able to offer academic trips when a great percentage of their student population cannot afford additional costs, and those same schools also struggle the greatest to fund raise. **Scope:** LEA-wide	affluent schools (within the same district) to have the opportunity to attend more trips simply because of the parents' ability to pay/fundraise. Not only that, children who take school trips have better grades, higher graduation rates from high school and college, and greater income. Field trips give diverse and financially-in-need students equal opportunity to experience things outside classroom that their families may not be able to afford. (Beckett et al., 2009) This action will remove existing financial barriers for all low-income students to participate in any and all academic trips. This is provided on an LEA-wide basis. The allocation of funds will be divided so that those sites with the highest number of low-income students will receive the greatest level of funding. While this action is principally directed towards the needs for low-income students, all students in the district may benefit from this action. Cited Source: Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J. (2009). Structuring out-of-school time to improve academic achievement: A practice guide (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides.	increases in improved responses on Annual Student Surveys and qualitative feedback from site administrators. *This will be a new question added to the 2025 Annual Student and Parent Survey to more acutely measure the effectiveness of this action: 3. I am satisfied with the academic field trips offered by the school. Goal: 80% yes for parents and students Once the District ascertains this information in the 2024-25 school year, this metric will be added to the metrics in Goal 2; this data will become the baseline.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.6	**Action:** Intervention Services **Need:** According to the 2024 CA Schools Dashboard for CUSD, the District's low-income students perform below all students in both ELA and Math. The ELA data shows all students 21.3 points below standard and low-income students 35.7 points below standard. The math data shows all students 55.0 points below standard and low-income students 76.5 below standard. All students performed at 56% on iReady assessments in the Spring of 2025 and SED students performed at 43%. The disparity in testing scores between all students and low-income students identifies a need to focus on actions that directly relate to increased academic achievement for students and additional professional development for educators. There is a need for supplemental instruction in ELA and math and especially for the District's low-income students. **Scope:** Schoolwide	The District needs to provide a way to identify and provide supplemental intervention curriculum and instruction. Response to Intervention (RtI) is a comprehensive early detection and prevention strategy that identifies struggling students and assists them before they fall behind. RtI systems combine universal screening and high quality instruction for all students with interventions targeted at struggling students. RtI strategies are used in both reading and math instruction. Highly explicit, highly systematic modes of small group instruction consistently produces positive effects. (Gersten et al., 2008) The universal screening will be done through local data from iReady assessments conducted three times a a year (four times a year for K-2 students who do not participate in state testing). The school site will use this data to identify students needing intervention services. The Intervention Aide will assist in leading small group instruction. While this action is principally directed towards the academic needs for low-income elementary students, all students may benefit from Response to Intervention services. Cited Source: Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education	The effectiveness of this action will be measured by increased academic achievement of low-income students as measured by the spring administration of iReady in reading 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
		Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/.	
2.7	**Action:** SEL Supports **Need:** The current social and emotional needs of CUSD's students exceeds the capacity of the District. There have been 44 suspensions in the 2024-25 school year (CALPADS snapshot taken on Number of students as of 5/12/25) down from 88 in the previous school year. Of those 44 suspensions, 27 (or 64%) were Unduplicated Students. Unduplicated Students are suspended as a higher rate and ALL Students. According to the 2024 California Dashboard, multiple student groups (both LEA-wide and site-specific) were listed as "red" (highest rate of suspension compared to other groups). LEA-wide American Indian, Socioeconomically Disadvantaged, and Students with Disabilities were listed as "red" in Suspensions on the Dashboard; Foster, Homeless, White and two or more races are "Orange" The primary reason for suspensions at the K-8 sites is fighting, whereas the primary reason at the high school is distribution (drugs). There is a need for additional SEL supports. **Scope:**	The upward trend and reasonings for suspension highlight the need for additional SEL supports. Programs for social-emotional learning implemented in schools are important in terms of improving students' emotional and social skills and decreasing negative behaviors such as fighting (Arikan, 2020). SEL supports continue to be important even into the middle school and high school years. Addressing children's social and emotional needs has a positive impact on students' performance, their attitudes about school, and the relationships that take place in educational settings. (Martinez, 2016) The need for additional support outpaces the current ability of personnel. The needs for SEL services are outpacing and minor increases in enrollment (and therefore revenue). The need for these effective approaches is acute in rural regions, where resources tend to be scarce. (O'Malley et al., 2018) To fulfill this need, the District will employ School Psych Interns. Interns will fulfill their practicum hours and provide needed supports at a minimum expense to the District. They will focus on assessments and conducting small-group session, allowing existing full-time Psychology staff to focus on the social and emotional needs of students. While this action is principally directed towards the academic needs for low-income students, all students may benefit from this action.	The effectiveness of this action will be measured by a reduction in suspensions as reported in CALPADS and on the Dashboard. The Dashboard will assess trends and CALPADS will provide real-time snapshots for year-over-year analysis.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	Cited Sources: Arikan, N. (2020). Effect of Personal and Social Responsibility-Based Social-Emotional Learning Program on Emotional Intelligence. Journal of Education and Learning, 9(2), 148-159. https://files.eric.ed.gov/fulltext/EJ1248279.pdf Martinez, L. (2016). Teachers' Voices on Social Emotional Learning: Identifying the Conditions That Make Implementation Possible. International Journal of Emotional Education, 8(2), 6-24. https://files.eric.ed.gov/fulltext/EJ1121275.pdf O'Malley, M., Wendt, S. J., Pate, C. (2018). A view from the top: Superintendents' perceptions of mental health supports in rural school districts. Educational Administration Quarterly, 54(5), 781-821. http://eric.ed.gov/?id=EJ1196908	
2.8	**Action:** Attendance & Engagement **Need:** According to Aeries 4/25/25 : NFS, SPV, HES, MHS, MOHS: 94% CAC: 98.78% MCHS: 92.47% Cedar: 93.88% Chronic: MHS, MOHS, NFS, SPV, HES: 13.4% CAC: 0% MCHS: 23.6% 2024 CA Schools Dashboard for CUSD, the District's low-income students are chronically	Students who are chronically absent—missing 10 percent or more school days per year, whether excused or unexcused—are at serious risk of falling behind at school and not graduating (Erlich et al., 2013). Students are also seven times more likely to drop out if they are chronically absent even just one year between grades 8 and 12 (University of Utah, 2012). While there are many ways to combat low attendance, it is important that whatever program is design is tailored to the specific needs of that District. The Attendance & Engagement Liaison will work directly with our chronically absent (and those at risk of becoming chronically absent) students and their families to identify barriers to school attendance, which in the geographically rural and	The effectiveness of this action will be measured by a reduction in chronically absent students as reported on the CA Dashboard and increased ADA as reported on CALPADS P-2.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	absent at a higher rate than ALL students. ALL students were chronically absent at a rate of 14.3% while low-income students were chronically absent at a rate of 20.9%. Students who are chronically absent—missing 10 percent or more school days per year, whether excused or unexcused—are at serious risk of falling behind at school and not graduating (Erlich et al., 2013). Students are also seven times more likely to drop out if they are chronically absent even just one year between grades 8 and 12 (University of Utah, 2012). This data clearly demonstrates the CUSD lowincome students would benefit from an Attendance Liaison. **Scope:** LEA-wide	vast Chawanakee District is often related to transportation issues. The Liaison will assist in transporting hard-to-access homes/students to and/or from school when deemed necessary. This action is provided on an LEA-wide basis as chronic absenteeism is an issue impacting all school sites across the District. While this action is principally directed towards the academic needs for low-income students, all students may benefit from this action. Cited Sources: Erlich, S. B., Gwynne, J. A., Pareja, A. S., & Allensworth, E. (2013). Preschool attendance in Chicago Public Schools. University of Chicago Consortium on School Research. University of Utah. (2012). Research brief: Chronic absenteeism. University of Utah, Utah Education Policy Center.	
2.9	**Action:** Behavior Supports **Need:** The current social and emotional needs of CUSD's students exceeds the capacity of the District. This is evident through the significant increase in suspensions as well as Annual Student Survey Results. There have been 44 suspensions in the 2024-25 school year (CALPADS snapshot taken on	The number of young people in the U.S. who are struggling with mental health challenges has risen over the last decade. This has certainly been the case within the CUSD district. The burden on not only the health care system but the public school system is significant. CUSD is feeling the impacts of this burden and the detrimental impact on student success. (U.S. Surgeon General, 2021) Currently the District has (3) Behavior Support Staff that service multiple sites each and on varying days, creating a lack of consistency for	The effectiveness of this action will be measured by a reduction in suspensions as reported in CALPADS and on the Dashboard. The Dashboard will assess trends and CALPADS will provide real-time snapshots for year-over-year analysis.

