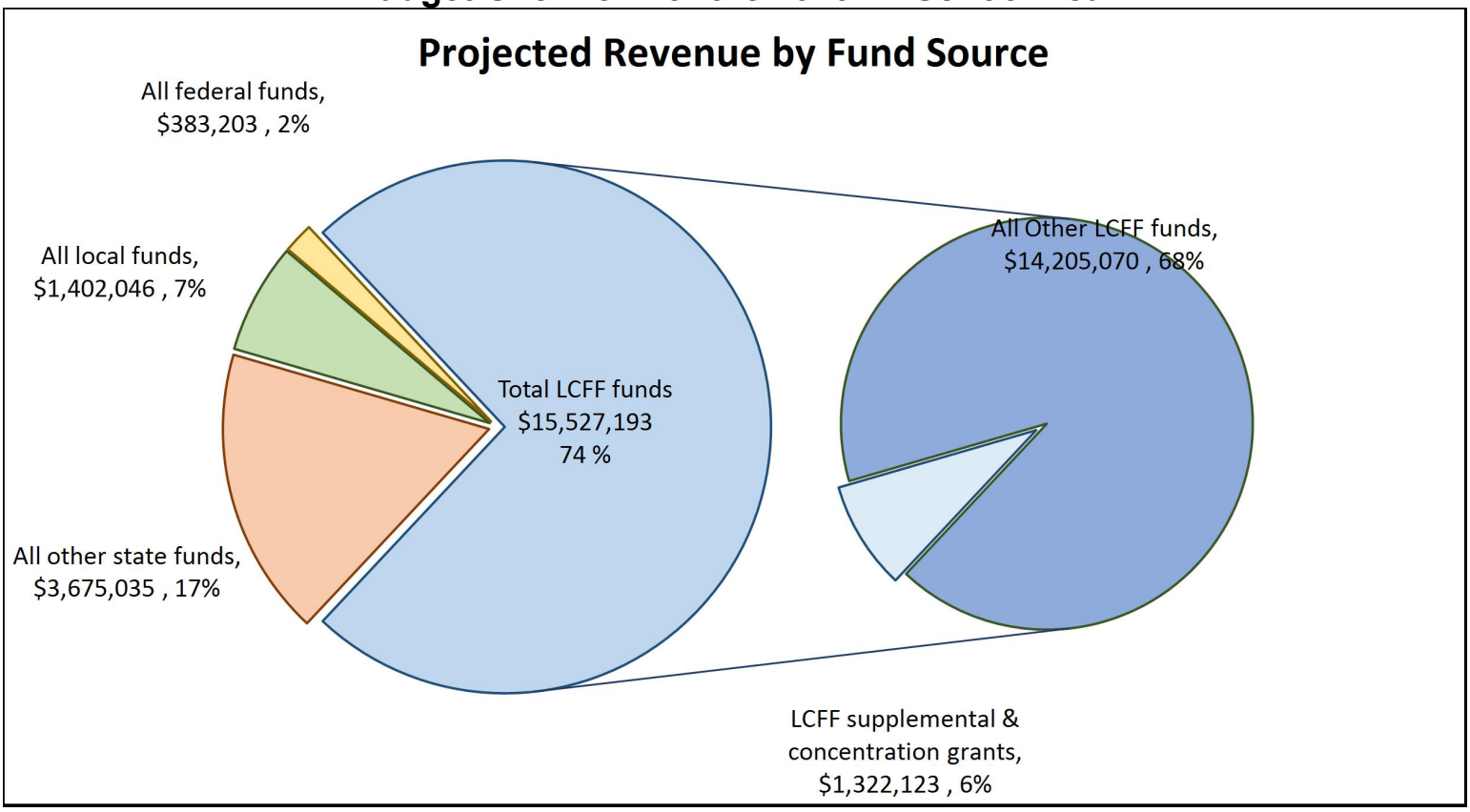
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Chawanakee Unified School District
CDS Code: 20 75606 0000000
School Year: 2026-27
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 2026-27 School Year

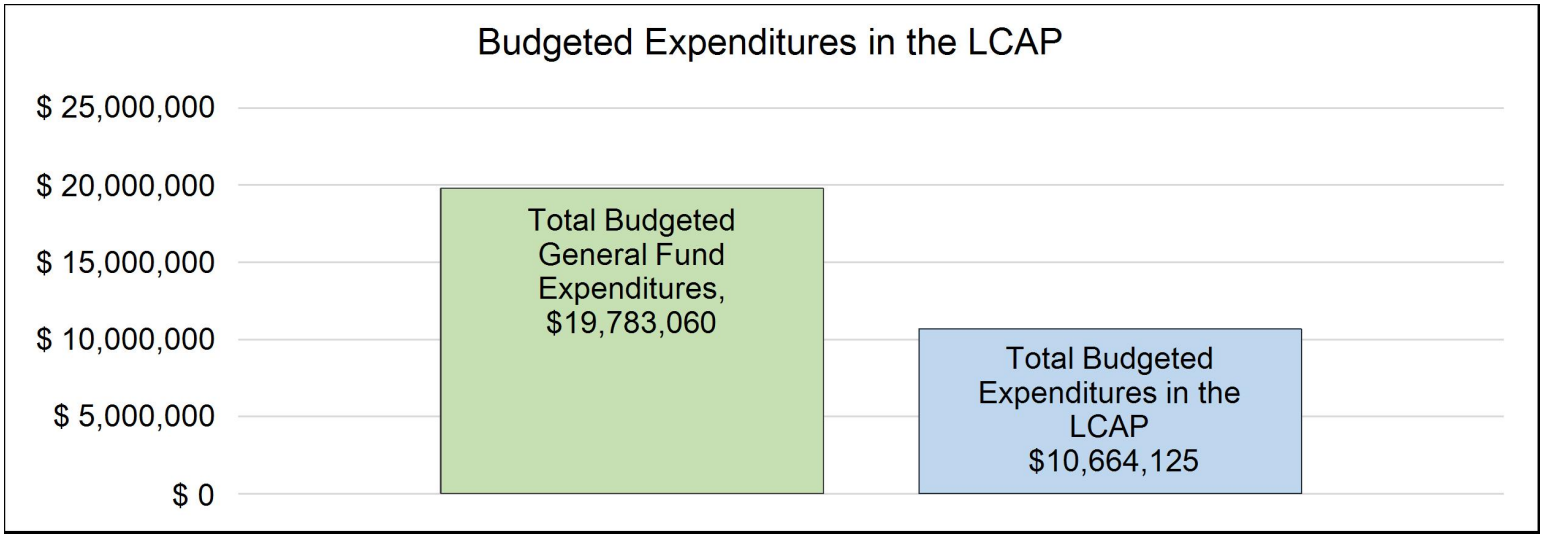


This chart shows the total general purpose revenue Chawanakee Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Chawanakee Unified School District is $20,987,477, of which $15,527,193 is Local Control Funding Formula (LCFF), $3,675,035 is other state funds, $1,402,046 is local funds, and $383,203 is federal funds. Of the $15,527,193 in LCFF Funds, $1,322,123 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Chawanakee Unified School District plans to spend $19,783,060 for the 2026-27 school year. Of that amount, $10,664,125 is tied to actions/services in the LCAP and $9,118,935 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

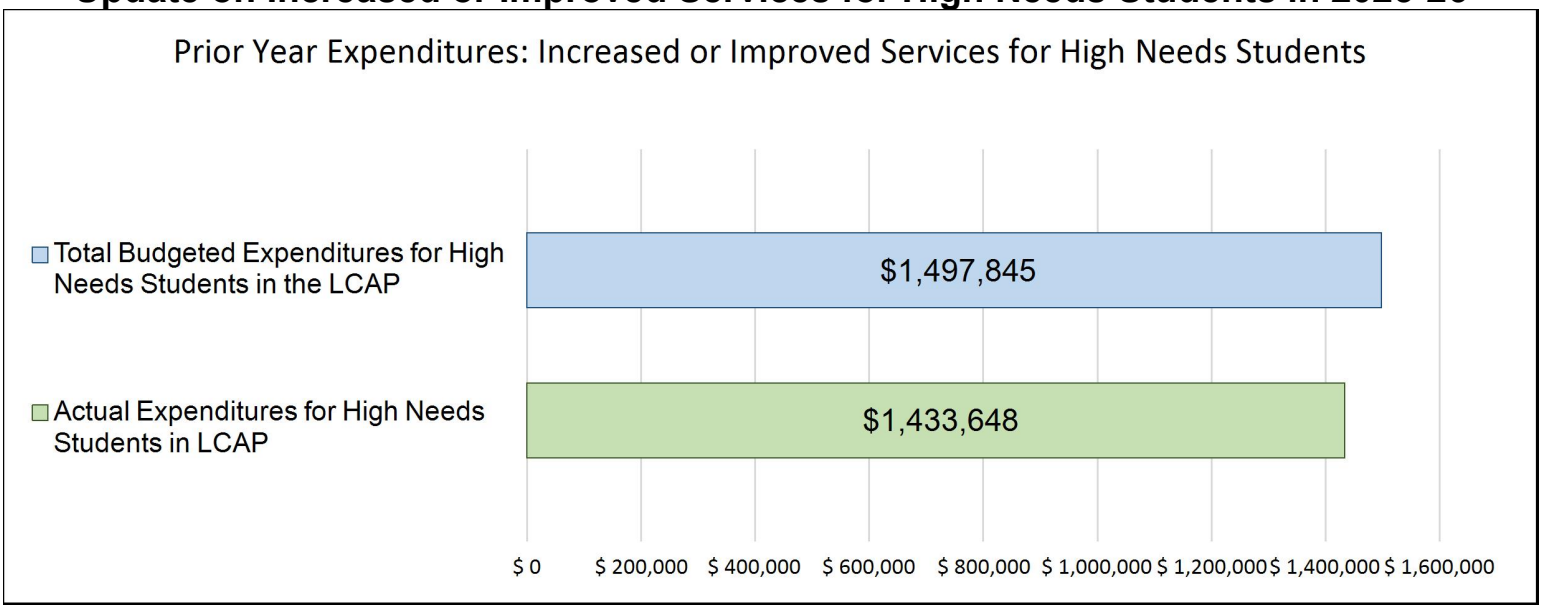
General Fund Budget Expenditures for the school year not included in the LCAP include, but are not limited to: transportation, food services, classified salaries and statutory costs (not explicitly called out in a contributing LCAP action), administration salaries and statutory costs, utility costs,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

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

In 2026-27, Chawanakee Unified School District is projecting it will receive $1,322,123 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 $1,605,267 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what 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 2025-26, Chawanakee Unified School District's LCAP budgeted $1,497,845 for planned actions to increase or improve services for high needs students. Chawanakee Unified School District actually spent $1,433,648 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $64,197 had the following impact on Chawanakee Unified School District’s ability to increase or improve services for high needs students:

The District has ensured sufficient funds to support expenditures for contributing actions for high needs students in the LCAP. The actual expenditures for high needs students in the LCAP may therefore be lower than the budgeted expenditures. However, the entire amount of the actual supplemental grant of $1,255,415 was spent on increased and improved services in 2025-26. No actions or services were significantly impacted by this variance.

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 [2026-27]

General Information

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

Chawanakee Unified School District (CUSD) serves approximately 1,412 students from Transitional Kindergarten through Adult Education across a geographically diverse 867 square mile area in the Sierra foothills and surrounding rural communities. The District includes three elementary schools: Hillside School (TK–8), North Fork School (TK–8), and Spring Valley Elementary School (K–8), as well as three high schools: Minarets High School, Mountain Oaks High School (small necessary school), and Cedar Continuation High School. Approximately 100 certificated staff and 100 classified staff support students throughout the District. Chawanakee Unified continues to experience enrollment growth, particularly at Hillside School, which opened in the 2018–19 school year and serves a rapidly developing community area expected to continue expanding over the next decade. North Fork School remains the District's most remote and historically rooted school community, while Spring Valley serves students in the foothill region. Beginning in the 2026–27 school year, Mountain Oaks High School will receive Equity Multiplier funding to support students with the greatest academic and engagement needs.

Chawanakee Unified is committed to providing relevant, innovative learning opportunities that ensure every student thrives in an environment built for growth and success. The District operates through a systems-based approach grounded in Professional Learning Communities (PLCs), Multi-Tiered Systems of Support (MTSS), and Guaranteed Viable Instruction. These structures support the District's core commitments to increasing student achievement and providing safe, inclusive learning environments for all students. Staff collaboration is guided by the PLC big ideas of focusing on learning, working collaboratively on matters related to learning, and holding ourselves accountable for results that fuel continuous improvement. The District's work is also grounded in the values of collaborative culture, relationship-centered leadership, demonstrating excellence, and championing students in every decision made across the system.

In May 2025, the Governing Board adopted the District's Strategic Plan, developed collaboratively with input from teachers, classified staff, administrators, students, families, and community partners. The Strategic Plan is updated annually and focuses on four primary goals: Academic Excellence; Ensuring Fiscal Solvency and Organizational Health; Strengthening Community Connections and Student Engagement; and Empowering Leadership and Employee Success. These goals continue to guide district decision-making, instructional improvement efforts, and long-term planning to ensure equitable access and success for all students. The Chawanakee Unified Strategic Growth Plan serves as the long-term vision for the district, while the LCAP operationalizes that vision through annual goals, actions, expenditures, and measurable outcomes. The LCAP directly supports the Strategic Growth Plan by aligning investments and improvement efforts.

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 remains committed to improving student achievement, increasing student engagement and connectedness, and ensuring equitable access to rigorous learning opportunities for all students through systems of continuous improvement, professional collaboration, and targeted supports. Educational partner feedback from teachers, administrators, classified staff, students, parents, labor partners, Community Advisory Committee meetings, Superintendent Forums, and annual surveys directly informed the development of the 2026–27 Local Control and Accountability Plan (LCAP) and the refinement of district goals and actions. The District continues to prioritize academic achievement, attendance, student engagement, professional development, and Multi-Tiered Systems of Support (MTSS) through cross-district Professional Learning Communities (PLCs), intervention systems, and expanded enrichment opportunities.

CALIFORNIA DASHBOARD

Review of California Dashboard, NWEA, and i-Ready data demonstrates that while the District continues to face persistent challenges in mathematics achievement and outcomes for student groups furthest from opportunity, longitudinal data indicates measurable improvement in English Language Arts achievement, graduation rates, and chronic absenteeism over the last three years. District initiatives focused on MTSS implementation, PLC collaboration, intevention systems, staff professional development, and increased student engagement opportunities appear to be contributing to positive student outcomes across multiple indicators.

English Language Arts (ELA) All Students CA Dashboard Data

	2022–23	2023–24	2024–25
Distance from Standard	12.4 points below standard	21.3 points below standard	5.6 points below standard
Change	Baseline	Declined 8.9 points	Improved 15.6 points

Trend Analysis:
ELA performance demonstrates a significant recovery trend following declines experienced during the 2023–24 reporting cycle. After dropping to 21.3 points below standard, districtwide ELA achievement improved dramatically to 5.6 points below standard in 2024–25, representing the district's strongest ELA performance in recent years. District leaders attribute this improvement to expanded PLC

collaboration, MTSS implementation, literacy intervention systems, and targeted professional development aligned to standards-based instruction.

ELA Student Group CA Dashboard Data 2024–25:
Difference from previous year (2023-24)

ALL Students: 5.6 points below standard, increased 15.6 points
Students with Disabilities: 79.6 points below standard, increased 36.6 points
Low-Income Students: 25 points below standard, increased 10.7 points
Native American Indian: 34.6 points below standard, increased 27.8 Points
Hispanic Students: 6.5 points below standard, increased 18.3 points
White Students: 15.3 points below standard, increased 10.8 points
Two or More Races:10.1 points above standard, increased 33.8 points

Reflection:
Dashboard ELA data demonstrated meaningful growth across nearly all student groups, including low-income students, Native students, and Students with Disabilities. While Students with Disabilities continue to perform significantly below standard, the substantial increase of 36.6 points reflects positive movement resulting from targeted intervention systems, MTSS implementation, and professional development focused on instructional supports and literacy instruction.

MATH All Students CA Dashboard Data

2022–23	2023–24	2024–25
Distance from Standard	65.9 points below standard	55.0 points below standard	48.6 points below standard
Change	Baseline	Improved 10.9 points	Improved 6.4 points

Trend Analysis:
Mathematics achievement continues to be an area of need; however, the data demonstrates steady improvement over the last two reporting cycles. Districtwide mathematics performance improved from 65.9 points below standard in 2022–23 to 48.6 points below standard in 2024–25. Although performance remains below desired outcomes, the consistent upward trend indicates that mathematics-focused PLCs, priority standards work, intervention systems, and professional development are beginning to positively impact student achievement. The District recognizes that mathematics achievement for low-income students and Students with Disabilities continues to require targeted support and will continue refining instructional alignment, intervention supports, and mathematics professional development in the 2026–27 LCAP.

MATH Student Group CA Dashboard Data 2024–25:
Difference from previous year (2023-24)

ALL Students: 48.6 points below standard, increased 6.4 points
Students with Disabilities: 145.4 points below standard, increased 28.4 points
Native American Indian: 90.2 points below standard, increased 60 Points

Low-Income Students: 59 points below standard, increased 17.5 points
Hispanic Students: 51.7 points below standard, increased 9.3 points
White Students: 41.1 points below standard, increased 4.7 points
Two or More Races: 64.1 points below standard, declined 7.1 points

Reflection:
Mathematics achievement improved districtwide overall and for several student groups; however, mathematics continues to reflect the District's largest area of academic need. Significant improvement was demonstrated for Native American Indian students, who increased 60 points from the previous year, as well as Students with Disabilities and low-income students, who improved 28.4 and 17.5 points. Despite these gains, Students with Disabilities, Native American Indian students, and low-income students continue to perform significantly below standard, indicating a continued need for targeted intervention, instructional alignment, and culturally responsive supports. The District will continue prioritizing mathematics professional development, intervention ssystems, cross-district PLC collaboration, and MTSS supports to improve instructional practices and student outcomes in mathematics for all student groups.

Chronic Absenteeism All Students CA Dashboard

2022–23	2023–24	2024–25	
24.0%	14.3%	12.3%	
Change	Baseline	Improved 9.7%	Improved 2%

Trend Analysis:
Chronic absenteeism has improved significantly over the last three years, decreasing from 24% in 2022–23 to 12.3% in 2024–25. The District attributes this improvement to increased family communication, attendance interventions, expanded student engagement opportunities, athletics, MTSS implementation, and the addition of student support personnel focused on attendance and connectedness.

Chronic Absenteeism Low-Income Students CA Dashboard

2022–23	2023–24	2024–25	
32.3%	20.9%	17.5%	
Change	Baseline	Improved 11.4%	Improved 3.4%

Reflection:
Chronic absenteeism rates for low-income students have improved significantly over the last three years, decreasing from 32.3% in 2022–23 to 17.5% in 2024–25. These data indicate that district efforts focused on attendance interventions, family engagement, MTSS supports, expanded enrichment opportunities, and the Attendance and Engagement Liaison position are positively impacting student attendance and school connectedness for low-income students. Despite these improvements, low-income students continue to experience higher rates of chronic absenteeism than All Students districtwide, indicating a continued need for targeted attendance and engagement supports.

Suspension All Students CA Dashboard

2022–23	2023–24	2024–25		
% suspended at least one day		5.6%	6.7%	5.3%
Change	Baseline	Increased 1.1%	Improved 1.4%	

Trend Analysis:
Suspension rates initially increased during the 2023–24 Dashboard cycle, highlighting the need for additional behavioral and social-emotional supports. In response, the District expanded Multi-Tiered Systems of Support (MTSS), implemented Navigate360 social-emotional learning lessons, increased professional development in trauma-informed practices, and added Behavior Support Specialists at each K–8 site. As a result, suspension rates improved in the 2024–25 Dashboard cycle, decreasing to 5.3% districtwide. Despite this improvement, suspension outcomes for certain student groups, including Students with Disabilities, American Indian students, and low-income students, continue to indicate a need for targeted intervention and student support services.

Suspension Low-Income Students CA Dashboard

2022–23	2023–24	2024–25		
% suspended at least one day		7.3%	9.1%	4.6%
Change	Baseline	Increased 1.8%	Improved 5.4%	

Reflection:
The 2025 California School Dashboard reflects meaningful improvement in English Language Arts (ELA) and Mathematics districtwide while also identifying continued areas of need for specific student groups. Districtwide ELA performance improved from 21.3 points below standard in 2024 to 5.6 points below standard in 2025, an increase of 15.7 points. Socioeconomically Disadvantaged students improved by 10.7 points to 25 points below standard, Students with Disabilities improved by 36.6 points but remained 79.6 points below standard, and American Indian students improved by 27.8 points but remained 34.6 points below standard. Mathematics performance improved from 55 points below standard to 48.6 points below standard districtwide. Socioeconomically Disadvantaged students improved by 17.5 points, Students with Disabilities improved by 28.4 points, and American Indian students improved by 60 points. Despite these gains, Students with Disabilities remained 145.4 points below standard in Mathematics, representing one of the District's greatest academic needs.

The District also demonstrated improvement in graduation outcomes and chronic absenteeism. Districtwide chronic absenteeism improved from 14.3% to 12.3%. However, several student groups continue to experience disproportionately high absenteeism rates, including Homeless students at 48.3%, American Indian students at 20.9%, Socioeconomically Disadvantaged students at 17.5%, and Students with Disabilities at 15.5%. Schools and student groups that previously received the lowest performance levels on state indicators continue to be supported through targeted LCAP actions, including PBIS implementation, intervention services, attendance supports, and differentiated assistance. The Districtwill continue to monitor progress closely and adjust supports as needed to ensure sustained improvement in student outcomes and equitable access to high-quality instruction and supports.

LOCAL ASSESSMENT DATA

i-Ready English Language Arts (ELA) – Percentage of ALL Students at or Above Grade Level

Hillside Elementary

2023–24	2024–25	2025–26	
Grade 1	64%	43%	64%
Grade 2	42%	64%	65%
Grade 3	65%	60%	74%
Grade 4	59%	23%	30%
Grade 5	70%	22%	42%
Grade 6	53%	53%	50%
Grade 7	61%	37%	60%
Grade 8	58%	56%	47%

Spring Valley Elementary

2023–24	2024–25	2025–26	
Grade 1	70%	76%	68%
Grade 2	55%	81%	81%
Grade 3	79%	65%	77%
Grade 4	41%	54%	32%
Grade 5	36%	65%	52%
Grade 6	39%	44%	21%
Grade 7	30%	54%	59%
Grade 8	46%	28%	32%

North Fork Elementary

2023–24	2024–25	2025–26	
Grade 1	25%	39%	45%
Grade 2	38%	30%	43%
Grade 3	35%	46%	30%
Grade 4	33%	24%	48%
Grade 5	44%	58%	11%
Grade 6	32%	36%	47%
Grade 7	25%	43%	50%
Grade 8	20%	43%	59%

i-Ready ELA– Percentage of LOW-INCOME Students at or Above Grade Level

2023–24	2024–25	2025–26
At/Above Grade Level	42%	43%	44%

Trend Analysis:
Review of three years of i-Ready ELA data demonstrates gradual improvement in literacy achievement across multiple grade levels and school sites, particularly in upper elementary and middle school grades. Low-income student data demonstrates gradual improvement in literacy achievement over time, increasing from 42% to 44% of students performing at or above grade level.Through the PLC processs, teachers and principals also identified inconsistencies in i-Ready assessment administration practices across sites. Cross-site PLC collaboration has begun addressing assessment practices and instructional alignment to standards during the 2025–26 school year, and this work will continue in 2026–27 to strengthen instructional consistency and improve student outcomes in English Language Arts.

i-Ready MATH– Percentage of ALL Students at or Above Grade Level

Hillside Elementary

2023–24	2024–25	2025–26	
Grade 1	45%	55%	43%
Grade 2	28%	36%	59%
Grade 3	32%	32%	46%
Grade 4	53%	39%	23%
Grade 5	52%	35%	47%
Grade 6	39%	47%	37%
Grade 7	42%	24%	37%
Grade 8	28%	37%	21%

Spring Valley Elementary

2023–24	2024–25	2025–26	
Grade 1	39%	62%	36%
Grade 2	38%	37%	43%
Grade 3	52%	31%	50%
Grade 4	26%	37%	32%
Grade 5	36%	47%	45%
Grade 6	25%	44%	18%
Grade 7	19%	31%	50%
Grade 8	21%	36%	25%

North Fork Elementary

2023–24	2024–25	2025–26	
Grade 1	24%	38%	42%
Grade 2	25%	20%	26%
Grade 3	13%	42%	21%
Grade 4	27%	18%	40%

Grade 5	41%	47%	11%
Grade 6	42%	43%	24%
Grade 7	4%	38%	41%
Grade 8	11%	21%	50%

i-Ready MATH– Percentage of LOW-INCOME Students at or Above Grade Level

2023–24	2024–25	2025–26
At/Above Grade Level	28%	31%	29.5%

Trend Analysis:
Review of three years of i-Ready Mathematics data demonstrates inconsistent performance across grade levels and school sites, with several grades showing strong improvement while others experienced declines in mathematics proficiency over time. Low-income student data also showed inconsistent growth in mathematics , indicating a continued need for targeted intervention, instructional alignment, and strengthened foundational mathematics instruction across grade levels.Through the PLC process of routine data analysis, teachers and principals identified inconsistencies in i-Ready assessment administration practices and instructional pacing across sites. PLC collaboration began addressing assessment practices, mathematics instructional alignment, and priority standards during the 2025–26 school year, and this work will continue in 2026–27 to strengthen instructional consistency and improve student outcomes in mathematics.

NWEA READING (9–12 Grade/ High School)

2023–24	2024–25	2025–26
9th Grade	214.72	220.29	222.1
10th Grade	222.51	221.21	224.1
11th Grade	223.38	226.63	227.0
12th Grade	224.16	232.94	210.5

NWEA MATH (9–12 Grade/ High School)

2023–24	2024–25	2025–26
9th Grade	230.32	221.33	228.6
10th Grade	232.06	233.26	229.2
11th Grade	232.8	235.99	231.2
12th Grade	244.6	230.31	233.1

Trend Analysis:
Review of three years of NWEA Mathematics data demonstrates inconsistent mathematics performance across high school grade levels, with several grades showing fluctuations in achievement over time. NWEA Reading data demonstrates gradual improvement in reading achievement across most high school grade levels, particularly in grades 9–11. Through the PLC process, teachers and administrators identified the need for stronger instructionally alignment, common pacing, and improved consistency in mathematics instruction across high school programs. Cross-site PLC collaboration and mathematics-focused professional development began addressing these areas during

the 2025–26 school year and will continue in 2026–27 to strengthen instructional practices and improve mathematics outcomes for all high school students.

ATTENDANCE, ENGAGEMENT, AND SCHOOL CLIMATE

Districtwide student engagement and attendance data identified both successes and continued challenges. The Annual Student Survey is administered in March to all 4th-12th grade students. Annual Student Survey results demonstrated declines in school connectedness, with students reporting they felt part of their school community decreasing from 92% in 2025 to 60.7% in 2026. Students reporting they were happy at school also decreased from 68% to 49.36%. However, 61.75% of students reported knowing who to talk to if they were feeling angry or depressed, an increase of 3.75% from the prior year, demonstrating progress in relationship-building and social-emotional supports.

Educational partner feedback consistently identified attendance, enrichment opportunities, athletics, field trips, student engagement, and communication as priorities for improvement. Parents and students expressed a desire for additional academic field trips, enrichment opportunities, visual and performing arts experiences, middle school athletics, and career-connected learning opportunities. In response, the District expanded middle school athletics, continued funding for Agriculture and Visual and Performing Arts programs, supported academic field trips for low-income students, and expanded intervention and enrichment opportunities designed to improve engagement and school connectedness.

PROFESSIONAL DEVELOPMENT, PLCs, AND SYSTEMS OF SUPPORT

The District continued implementation of cross-district Professional Learning Communities (PLCs) and targeted professional development aligned to district goals and student needs. Teachers participated in districtwide PLCs twice monthly to collaboratively analyze data, identify essential standards, develop common assessments, and strengthen instructional alignment across sites. Professional development was provided in English Language Arts, Mathematics, MTSS, inclusive practices, social-emotional learning, and intervention systems through partnerships with WestEd, Dr. Linda Hauser, Sarah Schuhl, and district teacher leaders.

Educational partner feedback from teachers, administrators, and classified staff consistently identified professional development and collaboration time as critical supports for improving instructional practices and retaining high-quality staff in a geographically rural district. Staffing shortages and the challenge of recruiting and retaining certificated staff, particularly in Special Education and mathematics, continue to impact instructional consistency and intervention services. In response, the District will continue refining PLC systems, strengthening teacher collaboration, and investing in professional development to build staff capacity and improve long-term retention through Actions 1.4 and 1.5

LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG)

Chawanakee Unified will receive $52,847 in Learning Recovery Emergency Block Grant (LREBG) funds for the 2026–27 school year. Learning Recovery Emergency Block Grant funds are being utilized to support allowable learning recovery initiatives that address identified student needs through evidence-based academic interventions, expanded learning opportunities, integrated student supports, and staff and student social-emotional well-being. These one-time funds are aligned with the district's needs assessment and are incorporated into the LCAP to accelerate learning, close achievement gaps, and improve outcomes for students most impacted by interrupted learning. Based on the preliminary needs assessment and review of Dashboard and local data, these funds will be strategically allocated to address academic intervention needs. This will integrate into Action 1.4. Planned use is professional development in mathematics instructional practices for TK–12 teachers and support staff. This action is intended to strengthen foundational math skills while increasing staff capacity to meet the academic needs of students. Through continued collaboration with educational partners and ongoing analysis of state and local data, Chawanakee Unified will continue refining systems of support designed to improve student achievement and equitable access to high-quality instruction for all students.

REQUIRED ACTIONS

Since 2023, Chawanakee Unified has demonstrated measurable improvement across several California Dashboard indicators while continuing to address persistent areas of need through targeted LCAP actions, MTSS implementation, Professional Learning Communities (PLCs), intervention services, and expanded student engagement supports. In the 2023 California Dashboard, the District identified required actions connected to suspension rates and mathematics achievement for specific student groups and school sites. These identified needs directly informed the development and refinement of LCAP goals and actions.

Required actions connected to the 2023 Dashboard Suspension Rate indicators address Foster Youth and students of Two or More Races districtwide; low-income students at Hillside Elementary and Minarets High School; and Hispanic students at Minarets High School. These identified needs are addressed through Goal 1 and Goal 2 actions designed to strengthen equitable, consistent behavioral systems and provide targeted student supports.

Goal 1, Action 6: Differentiated Assistance, provided a two-year partnership with the Madera County Superintendent of Schools focused on addressing disparities in student behavior and suspension outcomes. This work resulted in the development of a districtwide Behavior Matrix designed to establish consistent and equitable behavioral expectations, interventions, restorative responses, and consequences across schools. Administrator professional development supports consistent implementation and decision-making, directly addressing the need to reduce disproportionate suspensions among Foster Youth, students of Two or More Races, low-income students, and Hispanic students.

Goal 2, Action 9: Behavior Supports, provides full-time behavior support specialists at school sites across the District. These staff work with students, teachers, administrators, and families to identify behavioral needs and implement systematic interventions designed to produce lasting positive changes in individual student behavior. These supports provide early intervention, with particular benefit for the student groups identified with Red Suspension Rate indicators. Together, Actions 1.6 and 2.9 address both the system-level practices contributing to suspension disparities and the individual behavioral needs of students, supporting the District's goal of reducing suspensions and improving equitable student outcomes.

Impact on Suspension Rates: Since the 2023 Dashboard baseline, suspension rates for low-income students have improved substantially. In 2022–23, 7.3% of low-income students were suspended at least one day. The rate declined to 4.6% in 2024–25, which is a 2.7% improvement from the 2023 baseline. This improvement aligns with the implementation of Action 1.6, which strengthened consistent and equitable behavioral expectations and disciplinary practices through development of the districtwide Behavior Matrix, and Action 2.9, which provides behavioral supports and interventions for students. Together, these actions have contributed to reducing exclusionary discipline and improving behavioral outcomes for low-income students.

Required actions connected to the 2023 Dashboard Mathematics indicator address low-income students at North Fork Elementary School. This identified need is addressed through Goal 1 and Goal 2 actions designed to strengthen mathematics instruction, build teacher capacity, and provide targeted academic intervention for students performing below grade-level standards.

Action 1.4, Professional Development, provides teachers with professional development focused on standards implementation, high-quality mathematics instruction, and the design of effective interventions. In response to the Red Mathematics indicator for low-income students at North Fork Elementary, this action strengthens teachers' ability to identify unfinished learning, provide differentiated instruction, and implement evidence-based instructional strategies. This professional learning directly addresses the need to improve mathematics achievement for low-income students by increasing the capacity of classroom teachers to provide rigorous first instruction and respond to individual student learning needs.

Action 2.6, Intervention Services, provides an additional credentialed teacher and intervention instructional aide to coordinate and implement Multi-Tiered Systems of Support (MTSS). These staff provide targeted mathematics intervention, including additional small-group and individualized instructional support for low-income students who have not yet demonstrated grade-level proficiency. Together, Actions 1.4 and 2.6 address both the quality of core mathematics instruction and the need for targeted intervention, directly responding to the Red Mathematics indicator for low-income students at North Fork Elementary and supporting improved mathematics outcomes.