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
	Number of students as of 5/12/25) down from 88 in the previous school year. Of those 44 suspensions, 27 (or 64%) were Unduplicated Students. Unduplicated Students are suspended as a higher rate and ALL Students. According to the 2024 California Dashboard, multiple student groups (both LEA-wide and site-specific) were listed as "red" (highest rate of suspension compared to other groups). LEA-wide American Indian, Socioeconomically Disadvantaged, and Students with Disabilities were listed as "red" in Suspensions on the Dashboard; Foster, Homeless, White and two or more races are "Orange" The primary reason for suspensions at the K-8 sites is physical agression, whereas the primary reason at the high school is distribution (drugs). There is a need for additional SEL supports. On the most recent Annual Student Survey students were asked whether they agreed with the following statement: If I am feeling angry or depressed, I know who I can talk to at my school. 67.3% said yes, a decrease of 8.6% from the previous year's survey when 75.9% responded yes. There is a need for additional behavior supports and counseling on site and a need for a consistent presence that staff and students can depend on. **Scope:**	staff and students in particular at the elementary school sites. This action will provide a full-time, dedicated Behavior Specialist for each of the (3) elementary sites. This action is provided on a schoolwide basis for all (3) K-8 elementary school sites. The high school and elementary has onsite, psychologists that work with Tier 3 behaviors and the smaller alternative schools have very low student to teacher ratios where teaching staff are able to provide that service to their students more easily. While this action is principally directed towards the needs for low-income students, all students may benefit from this action. Cited Source: U.S. Surgeon General (2021). Protecting Youth Mental Health: The U.S. Surgeon General's Advisory. https://www.hhs.gov/surgeongeneral/priorities/youth-mental-health/index.html	The effectiveness of this action will also be measured by improved responses on Annual Student Surveys of the following prompts/questions: 1. If I am feeling angry or depressed, I know who I can talk to at my school. Goal: 85% yes

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
	Schoolwide		
3.3	**Action:** Supplemental Intervention Materials **Need:** According to the 2024 CA Schools Dashboard for CUSD, the District's low-income students perform below all students in both ELA and Math. The ELA data shows all students 21.3 points below standard and low-income students 35.7 points below standard. The math data shows all students 55.0 points below standard and low-income students 76.5 below standard. All students performed at 56% on iReady assessments in the Spring of 2025 and SED students performed at 43%. The need for targeted intervention is evident from current assessment scores. **Scope:** LEA-wide	To support these students, this action will provide the necessary supplemental instructional materials to be carried out by the intervention support staff planned in Goal 2, Action 6. One-on-one or small-group supplemental instruction is one of the most versatile and potentially transformative educational tools in use today. Tutoring/intervention programs yield consistent and substantial positive impacts on learning outcomes. Key to that instruction is targeted supplemental materials. (Nickow et al., 2020) Supplemental instruction materials will be provided through iReady for grades K-8 (e.g. ReadyReading, ReadyMath) and will mirror the format already familiar to students through the base iReady curriculum that teachers and aides are also familiar with. At the high school, NWEA supplemental instructional materials will also be provided to mirror the assessment and learning format they are also already familiar with. These supplemental materials are in the form of additional online resources for students. While this action is principally directed toward low-income students, providing supplemental intervention materials may benefit all students. Cited Source: Nickow, A. J., Oreopoulos, P., & Quan, V. (2020). The impressive effects of tutoring on preK–12 learning: A systematic review and meta-analysis of the experimental evidence [EdWorkingPaper: 20–267]. Annenberg Institute at Brown University. https://doi.org/10.26300/eh0c-pc52	This effectiveness of this action will be measured through increased academic achievement on student performance on iReady, NWEA, and CAASPP.
3.4	**Action:** PBIS Rewards System **Need:**	Suspension rates increased with the District and are primary due to fighting in the K-8 grade span and distribution (drugs) at the high school level. However, the use of exclusionary discipline	The effectiveness of this action will be measured by a reduction in suspensions as reported in CALPADS