Impact on Mathematics for Low-Income Students at North Fork School: Mathematics achievement for low-income students at North Fork School has improved substantially since the 2023 California Dashboard Red indicator. In 2023, low-income students performed 100.2 points below standard in Mathematics. By the 2025 Dashboard, this improved to 60.2 points below standard, representing a 40-point improvement from the 2023 baseline. This positive trend aligns with Action 1.4, which builds teacher capacity through mathematics-focused professional development, and Action 2.6, which provides targeted intervention through additional credentialed and instructional support staff. Together, these actions strengthen both core mathematics instruction and targeted intervention for low-income students.

Despite these improvements, the District recognizes that mathematics achievement and outcomes for some student groups continue to require targeted support. Students with Disabilities and low-income students continue to perform significantly below standard in mathematics, and attendance challenges remain persistent for some student groups and alternative education settings. In response, the District will continue refining intervention systems, strengthening PLC collaboration, expanding enrichment and engagement opportunities, and providing professional development in Science of Reading and mathematics instruction to improve student outcomes and ensure equitable access to high-quality instruction and supports for all students.

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 Superintendent of Schools for Students with Disabilities Suspension Rates because the District was identified as Red on the California Dashboard. While the identified student group was Students with Disabilities, the team recognized that improvements to behavior systems and disciplinary practices would positively impact all students. This work became a multi-year systems improvement process focused on improving equitable behavior supports, reducing suspensions, and increasing consistency in disciplinary practices across school sites.

The committee members included the Director of Student Services, two principals, two teachers, a program director, two county personnel, and the Superintendent. Throughout the Differentiated Assistance process, the team reviewed suspension data, analyzed root causes, and identified inconsistencies in disciplinary practices and site-level behavior expectations. As a result, the District prioritized the development of a districtwide Behavior Matrix to improve consistency, communication, and behavioral supports for students.

Following six additional Differentiated Assistance meetings during the 2025–26 school year, the District developed a working Behavior Matrix that principals have already begun using as a tool to guide decision-making regarding student behavior support and discipline. The matrix is intended to support more equitable treatment of student misbehavior across sites, improve handbook alignment, and help parents and students better understand district policies, expectations, and behavioral guidelines. The District also developed a training and communication plan for implementation of the Behavior Matrix, which will serve as the districtwide guiding document for behavior support and discipline. District leadership and principals will continue refinement work and feedback collection during Summer 2026, followed by staff and family communication and training during the 2026–27 school year. This work is supported through Action 1.6 of the LCAP.

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	Teachers were engaged in the development of the LCAP throughout the 2025–26 school year through multiple opportunities for feedback, collaboration, and shared decision-making. Annual Teacher Surveys were disseminated in Spring 2026 to gather input regarding the effectiveness of actions identified in the 2024 LCAP and to identify priorities for future planning. Additional teacher engagement opportunities included: -Monthly staff meetings -Professional Learning Communities (PLCs) -Guiding Coalition meetings, where teacher leaders representing grade spans and departments met monthly with district leadership. LCAP was discussed on March 31 and April 28, 2026. -Professional Development feedback surveys were collected following each training session -Labor Partner Breakfast meeting with bargaining unit representatives was held on March 16, 2026 specifically gathering feedback on LCAP. Teacher feedback included acknowledgement of the needs of low-income students based on data points, requests for professional development, and praise for involvement in the process. Teachers at Cedar Continuation High School and Mountain Oaks High School, which generated Equity Multiplier funds during the

Educational Partner(s)	Process for Engagement
	2025–26 school year, met monthly with the site principal to discuss strategies to improve student engagement, attendance, and classroom relevance. Teacher feedback also informed Equity Multiplier actions and services through Site Council and Community Advisory Committee discussions.
Principals, Administrators, Directors (including Food Services, IT, MOT)	Administrative engagement opportunities included: -Administrative PLC time for principals and district leadership to collaboratively analyze academic, attendance, behavior, and survey data and determine next steps for improvement -Principal Learning Network meetings, where principals presented site-based Problems of Practice and collaborated on strategies and solutions. Meetings were held: September 29, October 20, February 24, and March 17. At each meeting, principals presented progress toward site goals identified in their Site Plan for Student Achievement to collaboratively share research-based strategies to improve student outcomes. -Monthly Leadership Team meetings with principals and administrators -Weekly cabinet and director meetings with the Superintendent involving Food Services, Student Services, Technology/Information Services, Maintenance, Operations and Transportation (MOT), the Coordinator of State and Federal Programs, and the Chief Business Officer to discuss district goals, implementation, and decision-making aligned to the LCAP and Strategic Plan -Mid-year LCAP data and goal review meetings held on December 6 and March 26. Principal input highlighted the need for alignment across sites in the PLC process, including professional development and intervention priorities. -SPSA alignment workshop on January 29, 2026, where all principals aligned Site Plans for Student Achievement with the LCAP and the District’s 3-Year Strategic Growth Plan goals.

Educational Partner(s)	Process for Engagement
	-Principals at Mountain Oaks High School and Cedar Continuation High School worked collaboratively with district leadership to budget and spend Equity Multiplier funds at the Leadership Meeting, September 25, 2025, and the SPSA Workshop, January 29, 2026.
Local Bargaining Units	Local bargaining units were engaged in the development of the LCAP throughout the 2025–26 school year through ongoing collaboration, feedback opportunities, and participation in district planning discussions. Engagement opportunities with local bargaining units included: -Superintendent Forums that included certificated and classified labor partners from all departments -Multiple meetings regarding the Certificated Bargaining Agreement, including discussions related to district budget priorities and staffing, 9-24-25, 10-8-25, 10-31-25, 12-1-25. Bargaining led to an increase of 1% on the salary schedule. -Labor Partner Breakfast held on March 16, 2026, with representatives from certificated and classified bargaining units across departments -Annual staff surveys that gathered feedback on district practices, priorities, and LCAP goals -Professional development feedback surveys completed by certificated and classified staff following trainings throughout the school year Input from local bargaining units informed district decision-making related to staffing, professional development, student supports, school climate, and implementation of district goals aligned to the LCAP and Strategic Growth Plan.
Parents	Parents were engaged in the development of the LCAP throughout the 2025–26 school year through surveys, advisory meetings,

Educational Partner(s)	Process for Engagement
	community forums, and school-site leadership opportunities designed to gather feedback on district goals, actions, and priorities. Parent engagement opportunities included: -Superintendent Forums held on October 1, December 17, and March 18, which included presentations on LCAP goals, district data, and engagement protocols to collect parent feedback. Engagement highlighted the need for fully credentialed teachers and further professional development opportunities, and led to expanding opportunities for teacher PLCs to be held in person. -Coffee with the Superintendent meetings held on March 4, March 13, and March 24, 2026 (morning and evening sessions) at various locations throughout the District to accommodate parent schedules and increase participation. Engagement led to continuation and expansion of academic intervention and professional development, specifically in math; expansion of the Chawanakee Chargers middle school enrichment; and continuation of Behaviorist social-emotional support services. -Community Advisory Committee meetings held on October 28, February 10, April 14, and June 1, 2026. Engagement led to updates in the District Wellness Policy, increased communication of academic and social-emotional interventions, and improvement in Farm to Table practices with Food Service. Written feedback from Educational Partner Events was provided to the Community Advisory Committee by the Superintendent. -Annual Parent Surveys were disseminated in Spring 2026 to gather feedback on district practices, priorities, and LCAP actions, including disaggregated feedback from Cedar Continuation High School families to support Equity Multiplier planning. -Site Council participation opportunities at each school site to support development and approval of School Plans for Student Achievement (SPSAs) aligned to district LCAP goals and actions

Educational Partner(s)	Process for Engagement
	To promote transparency and ongoing communication, all parent questions submitted during meetings and forums were responded to on the district website within 72 hours following each meeting.
District Parent Advisory Committee (Community Advisory Committee)	Community Advisory Committee members were engaged in the development of the LCAP throughout the 2025–26 school year through ongoing meetings focused on reviewing district data, discussing student needs, and providing feedback on district goals, actions, and services. Community Advisory Committee engagement opportunities included: Community Advisory Committee meetings held on October 28, February 10, April 14, and June 1, 2026 Presentations and discussions related to LCAP goals, academic achievement, attendance, behavior, school climate, and student engagement data. Feedback gathered through Community Advisory Committee meetings informed the development and refinement of district goals, actions, and expenditures included in the 2025–26 LCAP.
Students	Students were engaged in the development of the LCAP throughout the 2025–26 school year through leadership opportunities, surveys, advisory meetings, and school-site planning processes designed to gather student voice and feedback regarding district goals, programs, and supports. Student engagement opportunities included: --Collaboration meetings at school sites where student feedback and perspectives were shared and discussed in relation to LCAP priorities through ASB student leadership. Participation of high school student leaders in the Superintendent Forum held on March 18, 2026, which included presentations on LCAP goals, district data, and engagement protocols to gather student feedback --Annual Student Surveys administered in Spring 2026 for students in grades 4–12, with over 90% participation districtwide; survey results

Educational Partner(s)	Process for Engagement
	directly informed actions related to student engagement, school climate, wellness, and academic achievement --Participation in Community Advisory Committee discussions, including the June 1, 2026 meeting. Two students participated as members of the Community Advisory Committee. --Cedar Continuation High School generated Equity Multiplier funds during the 2025–26 school year. Students at Cedar Continuation High School participated in individual interviews to identify barriers to school participation, engagement, and academic achievement. Student input directly informed the development of Goal 4 actions and services supported through Equity Multiplier funding.
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. LCAP consultation was held on April 26, 2026, where input regarding communication tools (Action 2.1), assessment tools (Action 3.1), SPED suspension rates (Action 1.6), and staffing needs (Action 2.10) was discussed to improve services for special education students.
School Board of Trustees	The Board was provided with the LCAP prior to the public hearing held on June 16, 2026. The LCAP was adopted by the Board, and Local Indicators were presented on June 18, 2026. Local Indicators were submitted by the District to CDE by June 18, 2026.

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

Multiple actions and services included in the 2026-27 LCAP were directly influenced by feedback provided by educational partners through surveys, Superintendent Forums, Coffee with the Superintendent meetings, Community Advisory Committee meetings, labor partner discussions, Professional Learning Communities (PLCs), the District Guiding Coalition, and school-site collaboration processes. Educational partners consistently identified priorities related to professional development, communication, intervention supports, student engagement, mental health services, enrichment opportunities, teacher retention, and academic alignment.

Goal 1, Action 4, Professional Development was influenced by feedback from teachers, classified staff, administrators, and labor partners requesting additional professional development opportunities focused on intervention, instructional alignment, early literacy, and support for

students with disabilities. Feedback gathered through staff surveys, Guiding Coalition meetings, and labor partner discussions guided the decision to provide ongoing collaboration, training in MTSS and intervention systems, and continued professional development in math.

Goal 1, Action 5, Teacher Collaboration was influenced by parent and staff feedback requesting stronger communication between schools and families, greater collaboration between school sites, and improved instructional articulation across grade spans. Parents expressed a desire for more timely communication and additional support for helping students at home, while staff identified the need for continued districtwide collaboration and alignment between middle school and high school academics.The district responded by providing more collaboration opportunities with release days and summer planning stipends for PLCs.

Goal 2, Action 3, Middle School Enrichment was directly influenced by feedback from students, parents, principals, and community members requesting additional middle school athletics, electives, activities, and enrichment opportunities. Educational partners consistently identified sports, extracurricular opportunities, agriculture, media, and student engagement activities as highly valued district services while also requesting expanded opportunities for middle school students.

Goal 2, Action 5, Expansion of Co-Curricular Activities was influenced by feedback from parents, administrators, and teachers regarding inequities in students' access to academic field trips and enrichment opportunities. Educational partners identified the importance of providing extracurricular activities, field trips, and expanded learning experiences while also expressing concern that fundraising capacity varies significantly between school communities. The District responded by continuing to allocate funds to support low-income students participating in academic trips and enrichment opportunities.

Goal 2, Action 6, Intervention Services was influenced by parent, teacher, and administrator feedback requesting additional academic intervention supports, peer tutoring opportunities, MTSS systems, and early literacy interventions aligned to the science of reading. Educational partners specifically identified intervention services and targeted support for struggling students as areas needing continued growth and investment.

Goal 3, Action 4, PBIS Rewards System was influenced by feedback from staff and administrators regarding the need for stronger behavioral supports, school connectedness, and alternatives to exclusionary discipline practices. Educational partners identified the value of mental health services, behavior supports, social-emotional learning, and positive school culture systems. Based on successful implementation experiences at the high school level, the District expanded PBIS Rewards and Navigate360 supports across school sites.

Goal 3, Action 6, Curriculum and Instructional Alignment was influenced by feedback from teachers, administrators, and parents regarding the need for stronger academic articulation across grade spans and consistency in instructional practices districtwide. Staff and community members requested greater alignment between school sites and grade levels, particularly between middle school and high school academics. The Guiding Coalition and PLC structures were expanded to strengthen collaboration, reduce teacher isolation, and support instructional consistency across the District.

Goal 4 (Equity Multiplier Funds): Mountain Oaks High School generated Equity Multiplier funds during the 2026-27 school year. Feedback from students, staff, and parents informed actions focused on increasing student engagement, attendance, relevance of instruction, counseling supports, and college and career readiness opportunities. Educational partners emphasized the need for life skills instruction,

additional counseling and behavioral supports, stronger communication systems, and expanded pathways connected to work experience and career readiness.

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 and fully credentialed teachers	75.3% Fully Credentialed 2% Misassignments 1 Vacancy	85% fully credentialed 2% Misassigned	90% fully credentialed 0% Misassigned	100% Fully Credentialed 0% Misassignments	Increased 14.7% Fully Credentialed 0% Misassignments