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
	There have been 44 suspensions in the 2024-25 school year (CALPADS snapshot taken on Number of students as of 5/12/25) down from 88 in the previous school year. Of those 44 suspensions, 27 (or 64%) were Unduplicated Students. Unduplicated Students are suspended as a higher rate and ALL Students. According to the 2024 California Dashboard, multiple student groups (both LEA-wide and site-specific) were listed as "red" (highest rate of suspension compared to other groups). LEA-wide American Indian, Socioeconomically Disadvantaged, and Students with Disabilities were listed as "red" in Suspensions on the Dashboard; Foster, Homeless, White and two or more races are "Orange" The primary reason for suspensions at the K-8 sites is physical aggression, whereas the primary reason at the high school is distribution (drugs). There is a need to establish expected behaviors, alternatives to exclusionary discipline, and reinforce positive behaviors. **Scope:** LEA-wide	practices (such as suspensions) has shown to have negative academic and social outcomes and to be ineffective at reducing misbehavior. (Noltemeyer et al., 2015) There is a need to find alternative, evidence-based disciplinary practices. This action will pay for social emotional supports in the form of PBIS Rewards (through Navigate360). PBIS Rewards through Navigate 360 will allow students to earn tokens or points for positive behavior to redeem for rewards. A secondary component of this program is providing short lessons to be assigned to students on various topics (e.g. peer conflicts, self-esteem, etc.). Positive behavioral interventions and supports (PBIS) is an initiative used to promote school safety and good behavior that addresses student misconduct through tiered schoolwide programs that focus on culture, climate, and belonging with the goal of minimizing exclusion from school for disciplinary infractions. As a schoolwide program, PBIS aims to establish clear behavioral expectations, reward appropriate behavior, utilize progressive discipline, and provide individualized interventions for students with chronic behavior problems. PBIS Rewards are effective at using non-exclusionary discipline practices with differentiation for different grades. (McNeil et al., 2016) While this action is principally directed toward low-income students, implementing a formal PBIS rewards system may benefit all students. Cited Source:	and on the Dashboard. The Dashboard will assess trends and CALPADS will provide real-time snapshots for year-over-year analysis.