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	We currently have 3 Certificated vacancies. Misassignments & Vacancies Metrics: Data Year: 2025-2026 Data Source: District Calculated based on CBEDS 2025	0 Vacancies Misassignments & Vacancies Metrics: Data Year: 2026-27 Data Source: District Calculated based on CBEDS	Increase 2 Vacancies Data Source: District Calculated based on CBEDS
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 school sites were rated as being maintained in "good or exemplary" repair. Data Year: 2025-26 Data Source: Facilities Inspection Tool (FIT)	All facilities will continue to be maintained in "good or exemplary" repair. Data Year: 2026-27 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 Data source: 2024 CA Dashboard	100% of student have access to standards aligned instructional materials. Data Year: 2024-25 Data source: 2025 CA Dashboard	Maintain 100% Data Year: 2025-26 Data source: 2025 CA Dashboard	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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: 74% Low-income: 21% Students enrolled in VAPA courses: All: 64% Low-income: 54% Data Year: 2025-26 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: 2026-27 Data Source: CALPADS Fall	Students enrolled in advanced academic courses: All: Increased 42.7% Low-income: Declined 12.3% Students enrolled in VAPA courses: All: Declined 11.5% Low-income: Increased 12% Data Source: CALPADS Fall
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	Maintain Full Implementation & Sustainability levels Data Year: 2025-26 Data Source: 2025 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. Numbers below represent the percentage of ALL students assessing at	iReady ELA scores based upon the final administration of the assessment in Spring 2025. Numbers below represent the percentage of ALL students assessing	iReady ELA scores based upon the final administration of the assessment in Spring 2026. Numbers below represent the percentage of ALL students assessing	iReady ELA scores based upon the final administration of the assessment in Spring 2026. 60% of ALL students in each grade, and at each school site, will	HSE: Hillside Elementary Grade 1: 0% Grade 2: Increased 23% Grade 3: Increased 9% Grade 4: Decreased 29%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% Grade 7: 25% Grade 8: 20%	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% Grade 7: 43% Grade 8: 43%	at or above grade level in ELA. HSE: Hillside Elementary Grade 1: 64% Grade 2: 65% Grade 3: 74% Grade 4: 30% Grade 5: 42% Grade 6: 50% Grade 7: 60% Grade 8: 47% SV: Spring Valley Elementary Grade 1: 68% Grade 2: 81% Grade 3: 77% Grade 4: 32% Grade 5: 52% Grade 6: 21% Grade 7: 59% Grade 8: 32% NF: North Fork Elementary Grade 1: 45% Grade 2: 43% Grade 3: 30% Grade 4: 48% Grade 5: 11% Grade 6: 47% Grade 7: 50% Grade 8: 59%	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 5: Decreased 43% Grade 6: Decreased 3% Grade 7: Decreased 1% Grade 8: Decreased 11% SV: Spring Valley Elementary Grade 1: Decreased 2% Grade 2: Increased 26% Grade 3: Decreased 2% Grade 4: Decreased 5% Grade 5: Increased 16% Grade 6: Decreased 18% Grade 7: Increased 29% Grade 8: Decreased 14% NF: North Fork Elementary Grade 1: Increased 20% Grade 2: Increased 5% Grade 3: Decreased 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%	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%	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: 44.9% SV: 50.5% NF: 38.7% Overall: 44% NON-SED HSE: 62.1% SV: 49.5% NF: 65.4% Overall: 58.2%		Grade 4: Increased 15% Grade 5: Increased 4% Grade 6: Increased 15% Grade 7: Increased 25% Grade 8: Increased 39% 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: Decreased 6.1% SV: Increased 5.5% NF: Increased 7.7% Overall: Increased 2% NON-SED HSE: Decreased 1.9% SV: Decreased 4.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						NF: Increased 34.4% Overall: Increased 8.2%
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. 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%	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% SV: Spring Valley Elementary Grade 1: 62% Grade 2: 37% Grade 3: 31% Grade 4: 37% Grade 5: 47%	iReady Math scores based upon the final administration of the assessment in Spring 2026. Numbers below represent the percentage of students ALL assessing at or above grade level in math. HSE: Hillside Elementary Grade 1: 43% Grade 2: 59% Grade 3: 46% Grade 4: 23% Grade 5: 47% Grade 6: 37% Grade 7: 37% Grade 8: 21% SV: Spring Valley Elementary Grade 1: 36% Grade 2: 43% Grade 3: 50% Grade 4: 32% Grade 5: 45%	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. 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%	HSE: Hillside Elementary Grade 1: Decreased 2% Grade 2: Increased 31% Grade 3: Increased 14% Grade 4: Decreased 30% Grade 5: Decreased 5% Grade 6: Decreased 2% Grade 7: Decreased 5% Grade 8: Decreased 7% SV: Spring Valley Elementary Grade 1: Decreased 3% Grade 2: Increased 5% Grade 3: Decreased 2% Grade 4: Increased 6% Grade 5: Increased 9% Grade 6: Decreased 8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% NON-SED: HSE: 44% SV: 34% NF: 24% Average: 34%	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% Average: 31% NON-SED: HSE: 45% SV: 38% NF: 59% Average: 44%	Grade 6: 18% Grade 7: 50% Grade 8: 25% NF: North Fork Elementary Grade 1: 42% Grade 2: 26% Grade 3: 21% Grade 4: 40% Grade 5: 11% Grade 6: 24% Grade 7: 41% Grade 8: 50% 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: 23.5% SV: 36.4% NF: 28.8% Average: 29.5% NON-SED: HSE: 45% SV: 38% NF: 59% Average: 45.9%.		Grade 7: Increased 31% Grade 8: Decreased 4% NF: North Fork Elementary Grade 1: Increased 18% Grade 2: Increased 1% Grade 3: Increased 8% Grade 4: Increased 13% Grade 5: Decreased 30% Grade 6: Decreased 18% Grade 7: Increased 37% Grade 8: Increased 39% SED (low-income): HSE: Decreased 8.5% SV: Increased 6.4% NF: Increased 7.8% Average: Increased 1.5% NON-SED:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						HSE: Increased 1% SV: Increased 4% NF: Increased 35% Average: Increased 11.9% 5/5
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 - 222.1 10th - 224.1 11th - 227.0 12th - 210.5 Data Year: Spring 2026 Data Source: NWEA	Reading exceeding or ready on the spring administration of NWEA: 9th- 235 10th- 240 11th- 240 12th- 240 Data Year: Spring 2027 Data Source: NWEA	9th Increased 7.38 10th Increased 1.59 11th Increased 3.62 12th Decreased 13.66
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: Spring 2025	Math exceeding or ready on the spring administration of NWEA: 9th - 228.6 10th - 229.2 11th - 231.2 12th - 233.1 Data Year: Spring 2026	Math exceeding or ready on the spring administration of NWEA: 9th- 235 10th- 240 11th- 240 12th- 240 Data Year: Spring 2027	9th Decreased 1.72 10th Decreased 2.86 11th Decreased 1.6 12th Decreased 11.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: NWEA	Data Source: NWEA	Data Source: NWEA	
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 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	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	2025 CA Dashboard for grades 3-8 and 11 in ELA: ALL Students: 5.6 points below grade-level standard, increased 15.6 points SWD: 79.6 points below grade-level standard, increased 36.6 points SED (low-income) students: 25 points below grade-level standard, increased by 10.7 points Hispanic 6.5 points below standard, increased by 18.3 points Homeless Fewer than 11 students (9 students), so data is not displayed	0 points below standard for ALL Students, SWD, and SED students Data Year: 2025-26 Data Source: 2025 CA Dashboard	ALL Students: Improved 6.8points SWD: Declined 2 points SED (low-income) students: Improved 2.3 points Hispanic: Improved 4 points Homeless: Unable to compare with fewer than 11 students White: Improved 4.7 points below standard Two or More Races Improved 18.8 points below standard Data Source:CA Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: 2023 CA Dashboard	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	White 4.3 points below standard, increased 10.8 points Two or More Races 10.1 points above standard, increased 33.8 points Data Year: 2024-25 Data Source: 2025 CA Dashboard Updated KTB 5/6		
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 SWD: 136.2 points below grade-level standard SED (low-income) students: 81.3 points below grade-level standard	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	2025 CA Dashboard for grades 3-8 and 11 in Math: ALL Students: 48.6 points below grade-level standard, increased 6.4 points SWD: 145.4 points below grade-level standard, increased 28.4 points	0 points below standard for ALL Students, SWD, and SED students Data Year: 2025-26 Data Source: 2025 CA Dashboard	2024 CA Dashboard for grades 3-8 and 11 in Math: ALL Students: Improved 17.3 points SWD: Declined 9.2 points SED (low-income) students: Improved 22.3 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	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: 2024 CA Dashboard	SED (low-income) students: 59 points below grade-level standard, increased 17.5 points Hispanic: 51.7 points below standard, increased 9.3 points Homeless Fewer than 11 students (9 students), so data is not displayed White 41.1 points below standard, increased 4.7 points Two or More Races 64.1 points below standard, declined 7.1 points Data Year: 2024-25 Data Source: 2025 CA Dashboard UPDATED KTB 5/6		Hispanic: Improved 21.6 points Homeless: Can not be displayed due to less than 11 students in data set White: Improved 16 points Two or More Races: Improved 20.3 Points Data Source:CA Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 declined," 43% said yes, 27% said no, and the remaining 29% said	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. When asked: "My child likes going to school." 71% of parents agree, 8%	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," 11.9 % of parents disagreed. When asked the following question: "My child wants to do well in school?" 4% of parents responded that they disagree with this statement. When posed with the following statement: "My child is motivated to learn." Parents 78.3% of parents strongly agree, 6.7% of parents disagree. When asked: "My child likes going to school." 73.5% of parents agree,	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. Goal: At least 70% of parents will respond yes	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," the percentage of parents who disagreed decreased 16.1%. When asked the following question: "My child wants to do well in school?" the percentage of parents who disagreed decreased 1% from previous year. When posed with the following statement: "My child is motivated to learn." Parents who strongly agree increased by 22.3% and the percentage of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		some teachers did provide early notification and some did not. Data Year: Q1, 2024 Data Source: Annual Parent Survey	of parents disagree. Data Year: Spring 2025 Data Source: Annual Parent Survey	8.5% of parents disagree. Data Year: Spring 2026 Data Source: Annual Parent Survey		parents who disagree increased by 3.7%. When asked: "My child likes going to school." Parents who agree increased by 2.5% and the percentage of parents who disagree increased by .5%. Data Year: Spring 2026 Data Source: Annual Parent Survey

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, Chawanakee Unified successfully implemented the actions identified in Goal 1 with a continued focus on strengthening instructional alignment, professional development, teacher collaboration, and systems of support for students. The District maintained highly qualified teachers in nearly all areas, continued prioritizing safe and well-maintained school facilities, and ensured students had access to updated technology and instructional materials. While the District increased the percentage of fully credentialed teachers to 90% and eliminated teacher misassignments, a continued challenge has been recruiting and retaining qualified staff in a rural district. Limited funding and the increasing cost of inflation continue to impact the District's ability to competitively compensate employees, particularly for staff commuting long distances of more than 20 miles to work at Chawanakee Unified schools.

A major success during the year was the continued expansion of cross-district Professional Learning Communities (PLCs) and professional development opportunities. Teachers met twice monthly in districtwide PLCs to engage in continuous improvement cycles focused on

essential standards, common assessments, instructional alignment, and student achievement. Additional professional development partnerships with Dr. Linda Hauser, Sarah Schuhl, WestEd, and district teacher leaders strengthened instruction in English Language Arts, Mathematics, Inclusive Practices, and Multi-Tiered Systems of Support (MTSS). Site and cross-site release days also provided teachers dedicated time to collaboratively analyze student data, develop common instructional practices, and strengthen communication with families regarding student progress and learning expectations.

Action 1.1 Hire and Retain highly qualified teachers (Non-Contributing)-Implemented. With 68 full-time teachers, 90% are fully credentialed teachers, 0% are misassigned. We currently have 3 certificated vacancies.

Action 1.2 School Facilities, Maintenance and Repairs (Non-Contributing)- Implemented- All schools received good or exemplary.

Action 1.3 Technology Integration (Non-Contributing)- 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 (Contributing)- Implemented. All certificated staff participated in standards-aligned professional development throughout the year. A major success for Chawanakee Unified was the continued expansion of cross-district Professional Learning Communities (PLCs), with teachers meeting twice monthly to engage in continuous improvement cycles using the Plan-Do-Study-Act model to strengthen instructional alignment and student achievement in core subject areas. Additional professional development directly supported this PLC work. Dr. Hauser provided training for grades 2–8, high school ELA, and RSP teachers focused on designing lessons aligned to CAASPP Claims, Targets, Standards, and priority standards. Mathematics teachers in grades 3–8 and high school participated in three days of training with Sarah Schuhl focused on identifying priority standards, developing proficiency maps, and integrating the Standards for Mathematical Practice into units of study. In addition, all certificated staff and leadership partnered with WestEd to strengthen systems of academic and behavioral support for students requiring additional intervention.

Action 1.5 Teacher Collaboration (Contributing)- Implemented. All school sites participated in cross-site collaboration using substitute release time to support teacher participation in Professional Learning Communities (PLCs). Principals also utilized release days to facilitate site-level PLC work focused on strengthening Multi-Tiered Systems of Support (MTSS). Following the identification of essential standards and development of common assessments, teachers collaboratively analyzed student data and used release time to communicate grade-level expectations and student progress toward mastery with families, administrators, and student support personnel.

Action 1.6 Behavior Matrix (Non-Contributing)- Partially Implemented. This action supported Chawanakee Unified’s Differentiated Assistance work in collaboration with the Madera County Superintendent of Schools. The District was identified for Differentiated Assistance due to performance indicators for Students with Disabilities in English Language Arts, Mathematics, and Suspensions. The 2025–26 school year concluded the District’s two-year Differentiated Assistance process. As a result of this work, the District developed a districtwide Behavior Matrix to establish consistent behavioral expectations, intervention systems, and support practices for students, families, and staff. This is considered partially implemented because although administrators have begun using it, official training and incorporating it into professional development for district leadership will continue in the 2026-27 school year.

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

Action 1.2: School Facilities, Maintenance and Repairs, Budgeted: $3,085,452, Estimated Actuals: $2,700,107
The material difference between budgeted and estimated actual expenditures was due to a vacant position within the Maintenance, Transportation, and Operations Department, resulting in lower personnel expenditures than originally budgeted.

Action 1.3: Technology Integration, Budgeted: $23,900 Estimated Actuals: $14,912
The material difference between budgeted and estimated actual expenditures was due to a lower-than-anticipated need for replacement devices. As part of the District's commitment to fiscal responsibility, technology purchases were limited to those necessary to replace aging or nonfunctioning equipment and maintain a 1:1 student-to-device ratio.

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. We increased the amount of credentialed teachers from 79% in 2024, to 85% in 2025, and now have reached 90% fully credentialed teachers in 2026.
0% Misassigned
We currently have 3 certificated vacancies.
Identified challenges in reaching this goal effectively remain the challenge of staying competitive with salaries and benefit packages. An increase in the cost of living has impacted educators' ability to commute to work over long distances: as a rural district, teachers are often commuting over 20 miles to work. Steps taken to make progress in meeting this goal include: staff training and development opportunities, district-wide PLCs with teacher leads to build a collaborative culture, a 1% salary increase for certificated staff, and improved recruitment with presence at job fairs.

ACTION 1.2 School Facilities: This action proved EFFECTIVE, as all school sites maintained ratings of Good or Exemplary on facilities inspections and school facilities reports on the FIT report and Williams Audit. Analysis of this metric indicates that current maintenance and operational systems continue to provide students with safe, clean, and well-maintained learning environments.

ACTION 1.3 Technology Integration-EFFECTIVE This action was effective in ensuring equitable access to technology and supporting student learning across all school sites. The District successfully maintained a 1:1 student-to-device ratio by providing replacement devices, chargers, headphones, and other technology accessories necessary for daily instruction and assessment. Additionally, the District implemented a structured device replacement cycle to address aging technology and ensure reliable access to instructional tools.

ACTION 1.4 Professional Development: This action proved SOMEWHAT EFFECTIVE overall in improving academic achievement and instructional alignment across the District, particularly at the elementary level. Effectiveness was measured through district summative assessments, including i-Ready, NWEA, and CAASPP results reflected on the 2025 California Dashboard.
During the 2025–26 school year, the District began implementation of cross-district Professional Learning Communities (PLCs), with teachers meeting twice monthly to engage in continuous improvement cycles using the Plan-Do-Study-Act model. Additional professional development included Inclusive Practices training with WestEd to strengthen supports for students requiring intervention, as well as release-day trainings for middle and high school teachers focused on grade-level rigor, academic vocabulary, and instructional planning.

CAASPP results demonstrated measurable academic growth for All Students and nearly all student groups. In Mathematics, All Students improved by 6.4 points and low-income students improved by 17.5 points. In English Language Arts, All Students improved by 15.6 points and low-income students improved by 10.7 points. These gains indicate that professional development, PLC collaboration, and instructional alignment efforts positively impacted student achievement outcomes, particularly in elementary and middle grades.

Local assessment data reflected mixed effectiveness at the secondary level. i-Ready Mathematics proficiency for low-income students increased from 28% in 2023–24 to 31% in 2024–25 before declining slightly to 29.5% in 2025–26. NWEA Mathematics data demonstrate mixed results at the high school level. From Spring 2024–25 to Spring 2025–26, the average 9th-grade score increased from 221.33 to 228.6 (+7.27 points) and the 12th-grade score increased from 230.31 to 233.1 (+2.79 points). In contrast, the 10th-grade average decreased from 233.26 to 229.2 (-4.06 points) and the 11th-grade average decreased from 235.99 to 231.2 (-4.79 points). When viewed across the three-year trend, no high school grade level demonstrated consistent year-over-year growth in mathematics.These data indicate that while the action was somewhat effective overall and contributed to stronger instructional systems and student growth, secondary mathematics achievement remains an area requiring continued focus, targeted intervention, and refinement of instructional practices.

ACTION 1.5 Teacher Collaboration and Parent Communication: This action is considered SOMEWHAT EFFECTIVE based on the data from Annual Parent Survey responses, i-Ready diagnostic data, and CAASPP achievement results. On the 2026 Annual Parent Survey, 77% of parents agreed that their child's school provides them with the information and resources needed to support learning at home, exceeding the District goal of 50%. In addition, 73% of parents agreed that teachers provide early notification when their child's academic performance declines, which nearly met the 75% goal. These results demonstrate that increased teacher collaboration and communication systems strengthened school-to-home partnerships and parent engagement.

Academic data for low-income students demonstrated overall growth. On Spring i-Ready assessments, low-income students performing at or above grade level in English Language Arts increased slightly from 43% in 2025 to 44% in 2026, while Mathematics declined slightly from 31% to 29.5%. CAASPP results demonstrated strong improvement: low-income students improved by 10.7 points in ELA, performing 25 points below standard on the 2025 California Dashboard. In Mathematics, low-income students improved from 76.5 points below standard in 2023–24 to 59 points below standard in 2024–25, an increase of 17.5 points. These results demonstrate overall academic progress for low-income students while identifying Mathematics as an area requiring continued attention. However, as stated in Action 1.4, the three-year trend shows that no high school grade level demonstrated consistent year-over-year growth in mathematics. These data indicate that the action was somewhat effective overall when paired with secondary data. The title of this action will change for 2025-26 from "Teacher Collaboration and Parent Communication" to "Teacher Collaboration".

ACTION 1.6 Behavior Matrix: This action proved SOMEWHAT EFFECTIVE in supporting the District's Differentiated Assistance work in collaboration with the Madera County Superintendent of Schools. During the 2025–26 school year, Chawanakee Unified completed quarterly collaboration meetings with county support staff related to performance indicators for Students with Disabilities in English Language Arts, Mathematics, and Suspensions. As a result, the District developed a districtwide Behavior Matrix designed to establish consistent behavioral expectations, intervention systems, and support practices across all school sites. This action is considered somewhat effective because the Behavior Matrix has been developed, but full implementation and professional development for administrators and staff will continue during the 2026–27 school year.

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

Action 1.4 Professional Development: Budgeted Expenditures are increased to support professional development opportunities in science and mathematics for Tk-12th grade staff.

Action 1.5 Teacher Collaboration: Budgeted Expenditures are increased to support expanded districtwide collaboration opportunities between TK–8 school sites. Additional allocation will support monthly release days for in-person cross-district PLC collaboration focused on instructional alignment, analysis of local assessment results, staff feedback, and teacher-led coalition meetings connected to Action 3.6. These expanded collaboration structures are intended to strengthen consistency in instructional practices and support continuous improvement across sites.

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.	$4,147,252.00	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.	$2,942,165.00	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.	$26,730.00	No
1.4	Professional Development	This action provides professional development for teachers and support staff to strengthen standards-aligned instruction and evidence-based practices in core academic subjects and social-emotional learning. Funding supports staff attendance at conferences, on-site training, and contracts with instructional specialists in the areas of science, early literacy/reading,	$67,243.00	Yes

Action #	Title	Description	Total Funds	Contributing
		mathematics, and social-emotional learning. This action is supplemented with Learning Recovery Emergency Block Grant (LREBG) funds to provide specialized mathematics training for all teachers. Required Action: Mathematics for low-income students at North Fork Elementary. This action provides teachers with professional development focused on standards implementation, high-quality mathematics instruction, and the design of effective interventions. This professional learning directly addresses the need to improve mathematics achievement for low-income students by increasing the capacity of classroom teachers to provide rigorous first instruction and respond to individual student learning needs.		
1.5	Teacher Collaboration	This action provides teachers at all sites with monthly half-day release time to collaborate in person through Professional Learning Communities (PLCs) focused on instructional alignment, student data analysis, and continuous improvement.	$74,496.00	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. Required Action: Suspension Rate-Foster Youth and Two or More Races districtwide; low-income students at Hillside Elementary and Minarets High School; and Hispanic students at Minarets High School. Differentiated Assistance provided a two-year partnership with the Madera County Superintendent of Schools focused on addressing disparities in student behavior and suspension outcomes. This work resulted in the development of a districtwide Behavior Matrix designed to establish consistent and equitable behavioral expectations, interventions, restorative responses, and consequences across schools. Administrator professional development supports consistent implementation and decision-making,	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		directly addressing the need to reduce disproportionate suspensions among Foster Youth, students of Two or More Races, low-income students, and Hispanic students.		

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	2026 Annual Parent Survey Data 88.8% of guardians/Parents feel safe at school	2027 Annual Parent Survey Data 90% of guardians/Parents feel safe at school	Decreased 1.3% of parents believe their child is safe at school.

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	94% of families feel that their child does well in school. 85% feel their child is motivated to learn and has resources. Baseline: 88.9% parents agree with "I am satisfied with the academic field trips offered by the school." Data Year: 2025-26 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. 80% parents agree with "I am satisfied with the academic field trips offered by the school." Data Source: Annual Survey	Increased 6.3% of parents believe their child(ren)'s school has created a welcoming environment. Increased 8.8% of respondents agree that their child(ren)'s school provides them with the information and resources to support student learning in the home. Baseline was added in Year 2; no comparison data Data Source: Annual Survey
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	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	2026 Annual All Staff Survey Data: 83.3% of staff feel they have a positive work environment. 60.3% are satisfied with professional growth opportunities	2027 Annual All Staff Survey Data: 91% of staff feel they have a positive work environment. 62% are satisfied with professional growth opportunities	Survey Data: Increase 4% of staff who feel they have a positive work environment. Increase of 5% of staff are satisfied with professional growth opportunities

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		professional growth opportunities. Data Year: 2023-24 Data Source: Annual Survey	31.1% are somewhat satisfied. 90.3% of staff feel that their coworkers treat them with respect. 92.2% of staff feel that they embrace diversity. Data Year: 2024-25 Data Source: Annual Survey	25.6% are somewhat satisfied. 89.7% of staff feel that their coworkers treat them with respect. 88.5% of staff feel that they embrace diversity. Data Year: 2025-26 Data Source: Annual Survey	35% are somewhat satisfied. 92% of staff feel that their coworkers treat them with respect. 93% of staff feel that they embrace diversity.	Increase of 9.4% who are somewhat satisfied. Decrease of 0.6% of staff feel that their coworkers treat them with respect. Decrease of 10.7% of staff feel that they embrace diversity. 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	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	2026 Annual Student Survey Data (4th-12th grade): 49.36 % of students are happy in school 60.7 % of students feel a part of their school 69.01 % of students feel safe at school	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	Increased 25.54% of students are happy in school Decreased 20.1% of students feel part of their school Decreased 19.59% students feel safe at school Decreased 5.55% 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
		Data Source: Annual Survey	58 % of students know who to talk to if feeling angry or depressed Data Year 2024-25 Data Source: Annual Survey	61.75 % of students know who to talk to if feeling angry or depressed Data Year 2025-26 Data Source: Annual Student Survey	Data Source: Annual Survey	Data Source: Annual Survey
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	94.86% ADA rate Data Source: Cal Pads/ Aeries as of April 2025-26	95% ADA rate Data Source: Cal Pads/ Aeries as of April 2025-26	Increase of 0.46 % ADA rate Data Source: Cal Pads/ Aeries as of April
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	12.3% Chronic Absenteeism Low- Income 17.5% Data Source: 2025 CA Dashboard Date Year: 2024-25	5% Chronically Absent Data Source: 2025 CA Dashboard Date Year: 2024-25	Chronic Absenteeism: Improved 11.7% Low- Income: Improved 14.8% Data Source: CA Dashboard
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% of students Data source: CALPADS Data Year: 2025-26	0% Data source: CALPADS Data Year: 2025-26	0% Data source: CALPADS
2.7	High School Dropout Rate	0.003% (1 student dropped out out of 288 enrolled high	1.13 % Data Source: CALPADS	0% Data Source: CALPADS	0% Data Source: CALPADS	Decrerased .003% Data Source: CALPADS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		school students per CBEDS 2023) Data Source: CALPADS Data Year: 2023-24	Data Year: 2024-25	Data Year: 2025-26	Data Year: 2024-25	
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	94.8%- All Low Income 92.7% Data Source: 2025 CA Dashboard Data Year: 2024-25	100% Data Source: 2025 CA Dashboard Data Year: 2024-25	All: Increased 6.1% Low Income Increased 10.5% Data Source: 2025 CA Dashboard
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	3.4% All Low Income 4.6% Data Source: 2025 CA Dashboard Data Year: 2024-25	1.5% or lower Data Source: 2025 CA Dashboard Data Year: 2024-25	All: Decreased 2.2% Low Income: Decreased 3.9% Data Source: CA Dashboard
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	0% Data source: CALPADS Data Year: 2025-2026	1% of lower Data source: CALPADS Data Year: 2025-26	0% Data source: CALPADS
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	ALL Students: ELA: 21.3 points below standard Math: 55 points below standard	ALL Students: ELA: 5.6 points below standard, increased by 15.6 points Math: 48.6 points below standard,	0 points below standard for All Students and Low-Income Students in ELA and Math Data Source: 2025 CA Dashboard	ALL Students: ELA: Improved 6.8 points Math: Improved 17.3 points Low-Income (SED) Students:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low-Income (SED) Students: ELA: 27.3 points below standard Math: 81.3 points below standard Data Source: 2023 CA Dashboard Data Year: 2022-23	Low-Income (SED) Students: ELA: 35.7 points below standard Math: 76.5 points below standard Data Source: 2024 CA Dashboard Data Year: 2023-24	increased 6.4 points Low-Income (SED) Students: ELA: 25 points below standard, increased 10.7 points Math: 59 points below standard, increased 17.5 points Data Source: 2025 CA Dashboard Data Year: 2024-25	Data Year: 2024-25	ELA: Improved 2.3 points Math: Improved 22.3 points Data Source: CA Dashboard

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, Chawanakee Unified implemented the majority of actions identified in Goal 2 with a continued focus on strengthening student engagement, attendance, wellness, intervention, and school connectedness. A major success this year was the expansion of student enrichment opportunities through the inaugural Chawanakee Chargers middle school sports program, increased co-curricular opportunities, expanded academic field trips, and continued support for Career Technical Education (CTE), Agriculture, and Visual and Performing Arts (VAPA) programs. The District also continued strengthening communication systems with families through ParentSquare, Class Dojo, and Raptor, while the Attendance and Engagement Liaison and District Nurse supported student wellness, attendance, and family engagement across all school sites.

The District experienced successes in improving graduation rates, reducing chronic absenteeism, expanding middle school engagement opportunities, and increasing student access to enrichment experiences. Challenges during implementation included staffing shortages in specialized positions, including intervention support staff, Special Education support staffing, and the inability to hire a psychologist intern for social-emotional learning supports. The District also identified the need to expand leadership capacity for the Chawanakee Chargers

program after the workload exceeded the limitations of a stipend-only athletic director position. Despite these challenges, the District continued to prioritize relationship-centered supports, student engagement, and systems of intervention aligned to the District's Strategic Growth Plan and Multi-Tiered Systems of Support framework.

Action 2.1 Communication (Non-Contributing): Implemented. The District successfully utilized ParentSquare, Class Dojo, and Raptor to strengthen communication and school-to-home connections with families.

Action 2.2 Health Services (Contributing): Implemented. The District Nurse coordinated wellness services for students districtwide, including vision and hearing screenings and partnerships with Madera County Public Health to support students and families in need.

Action 2.3 Middle School Enrichment (Non-Contributing): Implemented. The inaugural year of the Chawanakee Chargers middle school sports program successfully increased student engagement and cross-site relationships, though the District identified the need to expand the athletic director role beyond a stipend position due to workload demands.

Action 2.4 Enrichment Opportunities (Contributing): Implemented. Students were provided expanded opportunities through Career Technical Education, Agriculture, VAPA, and summer credit recovery programs, contributing to high graduation rates and increased student participation in enrichment opportunities.

Action 2.5 Expansion of Co-Curricular Activities (Contributing): Implemented. Low-income students attending 6th grade camp were fully funded, and all elementary sites attended together to strengthen districtwide culture and student connectedness.

Action 2.6 Intervention Services (Contributing): Partially Implemented. Elementary school sites provided intervention supports through credentialed teachers and instructional aides; however, staffing consistency and midyear turnover created implementation challenges.

Action 2.7 Social Emotional Learning Supports (Contributing): Not Implemented. The District was unable to hire a qualified psychologist intern, and the position remained vacant throughout the school year.

Action 2.8 Attendance and Engagement (Contributing): Fully Implemented. The Attendance and Engagement Liaison partnered with families, participated in MTSS processes, and supported students experiencing barriers to attendance and engagement.

Action 2.9 Behavior Support (Contributing): Fully Implemented. One full-time behaviorist has been hired for each of the three elementary school sites to provide consistent counseling and behavior support. This position integrates with the District's existing MTSS (Multi-Tiered System of Support) for mental health and intervention.

Action 2.10 Special Education (Non-Contributing): Partially implemented. Certificated and classified staff have been hired to support students with an IEP or 504 Plan to ensure they receive the individualized services, accommodations, and supports necessary to access rigorous instruction in the least restrictive environment. This action is partially implemented due to the challenge of hiring and retaining qualified staff in this department.

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

Action 2.1: Communication, Budgeted: $35,575, Estimated Actuals: $27,926
The material difference was due to technology software contracts being renegotiated and bundled, resulting in lower-than-budgeted costs for communication platforms.

Action 2.7: Social Emotional Learning Supports, Budgeted: $24,374 Estimated Actuals: $0
The material difference was due to the District being unable to hire a School Psychologist Intern because of a lack of qualified applicants. Necessary services were instead provided by the District's 1.0 FTE School Psychologist, resulting in lower-than-budgeted expenditures.

Action 2.10: Budgeted:, Estimated Actuals: $1,628,374, Estimated Actuals: $1,449,088
The material difference was due to Special Education staffing vacancies at two school sites, resulting in lower personnel expenditures than budgeted.

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

Action 2.1 Communication- EFFECTIVE. This action proved effective in strengthening communication between schools and families. All school sites consistently sent weekly notifications to parents through ParentSquare, with many sites communicating multiple times per week to provide updates on academics, events, attendance, and student activities. The effectiveness of this action was measured through the Annual Parent Survey, where 94% of families feel that their child does well in school.

Action 2.2 Health Service - EFFECTIVE- This action was effective in supporting student health and wellness across the District. The District Nurse continued to oversee health services for all students, including vision and hearing screenings, health monitoring, referrals, and family outreach. The number of vision and hearing screenings increased from 386 to 412 students, ensuring that students with potential health concerns were identified and connected to appropriate services. Only four students were identified as requiring additional medical attention following screenings.

Improved access to health services and early intervention supports contributed to positive attendance outcomes. Districtwide chronic absenteeism improved from 14.3% to 12.3%, while chronic absenteeism among low-income students improved from 20.9% to 17.5%. These improvements show that health services continue to be effective. Additionally, Chawanakee has seen an increase in the Homeless student group. According to the 2025 California Dashboard, 12.3% of All Students were chronically absent, while 48.3% of homeless students were chronically absent. This student group data began being used to measure effectiveness in 2025.

Action 2.3 Middle School Enrichment - SOMEWHAT EFFECTIVE. This action provided students in grades 6–8 with new enrichment and engagement opportunities through the districtwide Chawanakee Chargers competitive sports program. Students participated in boys' and girls' soccer, basketball, and volleyball while also receiving tutoring support prior to practices. Funding supported athletic equipment, uniforms, transportation, coaches, and tutors for Unduplicated students; however, all students had the opportunity to participate. This action proved effective in improving student engagement and school connectedness. Chronic absenteeism rates for low-income students improved from 20.9% to 17.5%. Annual Student Survey results showed improvement in student engagement, with the percentage of students reporting

they were not happy at school decreasing from 32% to 15%. An additional student group of Homeless students began being used to measure effectiveness in 2025.

The action overall is currently considered somewhat effective because the 2025–26 school year served as the baseline year for the new Chawanakee Chargers program. Participation rates in athletics and tutoring were added as new metrics to better measure the program's effectiveness in engaging students over time. Initial participation data indicate strong student interest and engagement; however, additional years of comparison data will be needed to fully evaluate long-term effectiveness and growth trends.

Baseline data for participation was:
Boys Soccer:
Hillside: 3
North Fork: 8
Spring Valley: 3

Girls Soccer:
Hillside:5
North Fork: 0
Spring Valley:9

Girls Basketball:
Hillside:9
North Fork:3
Spring Valley:3

Boys Basketball:
Hillside:8
North Fork: 0
Spring Valley:3

Girls Volleyball:
Hillside:9
North Fork: 3
Spring Valley: 5

Action 2.4 Enrichment Opportunities- SOMEWHAT EFFECTIVE This action proved somewhat effective based on graduation rate data from the 2025 California Dashboard and student engagement data from the 2026 Annual Student Survey. According to the 2025 California Dashboard, Chawanakee Unified's graduation rate increased to 94.8%, including a 92.7% graduation rate for low-income students, both representing a 3% increase from the previous year. Chronic absenteeism also improved districtwide from 14.3% to 12.3%, while low-income chronic absenteeism improved from 20.9% to 17.5%, demonstrating positive impacts on student engagement and school participation.

However, student survey data identified continued areas of need related to school climate and connectedness. The 2026 Annual Student Survey indicates a decline in student connectedness and school satisfaction. Only 49.36% of students reported that they are happy at school, a decrease of 18.64 percentage points from 68% in 2025. Similarly, the percentage of students reporting that they feel part of their school community decreased from 92% in 2025 to 60.7% in 2026, a decline of 31.3 percentage points. These mixed outcomes demonstrate that enrichment opportunities and expanded student programs are positively supporting attendance and graduation outcomes, but continued growth is needed in student connectedness and overall school engagement.

Action 2.5 Expansion of Co-Curricular Activities-EFFECTIVE- This action proved effective based on Annual Parent Survey responses and increased access to academic enrichment opportunities for low-income students. The effectiveness of this action was measured through the 2026 Annual Parent Survey question, “I am satisfied with the academic field trips offered by the school,” with 88.9% of parents responding positively. This question was added to the Annual Parent Survey to more directly measure the effectiveness of this action beginning in 2026. District support for academic field trips increased equitable access for low-income students, including fully funding attendance for unduplicated students participating in the 6th-grade science camp. As a result, more students were able to participate in academic enrichment opportunities that may otherwise have created financial barriers for families.