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
		McNeill, K. F., Friedman, B. D., & Chavez, C. (2016). Keep them so you can teach them: Alternatives to exclusionary discipline. International Public Health Journal, 8(2), 169–181. https://www.researchgate.net/profile/Kevin-Mcneill2/publication/303857022_Keep_them_so_you_can_teach_them_Alternatives_to_exclusionary_discipline/links/5758674408aec913749f04de/Keep-them-so-youcan-teach-them-Alternatives-to-exclusionary-discipline.pdf Noltemeyer, A., Ward, R., & Mcloughlin, C. (2015). Relationship between school suspension and student outcomes: A meta-analysis. School Psychology Review, 44(2), 224–240.	
3.6	**Action:** Curriculum and Instructional Alignment to Reduce Combo Classes **Need:** According to the 2024 CA Schools Dashboard for CUSD, the District's low-income students perform below all students in both ELA and Math. The ELA data shows all students 21.3 points below standard and low-income students 35.7 points below standard. The math data shows all students 55.0 points below standard and low-income students 76.5 below standard. All students performed at 56% on iReady assessments in the Spring of 2025 and SED students performed at 43%. As evident from current assessment scores district-wide, it is clear that all students, and especially low-income students, have a need for academic supports. The primary support of academic achievement is the teacher.	To better support our teachers, the District the action will support the reducing the number of or eliminating combo classes. It wall also add additional Lead Teacher stipends at each site. Using Lead Teachers for grade level and department collaboration, will allow more time for teachers to work on more effective teacher strategies through the proposed alignment work in this action. Essential to the success of district-wide curriculum, instruction, and assessment alignment is the appointing of Lead Teachers at each grade level and department to coordinate and implement this alignment. This action is provided on an LEA-wide basis as achievement on state assessments and internal assessments are below standards and district-set goals in both ELA and math and for every grade. While this action is principally directed toward low-income students, providing curriculum, instruction, and assessment alignment will benefit all students. Cited Sources: Archibald, S., Coggshall, J., Croft, A., & Goe, L. (2011,	This effectiveness of this action will be measured through increased academic achievement on student performance on iReady, NWEA, and CAASPP.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	January 31). High-Quality Professional Development for All Teachers: Effectively Allocating Resources. Research & Policy Brief. Retrieved April 5, 2019, from https://eric.ed.gov/?id=ED520732. Mulryan-Kyne, C. (2005, December 26). The grouping practices of teachers in small two-teacher primary schools in the Republic of Ireland. Journal of Research in Rural Education, 20(17). Retrieved [date] from http://jrre.psu.edu/articles/20-17.pdf	

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

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.

Not 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.

Not applicable. District-wide UPP is 52.73% based upon 2024 CBEDS day. 557 unduplicated pupils. 1057 total enrollment.

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	1:28	n/a
Staff-to-student ratio of certificated staff providing direct services to students	1:23	n/a

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$13,085,761	1,247,912	9.536%	1.110%	10.646%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$13,800,199.51	$217,980.00	$0.00	$0.00	$14,018,179.51	$11,848,174.51	$2,170,005.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Hire and Retain Highly-Qualified Teachers	All	No			All Schools	Ongoing	$7,541,130.00	$0.00	$7,541,130.00				$7,541,130.00	
1	1.2	School Facilities Maintenance and Repairs	All	No			All Schools	Ongoing	$1,399,386.00	$1,686,064.00	$3,085,450.00				$3,085,450.00	
1	1.3	Technology Integration	All	No			Specific Schools: Minarets High School, Mountain Oaks High School 10-12	Ongoing	$0.00	$23,900.00	$23,900.00				$23,900.00	
1	1.4	Professional Development	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$4,935.00	$28,875.00	$33,810.00				$33,810.00	
1	1.5	Teacher Collaboration and Parent Communication	Low Income	Yes	LEA-wide	Low Income	Specific Schools: Hillside Elementary, Spring Valley Elementary, North Fork Elementary, and Minarets High School	Ongoing	$21,733.00	$0.00	$21,733.00				$21,733.00	
1	1.6	Technical Assistance Action	Students with Disabilities	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.1	Communication	All	No			All Schools	Ongoing	$0.00	$35,575.00		$35,575.00			$35,575.00	