Action 2.6 Intervention Services-SOMEWHAT EFFECTIVE. The effectiveness of this action was measured through increased academic achievement of low-income students as demonstrated by the California Dashboard and Spring i-Ready assessment data. According to the 2025 California Dashboard, low-income students improved in both English Language Arts and Mathematics. In ELA, low-income students improved from 35.7 points below standard in 2024 to 25 points below standard in 2025, an increase of 10.7 points. In Mathematics, low-income students improved from 76.5 points below standard to 59 points below standard, an increase of 17.5 points. Local Spring i-Ready data showed low-income students increased slightly in ELA proficiency from 43% in 2025 to 44% in 2026, while Mathematics proficiency declined slightly from 31% to 29.5%. Additional staffing supported academic interventions led by credentialed teachers to help students strengthen foundational literacy and mathematics skills through targeted small-group instruction and intervention support. These mixed local and state assessment outcomes demonstrate that this action was somewhat effective, as students demonstrated measurable growth on state indicators while local assessment results indicate continued need for intervention and academic support.

Action 2.7 Social Emotional Learning Supports – SOMEWHAT EFFECTIVE. This action was designed to provide a part-time School Psychologist Intern; however, no qualified applicant was found. To address student needs, Chawanakee Unified provided social-emotional and mental health supports through a fully credentialed School Psychologist who assisted with assessments, counseling, crisis response, and small-group interventions.

Metrics used to measure effectiveness demonstrate mixed outcomes. Suspension rates improved for All Students, declining by 3.3 percentage points to 3.4%, and for low-income students, declining by 5.4 percentage points to 4.6%. Chronic absenteeism also improved from 14.3% to 12.3% for All Students and from 20.9% to 17.5% for low-income students. These outcomes indicate positive progress in student behavior, attendance, and engagement. However, the 2026 Annual Student Survey showed a decline in school satisfaction, with 49.36% of students reporting that they are happy at school, down 18.64 percentage points from 68% in 2025. Overall, the action was somewhat effective because attendance and suspension outcomes improved, but student survey results indicate continued social-emotional needs, and the District was unable to expand services as originally planned due to the unfilled intern position.

Action 2.8. Attendance and Engagement- EFFECTIVE. This action proved effective in improving student attendance and engagement outcomes. The Attendance and Engagement Liaison partnered with families to address barriers to attendance and school participation and actively participated in site Multi-Tiered Systems of Support (MTSS) meetings to identify and support students with chronic attendance concerns.

The effectiveness of this action was measured through reductions in Chronic Absenteeism rates and increases in Average Daily Attendance (ADA). According to the 2025 California Dashboard, districtwide Chronic Absenteeism decreased from 13.4% to 12.3%, compared to a baseline of 24%. Chronic Absenteeism for Socioeconomically Disadvantaged students also improved, declining by 3.3% to 17.5%. In addition, District ADA increased to 94.86%, up from 94.0% the previous year and 94.4% at baseline, according to CALPADS/Aeries data as of April 2026. These data demonstrate that the action effectively supported improved attendance, engagement, and school connection for students and families.

Action 2.9 Behavior Supports- SOMEWHAT EFFECTIVE. Action 2.9 Student Support Services: This action is considered somewhat effective based on mixed outcome data related to student behavior and school connectedness. According to the 2025 California Dashboard, suspension rates improved for both all students and low-income students. The suspension rate for all students declined by 3.3% to 3.4%, while the suspension rate for low-income students declined by 5.4% to 4.6%. These improvements indicate that student support services and intervention efforts positively impacted student behavior and school engagement.

However, student survey data indicates that additional improvement is still needed in students' perception of access to support at school. On the 2026 Annual Student Survey, 61.8% of students reported that they know who they can talk to at school when feeling angry or depressed, which decreased from 67.3% the previous year and did not meet the District goal of 85%.
Because suspension rates improved while student perception data declined, this action is considered somewhat effective overall. The District also experienced staffing challenges at one site that limited the level of student support services originally anticipated. In response, the District is developing interim support systems to ensure continuity of services during staff vacancies or extended employee absences.

Action 2.10. Special Education- EFFECTIVE. This action proved effective in ensuring students with disabilities received individualized services and supports aligned to their Individualized Education Programs (IEPs). Students identified with an IEP had access to both push-in and pull-out services based on individual needs in order to support access to the Least Restrictive Environment. The District continued to address increasing early intervention needs in TK and Kindergarten through expanded speech and language supports, including a collaborative "speech buddy" model where the Speech Pathologist and Speech Language Pathology Assistant provided whole-group and small-group support within classrooms. In response to growing post-secondary transition needs, the District also continued implementation of its Adult Transition Program for students on a certificate track through age 22, including work experience and independent living skill development opportunities. While all students with IEPs received required accommodations and services, the District continues to experience challenges recruiting and retaining fully credentialed Special Education teachers in its rural setting.

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

Action 2.3 Middle School Enrichment: The District will allocate additional funding to expand the Chawanakee Chargers middle school program by adding at least two additional sports

opportunities. Funding will support coaching stipends, athletic apparel and equipment, transportation, and program supplies to increase student access, engagement, and participation in extracurricular activities. This program will require a stipend for an athletic director. The Metric of student participation will be included for comparison.

Action 2.7 SEL Support: CUSD will fund (.5) FTE School Psychologist 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. This is changing from funding an FTE intern in an attempt to hire and retain a highly qualified, certified employee in this position. The effectiveness of this action will add the metric of annual student survey results (Agreement with "I like coming to school") and chronic absenteeism rates.

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	This action pays for online parent communication platforms, including Aeries, Canvas, Raptor, and ParentSquare at all sites.	$35,574.00	No
2.2	Health Services	Chawanakee Unified will provide a registered nurse (1 FTE) to include, but not limited to, health screenings for hearing and vision, consultation for health care visits, and facilitating health care provider services for unduplicated students.	$109,076.00	Yes
2.3	Middle School Enrichment	This action provides transportation, athletic equipment, and staff for the Chawanakee Chargers Middle School Athletics program for middle school students who participate in the program.	$60,648.00	Yes
2.4	Enrichment Opportunities	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 low-income student group, English Learners, American Indian, Homeless and Foster Youth.	$320,844.00	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.	$45,000.00	Yes
2.6	Intervention Services	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. Required Action: Mathematics for low-income students at North Fork Elementary. These staff provide targeted mathematics intervention, including additional small-group and individualized instructional support for low-income students who have not yet demonstrated grade-level proficiency.	$279,515.00	Yes
2.7	SEL Supports	CUSD will provide (.5) FTE School Psychologist 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.	$74,250.00	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. Attendance Incentives will also be offered.	$28,499.00	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. Required Action: Suspension Rate-Foster Youth and Two or More Races districtwide; low-income students at Hillside Elementary and Minarets High School; and Hispanic students at Minarets High School. The staff provided by this action work with students, teachers, administrators, and families to identify behavioral needs and implement systematic interventions designed to produce lasting positive changes in individual student behavior. These supports provide early intervention, with particular benefit for the student groups identified.	$433,909.00	Yes
2.10	Special Education	Action 2.10 Special Education: CUSD will provide certificated and classified staff to support students with an IEP or 504 Plan to ensure they receive the individualized services, accommodations, and supports necessary to access rigorous instruction in the least restrictive environment.	$1,710,523.00	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% Data Year: 2024-25 Data Source: Williams Act	100% access to standards aligned instructional materials	0%

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: 46.3% Overall Grades 3-8: 44.4%, Met or Exceeded Standard, increased by 1.33% Grade 11: 61.6% Met or Exceeded Standard ADDITIONAL PERCENTAGES BY STUDENT GROUPS DISTRICT-WIDE: 46.3% of ALL CUSD students who met or exceeded ELA standards. 26.6% of American Indian or Alaska Native students met or exceeded ELA standards, decrease of 11.4%	2026 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.	CAASPP Grades 3-8 and 11: Grades 3-8: Increased 2.4%, Met or Exceeded Standard Grade 11: Decreased 0.4% Met or Exceeded Standard ADDITIONAL PERCENTAGES BY STUDENT GROUPS DISTRICT-WIDE: Increased 0.3% of ALL CUSD students who met or exceeded ELA standards. Decreased 13.4% of American Indian or Alaska Native students met or exceeded ELA standards. Increased 3% of Students with Disabilities 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	19% of Students with Disabilities met or exceeded ELA standards, increase of 5% 40.4% of Socioeconomically Disadvantaged students met or exceeded ELA standards, increase of 2.4% Data Year: 2024-25 Data Source: CAASPP Results, CA Dashboard	Data Year: 2025-2026 Data Source: CAASPP Results, CA Dashboard	exceeded ELA standards Decreased 1.6% of Socioeconomically Disadvantaged students met or exceeded ELA standards, Data Source: CAASPP Results, CA Dashboard
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:	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	2025 CAASPP MATH Grades 3-8 and 11: Overall: 30.5%, Grades 3-8: 32.4 % Met or exceeded, increase of 3.1% Grade 11: 14.8%, Met or Exceeded Standard, decreased 5.5%	2026 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	CAASPP MATH Grades 3-8 and 11: Grades 3-8: Increased 8.4% Met of exceeded Grade 11: Decreased 4.2%, Met or Exceeded Standard, ADDITIONAL PERCENTAGES BY

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		23% of ALL CUSD students who met or exceeded Math standards. 6% of American Indian or Alaska 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	STUDENT GROUPS DISTRICT-WIDE: 25% of ALL CUSD students who met 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	ADDITIONAL PERCENTAGES BY STUDENT GROUPS DISTRICT-WIDE: 27.6% of ALL CUSD students who met or exceeded Math standards, increase of 2.6% 10% of American Indian or Alaska Native students met or exceeded Math standards 11.9% of Students with Disabilities met or exceeded Math standards, increase of 5.9% 26.6% of Socioeconomically Disadvantaged students met or exceeded Math standards, increased by 7.6% Data Year: 2024-25	STUDENT GROUPS DISTRICT-WIDE: 32% of ALL CUSD students who met 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: 2025-2026 Data Source: 2026 CAASPP Results	STUDENT GROUPS DISTRICT-WIDE: Increased 4.6 % of ALL CUSD students who met or exceeded Math standards Increased 4% of American Indian or Alaska Native students met or exceeded Math standards Increased 7.9% of Students with Disabilities met or exceeded Math standards. Increased 9.6% of Socioeconomically Disadvantaged students met or exceeded Math standards Data Source: CAASPP Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Data Source: CAASPP Results, CA Dashboard Data Source: 2025 CAASPP Results		
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). 2023 baseline data not available due to low student group counts, so Year 1 outcomes is the baseline data.	10.5% Proficient on ELPAC. 19 students. ELPAC Summative 2024	15.4% Proficient on ELPAC. 13 students ELPAC Summative 2025	100% of EL students making progress toward English Proficiency	Increased 4.9% ELPAC Summative
3.5	EL Reclassification Rate	Due to the low amount of EL students in the District there is no data to report (less than 11).	Due to the low amount of EL students in the District there is no data to report (less than 11).	Due to the low amount of EL students in the District there is no data to report (less than 11).	100% EL Reclassification Rate	
3.6	AP Passage Rate	All Students: 62% (8/13) SED Students: 50% (1/2) Data Source: District calculated, August 2024	All Students: 76.90% (10/13) SED Students: 50% (1/2) Data Source: District calculated, August 2025	We have not received pass rate for 2026.	70% AP Passage Rate	All Students: Increased 14.9% from baseline to Year 1 SED Students: Remained the same from baseline to Year 1 Data will be updated for Baseline to 2026 in Mid-Year review.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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) Data Year: 2023-2024 Data Source: 2024 CAASPP Results	ALL STUDENTS: 64.2% college-ready or conditionally ready (Level 3 or 4 on CAASPP, ELA) 20% college-ready or conditionally ready (Level 3 or 4 on CAASPP, Math) SED STUDENTS: 60.3% college-ready or conditionally ready (Level 3 or 4 on CAASPP, ELA) 18.8% college-ready or conditionally ready (Level 3 or 4 on CAASPP, Math) Data Year: 2024-25 Data Source: 2025 CAASPP Results	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) Data Year: 2025-2026 Data Source: 2026 CAASPP Results	ALL STUDENTS: Increase 18.34% college ready or conditionally ready (Level 3 or 4 on CAASPP, ELA) Decrease 3.41% college ready or conditionally ready (Level 3 or 4 on CAASPP, Math) SED STUDENTS: Increase 19.72% college ready or conditionally ready (Level 3 or 4 on CAASPP, ELA) Increase 2.78% college ready or conditionally ready (Level 3 or 4 on CAASPP, Math)
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	All Students: 56% (17/44) SED Students: 55.9% (11/36) Data Year: 2024	All Students: 53.4% (31/58) SED Students: 41.5% (17/41) Data Year: 2025	All Students: 85% SED Students: 85% Data Year: 2026 Data Source: Dashboard	All Students: Increased 14.4% SED Students: Increase10.5% Data Year:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: District calculation, August 2024	Data Source: Dashboard College Career Preparedness	Data Source: Dashboard College Career Preparedness	College Career Preparedness	Data Source: Dashboard College Career Preparedness
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	96.66% of eligible students completed a CTE course sequence (29/30 students) Data Year: 2025-26 Data Source: District calculation	85% of eligible students will have completed a CTE course sequence Data Year: 2026-27 Data Source: District calculation	96.66% of eligible students completed a CTE course sequence Data Year: 2024-25 Data Source: District calculation
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	A-G Completion Rate Percentage: 56% SED: 22% Data Year: 2025-26 Data Source: District calculation, June 2026	All Students: 30% SED Students: 30% Data Year: 2026-27 Data Source: District calculation	A-G Completion Rate Percentage: Increased 54% SED: Increased 19% Data Source: District calculation, June 2026
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	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	All Students: ELA: 5.6 points below standard Math: 48.6 points below standard Low- Income Students: ELA: 25 points below standard	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	All Students: ELA: Improved 6.8 points below standard Math: Improved 17.3 points below standard Low-Income Students:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2022-23 Data Source: 2023 Dashboard	Data Year: 2023-24 Data Source: 2024 Dashboard	Math: 59 points below grade-level standard Data Year: 2024-25 Data Source: 2025 Dashboard	Data Year: 2025-26 Data Source: 2026 Dashboard	ELA: Improved2.3 points below standard Math: Improved 22.3 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% 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%	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% 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%	iReady ELA scores based upon the final administration of the assessment in Spring 2026. Numbers below represent the percentage of ALL students assessing at or above grade level in ELA. HSE: Hillside Elementary Grade 1: 64% Grade 2: 65% Grade 3: 74% Grade 4: 30% Grade 5: 42% Grade 6: 50% Grade 7: 60% Grade 8: 47% SV: Spring Valley Elementary Grade 1: 68% Grade 2: 81% Grade 3: 77%	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: 60% SV: 55% NF: 40% District-average: 52% NON-SED: HSE: 75% SV: 65% NF: 40%	HSE: Hillside Elementary Grade 1: 0% Grade 2: Increased 23% Grade 3: Increased 9% Grade 4: Decreased 29% Grade 5: Decreased 43% Grade 6: Decreased 3% Grade 7: Decreased 1% Grade 8: Decreased 11% SV: Spring Valley Elementary Grade 1: Decreased 2% Grade 2: Increased 26% Grade 3: Decreased 2% Grade 4: Decreased 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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): HSE: 51% SV: 45% NF: 31% Average: 42% NON-SED: HSE: 64% SV: 54% NF: 31% Average: 50%	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. SED (low-income): HSE: 45% SV: 53% NF: 32% Overall: 43% NON-SED HSE: 56% SV: 66% NF: 68%	Grade 4: 32% Grade 5: 52% Grade 6: 21% Grade 7: 59% Grade 8: 32% NF: North Fork Elementary Grade 1: 45% Grade 2: 43% Grade 3: 30% Grade 4: 48% Grade 5: 11% Grade 6: 47% Grade 7: 50% Grade 8: 59% 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: 44.9% SV: 50.5% NF: 38.7% Overall: 44% NON-SED HSE: 62.1% SV: 49.5% NF: 65.4%	District-average: 60%	Grade 5: Increased 16% Grade 6: Decreased 18% Grade 7: Increased 29% Grade 8: Decreased 14% NF: North Fork Elementary Grade 1: Increased 20% Grade 2: Increased 5% Grade 3: Decreased 5% Grade 4: Increased 15% Grade 5: Increased 4% Grade 6: Increased 15% Grade 7: Increased 25% Grade 8: Increased 39% Numbers below represent the percentage of SED (low-income) students compared to non-SED students assessing at or above grade level in ELA.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: iReady Diagnostic Spring 2023-2024	Overall: 56% Data Source: iReady Diagnostic Spring 2024-2025	Overall: 58.2% Data Source: iReady Diagnostic Spring 2025-2026		SED (low-income): HSE: Decreased 6.1% SV: Increased 5.5% NF: Increased 7.7% Overall: Increased 2% NON-SED HSE: Decreased 1.9% SV: Decreased 4.5% NF: Increased 34.4% Overall: Increased 8.2% Data Source: iReady Diagnostic Spring
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.	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 scores based upon the final administration of the assessment in Spring 2026. Numbers below represent the percentage of students ALL assessing at or	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.	HSE: Hillside Elementary Grade 1: Decreased 2% Grade 2: Increased 31% Grade 3: Increased 14% Grade 4: Decreased 30% Grade 5: Decreased 5%

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 (low-income) students	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%	above grade level in math. HSE: Hillside Elementary Grade 1: 43% Grade 2: 59% Grade 3: 46% Grade 4: 23% Grade 5: 47% Grade 6: 37% Grade 7: 37% Grade 8: 21% SV: Spring Valley Elementary Grade 1: 36% Grade 2: 43% Grade 3: 50% Grade 4: 32% Grade 5: 45% Grade 6: 18% Grade 7: 50% Grade 8: 25% NF: North Fork Elementary Grade 1: 42% Grade 2: 26% Grade 3: 21% Grade 4: 40% Grade 5: 11% Grade 6: 24% Grade 7: 41% Grade 8: 50%	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%	Grade 6: Decreased 2% Grade 7: Decreased 5% Grade 8: Decreased 7% SV: Spring Valley Elementary Grade 1: Decreased 3% Grade 2: Increased 5% Grade 3: Decreased 2% Grade 4: Increased 6% Grade 5: Increased 9% Grade 6: Decreased 8% Grade 7: Increased 31% Grade 8: Increased 4% NF: North Fork Elementary Grade 1: Increased 18% Grade 2: Increased 1% Grade 3: Increased 8% Grade 4: Increased 13%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% Data Source: iReady Diagnostic Spring 2023-2024	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% Data Source: iReady Diagnostic Spring 2024-2025	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: 23.5% SV: 36.4% NF: 28.8% Average: 29.5% NON-SED: HSE: 45% SV: 38% NF: 59% Average: 45.9% Data Source: iReady Diagnostic Spring 2025-2026		Grade 5: Decreased 30% Grade 6: Decreased 18% Grade 7: Increased 37% Grade 8: Increased 39% SED (low-income): HSE: Decreased 8.5% SV: Increased 6.4% NF: Increased 7.8% Average: Increased 1.5% NON-SED: HSE: Increased 1% SV: Increased 4% NF: Increased 35% Average: Increased 11.9% Data Source: iReady Diagnostic Spring
3.14	Local NWEA Benchmarks (9-12, ELA)	Reading score averages on the spring administration of NWEA:	Reading exceeding or ready on the spring administration of NWEA:	Reading exceeding or ready on the spring administration of NWEA:	Average Scores on the NWEA assessments (spring administration):	9th Increased 7.38 10th Increased 1.59 11th Increased 3.62

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		9th: 214.72 10th: 222.51 11th: 223.38 12th: 224.16 Data Year: 2023-24 Data Source: NWEA	9th: 220.29 10th: 221.21 11th: 226.63 12th: 232.94 Data Year: Spring 2025 Data Source: NWEA	9th: 222.1, 10th: 224.1 11th: 227.0 12th: 210.5 Data Year: Spring 2026 Data Source: NWEA	9th: 235 10th: 240 11th: 240 12th: 240 Data Year: Spring 2027 Data Source: NWEA	12th Decreased 13.66
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 Data Source: NWEA	Math exceeding or ready on the spring administration of NWEA: 9th: 228.6 10th: 229.2 11th: 231.2 12th: 233.1 Data Year: Spring 2026 Data Source: NWEA	Average Scores on the NWEA assessments (spring administration): 9th: 235 10th: 240 11th: 240 12th: 240 Data Year: Spring 2027 Data Source: NWEA	9th Decreased 1.72 10th Decreased 2.86 11th Decreased 1.6 12th Decreased 11.5

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, Chawanakee Unified implemented the majority of actions identified in Goal 3 with a continued focus on strengthening instructional systems, intervention supports, data analysis, curriculum alignment, and positive school culture. The District continued expanding the use of data systems and Professional Learning Communities (PLCs) to support continuous improvement, subgroup monitoring, and instructional alignment across school sites. Major successes included improved integration of interim CAASPP assessment data into district dashboards for progress monitoring, the purchase of supplemental intervention materials and math manipulatives for all

grade levels, and continued districtwide collaboration through the Guiding Coalition and PLC structures. The District also continued supporting students through Cyber High credit recovery and mathematics professional development partnerships through CVNIC.

Implementation challenges included staffing shortages and turnover in intervention and secondary mathematics positions, which impacted consistency of instructional support and intervention services. Additional challenges emerged in fully integrating PBIS Rewards systems into established elementary PBIS structures, requiring additional alignment and staff training moving into the 2026–27 school year. Despite these challenges, the District continued to strengthen systems of instructional support, intervention, and collaboration aligned to the District's Strategic Growth Plan and commitment to continuous improvement.

Action 3.1 Local Assessment System (Non-Contributing): Implemented. Multiple assessment platforms, including i-Ready Diagnostic, NWEA, and ESGI, were implemented in accordance with the District Assessment Schedule to monitor student progress and inform instruction. These assessments provided students, families, and staff with timely data regarding student achievement in English Language Arts and Mathematics, as well as Science at the high school level, supporting progress monitoring and data-based decision making.

Action 3.2 Student Information and Intervention Dashboard (Non-Contributing): Implemented. District dashboards were utilized to monitor academic achievement, attendance, behavior, and social-emotional learning, with successful integration of interim CAASPP assessment data into Parsec to support subgroup analysis and progress monitoring.

Action 3.3 Supplemental Intervention Materials: Implemented (Contributing). The District purchased supplemental intervention materials, including aligned mathematics manipulatives for all TK–12 classrooms and targeted reading materials to support standards-based intervention instruction, though staffing consistency remained a challenge.

Action 3.4 PBIS Rewards System (Contributing): Implemented. All school sites implemented Navigate360 as the District's social-emotional learning curriculum. Challenges remained with integration of PBIS Rewards into existing elementary PBIS systems, while implementation at the high school level proved highly effective.

Action 3.5 Credit Recovery (Non-Contributing): Implemented. Cyber High curriculum was utilized during the school year and summer to provide students access to self-paced credit recovery opportunities that supported graduation progress.

Action 3.6 Curriculum and Instructional Alignment (Contributing): Implemented. The Coordinator of State and Federal Programs collaborated with teacher leaders through the District Guiding Coalition to strengthen instructional alignment and sustain districtwide PLC systems designed to reduce teacher isolation across school sites.

Action 3.7 High School Mathematics (Non-Contributing): Implemented. High school mathematics teachers participated in professional development and collaboration through CVNIC. This year concluded the District's partnership with CVNIC, though staffing consistency within the mathematics department remains an ongoing challenge.

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

Action 3.1 Local Assessment System, Budgeted: $40,710, Estimated Actuals: $53,703
The material difference was due to increased licensing costs for the District's local assessment systems and the addition of Science to NWEA as a high school benchmark assessment, resulting in higher-than-budgeted expenditures.

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. This action proved effective in supporting student achievement and data-informed instructional practices across the District. Multiple assessment systems, including i-Ready, NWEA, ESGI, and CAASPP, were utilized to monitor academic progress, identify student needs, and guide instructional decision-making.
According to the 2025 California Dashboard, CAASPP Mathematics results demonstrated measurable improvement for All Students and nearly all student groups. Districtwide, All Students improved by 6.4 points, Students with Disabilities improved by 28.4 points, Socioeconomically Disadvantaged students improved by 17.5 points, Hispanic students improved by 9.3 points, and White students improved by 4.7 points. Local i-Ready diagnostic data showed mixed results, with all students increasing 2% in English Language Arts proficiency while declining 3% in Mathematics proficiency in Spring 2026. Despite mixed local assessment results, the overall growth reflected on the California Dashboard, combined with teacher feedback gathered through labor partner meetings and staff surveys, indicates that these assessment systems effectively support teachers in using data to make actionable instructional decisions and monitor student progress.

3.2 Student Information and Intervention Dashboard- EFFECTIVE - This action proved effective in supporting data-informed decision-making and continuous improvement across the District. Academic, attendance, behavior, and social-emotional learning dashboards were utilized throughout the year to monitor student outcomes and guide instructional and intervention decisions. Effectiveness was measured through California Dashboard indicators, local assessment data, and staff feedback gathered through surveys and collaborative meetings.

Through the District's partnership with Parsec, administrators were supported in working alongside teachers to analyze English Language Arts and Mathematics data and identify student trends and instructional needs. According to the 2025 California Dashboard, the District increased by 3.3% in English Language Arts and 2.6% in Mathematics. While local i-Ready and NWEA Spring-to-Spring data reflected mixed results, staff continued using data dashboards to guide instructional planning, intervention supports, and attendance outreach efforts. Attendance and student outcome data were also regularly shared with educational partners, including the Community Advisory Committee, School Site Councils, Indian Education Parent Committee, Superintendent Forums, and the School Board to support transparency and shared decision-making. In addition, Parsec prepared tri-annual data presentations for district and site leadership teams to strengthen collaboration and collective analysis of districtwide and student subgroup trends.

3.3 Supplemental Intervention Materials-- SOMEWHAT EFFECTIVE- The effectiveness of this action will be measured through increased academic achievement on student performance on iReady, NWEA, and CAASPP. This action is considered somewhat effective based on mixed results across state and local academic measures. i-Ready materials from Curriculum Associates were purchased and implemented across all sites to support intervention services, supplemental instruction, and progress monitoring in English Language Arts and Mathematics.

State assessment data from the 2025 California Dashboard demonstrated measurable academic growth. Districtwide, All Students improved by 15.6 points in English Language Arts and 6.4 points in Mathematics. Socioeconomically Disadvantaged students also demonstrated improvement, increasing by 10.7 points in ELA and 17.5 points in Mathematics. These gains indicate that supplemental curriculum, intervention supports, and data-informed instructional practices are contributing to improved student achievement on state assessments.

However, local assessment data reflected more limited growth and some areas of decline. In grades K–8, overall i-Ready Reading proficiency declined from 49.2% in Spring 2025 to 39.8% in Spring 2026, while Mathematics proficiency declined slightly from 37.7% to 36.7%. At the high school level, NWEA data showed mixed performance trends. Reading scores in grades 9–11 demonstrated modest improvement, while grade 12 showed a significant decline. In Mathematics, grades 9 and 12 improved, while grades 10 and 11 demonstrated moderate decreases.
Because state assessment data demonstrates overall academic growth while local diagnostic data remains inconsistent, this action is considered somewhat effective. The data suggests that supplemental curriculum and intervention systems are positively impacting long-term academic outcomes; however, additional refinement of intervention implementation, instructional consistency, and targeted support systems is needed to ensure stronger growth across all local measures and grade levels.

Action 3.4 PBIS Rewards System-SOMEWHAT EFFECTIVE. This action proved somewhat effective in supporting positive student behavior and reducing exclusionary discipline practices across the District. All school sites implemented Navigate360 social-emotional learning curriculum and utilized PBIS Rewards systems to reinforce positive behavior, school connectedness, and student engagement. According to the 2025 California Dashboard, the districtwide suspension rate declined from 6.7% to 3.4%, while low-income student suspensions declined from 10.0% to 4.6%. Despite these improvements, Foster Youth suspension rates remained high at 9.1%, demonstrating a continued need for targeted behavioral and social-emotional supports for unduplicated student groups.

Action 3.5 Credit Recovery-EFFECTIVE. This action proved effective in supporting student progress toward graduation and credit completion. Cyber High curriculum was utilized throughout the school year and summer sessions to provide students with credit recovery opportunities in both A–G and Career Technical Education (CTE) courses. These expanded learning opportunities increased flexibility and access for students needing to recover credits toward graduation.
The effectiveness of this action was measured through graduation rate data. According to the 2025 California Dashboard, the District's overall graduation rate increased by 3% to 94.8%, while the graduation rate for low-income students also increased by 3% to 92.7%. This demonstrates that expanded credit recovery opportunities and alternative coursework pathways positively supported student graduation outcomes, particularly for low-income students.

Action 3.6 Curriculum and Instructional Alignment-SOMEWHAT EFFECTIVE. This action proved somewhat effective in supporting instructional alignment, teacher leadership, and districtwide collaboration through the work of the Coordinator of State and Federal Programs and the District Guiding Coalition. Teacher leaders facilitated cross-site Professional Learning Communities (PLCs) focused on essential standards, common assessments, data analysis, and continuous improvement cycles. This action contributed to measurable academic growth on the 2025 California Dashboard, including a 15.6-point increase in English Language Arts for all students and a 6.4-point increase in Mathematics districtwide. Low-income students also demonstrated improvement, increasing 10.7 points in ELA and 17.5 points in Mathematics on the California Dashboard. However, local Spring i-Ready and NWEA data reflected mixed performance trends across grade levels and content areas, indicating that while districtwide instructional alignment and collaboration systems are positively impacting state outcomes, additional refinement and consistency in implementation are still needed.

Action 3.7 High School Math-SOMEWHAT EFFECTIVE: This action proved somewhat effective in strengthening mathematics instruction and teacher collaboration through the implementation of Building Thinking Classrooms strategies and Plan-Do-Study-Act (PDSA) cycles within Professional Learning Communities (PLCs). Staff participated in ongoing collaboration focused on analyzing student data, reflecting on instructional practices, and implementing new strategies to improve student achievement in mathematics. According to the 2025 California Dashboard, districtwide Mathematics performance improved by 6.4 points for all students, while low-income students improved by 17.5 points. NWEA Mathematics data at the high school level showed mixed results across grade levels, with strong gains in grade 9 and smaller increases in grade 12, while grades 10 and 11 demonstrated slight declines. These mixed local assessment results indicate that the action is beginning to positively impact mathematics achievement, but continued refinement and consistent implementation of instructional strategies is still needed.

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

Action 3.3 will increase the allocated funds for intervention materials.

Action 3.6 has been revised to increase funding for site leadership stipends. Feedback from teachers and administrators identified a need for an additional site lead at each school to support MTSS implementation, coordinate intervention systems, and strengthen site-level alignment of academic supports.

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.	$54,445.00	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	$21,000.00	No

Action #	Title	Description	Total Funds	Contributing
		decisions for student interventions for academics, attendance, behavior, and social emotional learning.		
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.	$77,918.00	Yes
3.4	PBIS Rewards System	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 progressive discipline, and provide individualized interventions for students with chronic behavior problems.	$4,424.00	Yes
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	This action aims to ensure instruction and curriculum alignment across all sites. It partially funds the Coordinator of State and Federal Programs position to support instructional alignment, continuous improvement, and coordination of state and federal programs across the District. This action also provides stipends for site and district teacher leaders who serve on the Guiding Coalition and support districtwide Professional Learning Communities (PLCs), instructional collaboration, data analysis, and implementation of district priorities.	$82,292.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.7	High School Math	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. 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.	$8,500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Cedar Continuation High School received Equity Multiplier Funds from 2024-26 and is no longer eligible for this funding. The student population will continue to receive district support through integrating services at Chawanakee Academy Charter School, which is WASC-accredited. Mountain Oaks High School will receive Equity Multiplier Funds in 2026-27. 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. California Dashboard data identifies a continued need related to student behavior and engagement at Mountain Oaks High School. In the 2025 Dashboard, 4.8% of All Students were suspended for at least one day, compared with 5.3% of low-income students. However, due to the small student population at Mountain Oaks, performance colors are not assigned for these indicators and many student-group outcomes are not displayed because of privacy requirements. Instead of relying solely on California Dashboard data, the District uses local quantitative and qualitative measures, including attendance and chronic absenteeism rates, student surveys, NWEA achievement data, and student progress-monitoring tools, to further identify and monitor the needs of low-income students at Mountain Oaks High School. 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 its actions that specifically pertain to these funds. Based upon surveys and empathy interviews 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 address low-income student engagement and career readiness. The effectiveness of the actions in this goal will be measured through increases in the Average Daily Attendance rate (during the period of August 2026-June 2027). The actions listed below will focus on the classroom environment itself, social-emotional learning and supports, and increased enrichment and	Equity Multiplier Focus Goal

Goal #	Description	Type of Goal
	engagement opportunities. By the end of 2026-27, we want our average attendance rate to increase from 81.57% to 88%.	