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
2	2.2	Health Services	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$91,641.00	$32,500.00	$91,641.00	$32,500.00			$124,141.00	
2	2.3	Enrichment Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$14,016.00	$44,100.00	$58,116.00				$58,116.00	
2	2.4	Middle School/High School Co-Curricular	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$404,503.00	$25,700.00	$430,203.00				$430,203.00	
2	2.5	Expansion of Co-Curricular Activities	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$52,541.00	$52,541.00				$52,541.00	
2	2.6	Intervention Services	Low Income	Yes	School wide	Low Income	Specific Schools: Hillside Elementary School, Spring Valley Elementary School, North Fork Elementary School TK-8	Ongoing	$262,884.00	$0.00	$262,884.00				$262,884.00	
2	2.7	SEL Supports	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$24,375.00	$0.00	$24,375.00				$24,375.00	
2	2.8	Attendance & Engagement	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$21,162.00	$2,950.00	$24,112.00				$24,112.00	
2	2.9	Behavior Supports	Low Income	Yes	School wide	Low Income	Specific Schools: Hillside Elementary School, Spring Valley Elementary School, North Fork Elementary School TK-8	Ongoing	$363,335.00	$0.00	$363,335.00				$363,335.00	

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
2	2.10	Special Education	Students with Disabilities Students with IEPs and 504s	No			All Schools	Ongoing	$1,628,374.51	$0.00	$1,628,374.51				$1,628,374.51	
3	3.1	Local Assessment Systems	All	No			All Schools	Ongoing	$0.00	$40,710.00		$40,710.00			$40,710.00	
3	3.2	Student Information and Intervention Dashboard	All	No			All Schools	Ongoing	$0.00	$15,000.00	$15,000.00				$15,000.00	
3	3.3	Supplemental Intervention Materials	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$59,971.00	$59,971.00				$59,971.00	
3	3.4	PBIS Rewards System	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$4,424.00	$4,424.00				$4,424.00	
3	3.5	Credit Recovery	All	No			Specific Schools: Minarets High School, Mountain Oaks High School, Cedar Continuation High School 9-12	Ongoing	$0.00	$8,125.00		$8,125.00			$8,125.00	
3	3.6	Curriculum and Instructional Alignment to Reduce Combo Classes	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$70,700.00	$0.00	$70,700.00				$70,700.00	
3	3.7	High School Math	All	No			Specific Schools: Minarets High School 9-12	Ongoing	$0.00	$8,500.00	$8,500.00				$8,500.00	
4	4.1	School Climate	All	No			Specific Schools: Cedar Continuation High School, Mountain Oaks High School 9-12	Ongoing	$0.00	$14,000.00		$14,000.00			$14,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	**4.2**	Social Emotional Learning	All	No			Specific Schools: Cedar Continuation High School, Mountain Oaks High School 9-12	Ongoing	$0.00	$10,000.00		$10,000.00			$10,000.00	
4	**4.3**	Expanded Enrichment Opportunities	All	No			Specific Schools: Cedar Continuation High School, Mountain Oaks High School 9-12	Ongoing	$0.00	$77,070.00		$77,070.00			$77,070.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$13,085,761	1,247,912	9.536%	1.110%	10.646%	$1,497,845.00	0.000%	11.446 %	**Total:**	$1,497,845.00
								LEA-wide Total:	$871,626.00
								Limited Total:	$0.00
								Schoolwide Total:	$626,219.00

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	1.4	Professional Development	Yes	LEA-wide	Low Income	All Schools	$33,810.00	
1	1.5	Teacher Collaboration and Parent Communication	Yes	LEA-wide	Low Income	Specific Schools: Hillside Elementary, Spring Valley Elementary, North Fork Elementary, and Minarets High School	$21,733.00	
2	2.2	Health Services	Yes	LEA-wide	Low Income	All Schools	$91,641.00	
2	2.3	Enrichment Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$58,116.00	
2	2.4	Middle School/High School Co-Curricular	Yes	LEA-wide	Low Income	All Schools	$430,203.00	
2	2.5	Expansion of Co-Curricular Activities	Yes	LEA-wide	Low Income	All Schools	$52,541.00	

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	2.6	Intervention Services	Yes	Schoolwide	Low Income	Specific Schools: Hillside Elementary School, Spring Valley Elementary School, North Fork Elementary School TK-8	$262,884.00	
2	2.7	SEL Supports	Yes	LEA-wide	Low Income	All Schools	$24,375.00	
2	2.8	Attendance & Engagement	Yes	LEA-wide	Low Income	All Schools	$24,112.00	
2	2.9	Behavior Supports	Yes	Schoolwide	Low Income	Specific Schools: Hillside Elementary School, Spring Valley Elementary School, North Fork Elementary School TK-8	$363,335.00	
3	3.3	Supplemental Intervention Materials	Yes	LEA-wide	Low Income	All Schools	$59,971.00	
3	3.4	PBIS Rewards System	Yes	LEA-wide	Low Income	All Schools	$4,424.00	
3	3.6	Curriculum and Instructional Alignment to Reduce Combo Classes	Yes	LEA-wide	Low Income	All Schools	$70,700.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$13,123,146.61	$12,883,595.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Hire and Retain Highly-Qualified Teachers	No	$7,091,108.00	$6,883,564
1	**1.2**	School Facilities Maintenance and Repairs	No	$2,547,496.00	$2,947,129
1	**1.3**	Technology Integration	No	$25,900.00	$23,900.00
1	**1.4**	Professional Development	Yes	$54,340.00	$37,740
1	**1.5**	Teacher Collaboration	Yes	$21,286.00	$21,286
2	**2.1**	Communication	No	$35,575.00	$35,575
2	**2.2**	Health Services	Yes	$93,352.00	$93,352
2	**2.3**	Middle School Enrichment	No	$88,126.00	$0
2	**2.4**	Enrichment Opportunities	Yes	$33,200.00	$33,009
2	**2.5**	Expansion of Co-Curricular Activities	Yes	$53,691.00	$53,691
2	**2.6**	Intervention Services	Yes	$274,649.00	$274,649

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.7	SEL Supports	Yes	$21,558.00	$21,771
2	2.8	Attendance & Engagement	Yes	$21,454.00	$24,457
2	2.9	Behavior Supports	Yes	$342,839.00	$342,839
2	2.10	Special Education	No	$1,990,559.61	$1,829,681
3	3.1	Local Assessment Systems	No	$40,710.00	$40,710
3	3.2	Student Information and Intervention Dashboard	No	$42,000.00	$42,000
3	3.3	Supplemental Intervention Materials	Yes	$27,678	$59,971
3	3.4	PBIS Rewards System	Yes	$3,000	$4,424
3	3.5	Credit Recovery	No	$8,125.00	$8,125
3	3.6	Curriculum and Instructional Alignment to Reduce Combo Classes	Yes	$248,000.00	$50,060
3	3.7	High School Math	No	$8,500.00	$8,500
4	4.1	School Climate	No	$6,582.26	$7,514
4	4.2	Social Emotional Learning	No	$5,000.00	$4,980

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.3**	Expanded Enrichment Opportunities	No	$38,417.74	$34,668

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,161,206	$1,195,047.00	$1,023,603.00	$171,444.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Professional Development	Yes	$54,340.00	$54,340		
1	1.5	Teacher Collaboration	Yes	$21,286.00	$21,286		
2	2.2	Health Services	Yes	$93,352.00	$93,352		
2	2.4	Enrichment Opportunities	Yes	$33,200.00	$33,009		
2	2.5	Expansion of Co-Curricular Activities	Yes	$53,691.00	$53,127		
2	2.6	Intervention Services	Yes	$274,649.00	$274,649		
2	2.7	SEL Supports	Yes	$21,558.00	$21,771		
2	2.8	Attendance & Engagement	Yes	$21,454.00	$23,507		
2	2.9	Behavior Supports	Yes	$342,839.00	$342,839		
3	3.3	Supplemental Intervention Materials	Yes	$27,678.00	$51,239		
3	3.4	PBIS Rewards System	Yes	$3,000.00	$4,424		
3	3.6	Curriculum and Instructional Alignment to Reduce Combo Classes	Yes	$248,000.00	$50,060		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$12,392,259	$1,161,206	0%	9.370%	$1,023,603.00	0.000%	8.260%	$137,603.00	1.110%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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