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 (Mountain Oaks High)	53.33% Data Year: 2023-24 Data Source: Parsec Data Dashboard	28.46% Data Year: 2024-25 Snapshot Data Source: Parsec Data Dashboard	30.77% Data Year: 2025-26 Data Source: Parsec Data Dashboard	0%	Improved 22.56% Data Source: Parsec Data Dashboard
4.2	Attendance Rate (Mountain Oaks High)	87.98%	92.45%	92.38%	95%	Increased 4.4% from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2023-24 Data Source: CALPADS P-2	Data Year: 2024-25 Data Source: CALPADS P-2	Data Year: 2025-26 Data Source: CALPADS P-2		Data Source: Parsec Data Dashboard
4.3	High School Graduation Rate (Mountain Oaks High)	75% (2/8 students) Data Year: 2023-24 Data Source: Parsec Data Dashboard	100% (6/6 students) Data Year: 2024-25 Data Source: Parsec Data Dashboard	100% (5/5 students) Data Year: 2025-26 Data Source: Parsec Data Dashboard	100%	Increased 25% Data Source: Parsec Data Dashboard
4.4	High School Dropout Rate (Mountain Oaks High)	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	0% (Total enrollment is 13 based upon 2024 CBEDS) Data Year: 2024-25 Data Source: District Calculated	0% (Total enrollment is 17 based upon 2025 CBEDS) Data Year: 2025-26 Data Source: District Calculated	0%	Improved 95% Data Year: 2025-26 Data Source: District Calculated
4.5	Suspension Rate (Mountain Oaks High)	4.4% Data Year: 2023-24 Data Source: Data Dashboard	4.3% suspended at least one day Data Year: 2024-25 Data Source: Dashboard	4.8% suspended at least one day Data Year: 2024-25 Data Source: Dashboard	0%	Increased 0.4%: Remained consistent
4.6	NWEA Benchmark (Mountain Oaks High)	READING score averages on the spring	READING score averages on the spring	READING score averages on the spring	READING and MATH score averages on the	READING score averages on the spring

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		administration of NWEA: 9th: 216 10th: 220.4 11th: 205 12th: 237.5 MATH score averages on the spring administration of NWEA: 9th: 215.33 10th: 229 11th: 227 12th: 232.27 Data Year: Spring 2023-24 Data Source: NWEA	administration of NWEA: 9th: 214.6 10th: 215.57 11th: 228.2 12th: 237 MATH score averages on the spring administration of NWEA: 9th: 224.71 10th: 229.38 11th: 227.77 12th: 226 Data Year: Spring 2024-25 Data Source: NWEA	administration of NWEA: 9th: 214.8 10th: 218 11th: 228.4 12th: 230 MATH score averages on the spring administration of NWEA: 9th: 215.53 10th: 218.3 11th: 228.5 12th: 234.8 Data Year: Spring 2025-26 Data Source: NWEA	spring administration of NWEA: 9th: 235 10th: 240 11th: 240 12th: 240 Data Source: NWEA	administration of NWEA: 9th: decrease of 1.2 10th: decrease of 2.4 11th: increase of 23.4 12th: decrease of 7.5 MATH score averages on the spring administration of NWEA: 9th: increase of 0.2 10th: decrease of 10.7 11th: increase of 1.5 12th: increase of 2.53 Data Source: NWEA
4.7	Student Survey Results (Mountain Oaks High)	No data available	No data available	Students were asked if they agreed with the following statements: “I feel that I am part of my school.”	Increased percentages on student survey questions listed year-over-year.	Baseline 2026

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				44.4% agreed = 8 students 44.4% were neutral = 8 students “I am happy at school.” 22.3% agreed = 4 students 44.4% were neutral = 8 students “I like coming to school.” 16.7% agreed = 3 students 22.2% were neutral = 4 students Data Year: 2026 Data Source: Annual Student Survey (Spring 2026)		

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, Cedar Continuation High School implemented the actions identified in Goal 4 using Equity Multiplier funds to improve student engagement, school climate, social-emotional supports, and enrichment opportunities for students attending the continuation program. A major success of implementation was the intentional focus on creating a more welcoming and student-centered learning environment through flexible seating, outdoor learning spaces, enrichment opportunities, and relationship-based supports. Staff also

increased opportunities for students to participate in college tours, career exploration activities, local business visits, and community-based learning experiences designed to increase relevance and engagement in school.

Student survey data demonstrated positive growth in school connectedness and climate during implementation. Students reporting that they were proud to be students at Cedar increased from 33% in 2023–24 to 66% in 2025–26, while students reporting they felt they belonged at school remained relatively strong at 66%. Suspension outcomes also improved, with suspension rates decreasing from 18.2% to 15.4% and expulsions decreasing from 10% to 0%. Graduation outcomes improved significantly, increasing from 72.7% in 2024–25 to 100% in 2025–26, while the dropout rate decreased from 5% to 0%.

Despite these successes, attendance remained the greatest implementation challenge. Cedar Continuation High School serves a highly transitional student population, with students frequently enrolling for credit recovery, behavioral intervention, attendance support, or short-term placement before transitioning back to Minarets High School or Mountain Oaks High School. As a result, attendance declined from 81.57% to 66.06%, and chronic absenteeism increased from 26.8% to 100%. These challenges demonstrated the continued need to revise the program to better meet the needs of this transitional population.

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

Action 4.1 School Climate, Budgeted: $7,802, Estimated Actuals: $28,957
Students were provided opportunities to give input on supplies to create a positive school climate. Expenses were higher than budgeted to honor student voice and provide outdoor learning spaces.

Action 4.3 Expanded Enrichment Opportunities Budgeted: $77,070, Estimated Actuals: $56,634
Career pathway enrichment was provided in conjunction with Community School initiatives, which led to a lower expenditure of this funding

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

4.1 School Climate – SOMEWHAT EFFECTIVE – Students helped create a classroom environment that reflected their interests and needs through flexible seating, outdoor learning spaces, and classroom enhancements purchased with Equity Multiplier funds. Staff reported that students were more motivated to engage in learning when provided with increased choice in seating and classroom materials. While attendance declined from 92% to 81.57% and chronic absenteeism increased from 25% to 26.8%, student survey data demonstrated improvement in school connectedness, with students reporting they were proud to be students at Cedar increasing from 33% to 66%.

4.2 Social Emotional Learning – SOMEWHAT EFFECTIVE – Students participated in social-emotional learning lessons, relationship-building activities, and incentive systems throughout the school year. Attendance and chronic absenteeism indicators reflected continued challenges for Cedar's highly transitional student population; however, suspension outcomes improved, with suspension rates decreasing from 18.2% to 15.4% and expulsions decreasing from 10% to 0%. Student survey results also demonstrated that 66% of students reported feeling they belonged at school, indicating positive impacts of social-emotional and behavioral supports.

4.3 Expanded Enrichment Opportunities – SOMEWHAT EFFECTIVE – Students participated in college tours, career exploration activities, local business visits, guest speaker presentations, and other enrichment opportunities designed to increase relevance and engagement in

school. Although attendance declined from 92% to 81.57% and chronic absenteeism increased from 25% to 26.8%, 33% of students reported plans to attend college, trade school, military service, or another career pathway after high school. Staff also observed improved attendance and engagement on days when enrichment activities and community-based learning opportunities occurred.

Here are some key quantitative metrics data for Goal 4:
Chronic Absenteeism (CEDAR ONLY)
2023–24: 25%
2024–25: 26.8%
2025–26: 100%

Attendance Rate (CEDAR ONLY)
2023–24: 92%
2024–25: 81.57%
2025–26: 66.06%

High School Graduation Rate (CEDAR ONLY)
2023–24: 90.9%
2024–25: 72.7%
2025–26: 100%

High School Dropout Rate (CEDAR ONLY)
2023–24: 5% (1 student dropped out; enrollment of 20 based on 2023 CBEDS)
2024–25: 5%
2025–26: 0%

Suspension Rate (CEDAR ONLY)
2023–24: 3.7% (4 students suspended; enrollment of 20 based on 2023 CBEDS)
2024–25: 18.2% (2 students suspended)
2025–26: 15.4% suspended at least one day (2 students suspended)

Expulsion Rate (CEDAR ONLY)
2023–24: 10% (2 students expelled; enrollment of 20 based on 2023 CBEDS)
2024–25: 0% (0 students expelled)
2025–26: 0% (0 students expelled)

Student Survey Results (CEDAR ONLY)

“I am proud to be a student at my school.”
2023–24: 33% agreed
2024–25: 100% agreed

2025–26: 66% agreed

“I feel like I belong at my school.”
2023–24: 67% agreed
2024–25: 88% agreed
2025–26: 66% agreed

“I plan on attending college or some other school (trade school, technical school, military, or other service career) after high school.”
2023–24: 33% agreed
2024–25: 100% agreed
2025–26: 33% agreed

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.

Cedar Continuation is no longer eligible for Equity Multiplier Funds.
Cedar Continuation High School will now become part of Chawanakee Academy Charter School to better support the student population.
Mountain Oaks High School will receive Equity Multiplier Funds in 2026-27.

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	Research demonstrates that school climate and the physical learning environment influence student engagement, belonging, and academic outcomes. Classroom design, flexible learning spaces, and student-centered environments can improve student motivation, participation, and overall school experience by creating spaces where students feel welcomed, valued, and connected to learning (Cheryan et al., 2014). Mountain Oaks High School serves a student population in which 84.6% of students are socioeconomically disadvantaged. Student survey data collected during the 2025-26 school year identified opportunities to strengthen student connectedness and engagement. Only 16.7% of students agreed with the statement, "I like coming to school," while 44.5% agreed with the statement, "I feel that I am part of my school." Parent	$4,000.00	No

Action #	Title	Description	Total Funds	Contributing
		survey responses further highlighted a desire for additional enrichment opportunities, hands-on learning experiences, student activities, and improvements to the learning environment. Parents consistently identified the school's supportive staff and family atmosphere as strengths while expressing a desire for additional resources and opportunities to increase student engagement and school connectedness. This action will provide updated classroom materials, project supplies, and learning environment enhancements to support engaging, student-centered instruction and project-based learning opportunities. Funds may be used for classroom furnishings, flexible learning spaces, project materials, displays, and other resources designed to create an inclusive learning environment that reflects student interests and supports active participation in learning. The effectiveness of this action will be measured through increases in student survey responses agreeing with the statements, "I like coming to school" and "I feel that I am part of my school," as indicators of improved student engagement, belonging, and connection to school. Source Cited: 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.		
4.2	Social Emotional Learning	This action works in tandem with Action 4.1, Inclusive Student Learning Environment. While school climate and social-emotional learning may be viewed as separate initiatives, both are necessary to build healthy schools and are mutually reinforcing. A positive school climate creates the conditions for social-emotional learning, while the social and emotional competence of students and staff contributes directly to school climate and student success (Robert Wood Johnson Foundation, 2018). Mountain Oaks High School serves a student population in which 84.6% of students are socioeconomically disadvantaged. Attendance data indicates a continued need to strengthen student engagement and school	$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
		connectedness. The school's chronic absenteeism rate improved from 53.33% in 2023–24 to 30.77% in 2025–26, while overall attendance increased from 87.98% to 92.38% during the same period. Although these improvements reflect positive progress, nearly one-third of students continue to be chronically absent. Positive Behavioral Interventions and Supports (PBIS) is a schoolwide framework designed to promote positive behavior, improve school climate, and reduce exclusionary discipline practices. PBIS establishes clear behavioral expectations, recognizes positive behaviors, and provides tiered interventions to support students with greater behavioral and social-emotional needs. Research indicates that exclusionary discipline practices often result in negative academic and social outcomes, while positive behavior support systems are more effective in improving student behavior and engagement (McNeill et al., 2016). This action will provide social-emotional learning supports through Navigate360 and PBIS Rewards. Funding will support supplemental social-emotional learning curriculum, PBIS implementation materials, student incentives and recognition systems, and resources designed to reinforce positive behaviors and increase student engagement. The effectiveness of this action will be measured through increased student attendance rates and reductions in chronic absenteeism. Sources Cited : Robert Wood Johnson Foundation. (2018). School Climate and Social and Emotional Learning. 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.		
4.3	Expanded Enrichment Opportunities	Mountain Oaks High School serves students who often benefit from alternative pathways to engagement, graduation, and postsecondary success. NWEA data demonstrates inconsistent academic performance across grade levels in both Reading and Mathematics, indicating a need	$45,697.00	No

Action #	Title	Description	Total Funds	Contributing
		for increased student engagement and instructional approaches that connect learning to real-world applications and future career opportunities. Research demonstrates that career-connected and experiential learning opportunities increase student engagement, improve attendance, strengthen academic motivation, and positively impact academic achievement. Career pathway programs that integrate hands-on learning with academic content help students understand the relevance of classroom instruction while building the knowledge and skills needed for future employment and postsecondary success. Stone and Lewis (2012) found that students participating in high-quality career pathway programs demonstrated improved academic outcomes and higher levels of engagement because learning was connected to authentic, real-world experiences. This action will provide hands-on learning experiences through partnerships with local businesses, community organizations, and educational partners to expand career pathway opportunities based on student interests. Experiences may include training, job-shadowing, internships, guest speakers, industry certifications, and applied learning opportunities in fields such as automotive technology, healthcare, food service, hospitality, and other career sectors identified through student interest surveys. These opportunities are intended to increase student engagement, strengthen connections between academic content and future careers, and provide meaningful learning experiences that encourage students to remain engaged in school. The effectiveness of this action will be measured through improved academic achievement on NWEA Reading and Math assessments. Cited Source : Stone, J. R., & Lewis, M. V. (2012). College and Career Ready in the 21st Century: Making High School Matter. Teachers College Press.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,322,123	$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
9.675%	0.000%	$0.00	9.675%

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 2025 California School Dashboard, Chawanakee Unified's low-income students continue to perform below all students in both English Language Arts and Mathematics. In ELA, all students performed 5.6 points below standard, while low-income students performed 25 points below standard.	This action provides targeted professional development for teachers and support staff in English Language Arts and Mathematics to improve student outcomes, with an increased focus on ELA and mathematics instruction and intervention. Training includes standards-aligned instruction, Professional Learning Communities (PLCs), supplemental curriculum implementation, and strategies to support students requiring additional academic intervention, including supports connected to Goal 3, Action 3.	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
	In Mathematics, all students performed 48.6 points below standard compared to 59 points below standard for low-income students. Local assessment data also reflected this achievement gap, with 49.9% of all students performing on grade level in i-Ready Spring 2026 assessments compared to 44% of Socioeconomically Disadvantaged students. Although the disparity between all students and low-income students has narrowed, these results continue to demonstrate the need for actions focused on improving academic achievement through strengthened instruction, instructional alignment, and ongoing professional development for educators. **Scope:** LEA-wide	Research demonstrates that sustained professional development improves student achievement. Yoon et al. (2007) found that teachers receiving at least 14 hours of professional development can increase student achievement by an average of 21 percentile points. This action is designed to strengthen instructional effectiveness, improve alignment across sites, and increase access to rigorous instruction for low-income students, who continue to perform below all students in ELA and Mathematics. Although principally directed toward improving outcomes for Socioeconomically Disadvantaged students, this action is provided on an LEA-wide basis because all students benefit from stronger instructional practices, aligned systems, and collaborative professional learning structures. 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 **Need:**	This action provides dedicated monthly collaboration time for K–8 teachers to work with grade-level and grade-alike colleagues across school sites through Professional Learning	The effectiveness of this measure will be improved staff and parent feedback on the annual surveys and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The 2026 Annual Parent Survey indicated improvement in family communication, with only 11.9% of parents reporting that they do not feel their child's school provides adequate information and resources to support learning at home, compared to 18% in 2025. While strengthening family-school partnerships remains important, feedback from LCAP engagement meetings and analysis of academic data identified a greater need for increased teacher collaboration and instructional alignment across sites. As a small, rural district, many school sites have only one teacher per grade level, limiting opportunities for collaboration and consistency in instructional practices. This lack of cross-site collaboration contributed to inconsistent expectations for student learning, pacing, and assessment practices across the District. Expanding teacher collaboration through cross-site Professional Learning Communities (PLCs) was prioritized to strengthen instructional alignment, improve the development of common assessments and priority standards, and increase teachers' ability to communicate clear learning expectations and student progress to families. (Ronfeldt, M., Farmer, S. O., McQueen, K., & Grissom, J. A., 2015) **Scope:** LEA-wide	Communities (PLCs). During PLC meetings, teachers identify priority standards and learning targets, develop common assessments, analyze student performance data and student work, and determine instructional responses based on identified needs. For teachers who may be the only educator at their grade level at a school site, cross-site PLCs provide access to colleagues teaching the same standards and allow teachers to develop shared expectations for student learning. Research supports the effectiveness of teacher collaboration in improving instructional practice and student achievement (Vescio, Ross, & Adams, 2008; Ronfeldt, Farmer, McQueen, & Grissom, 2015). This collaborative process also strengthens communication with families. When teachers regularly collect and analyze common student achievement data, they have clearer and more consistent information about what students are expected to learn, their current progress toward those expectations, and areas where additional support is needed. This enables teachers across school sites to provide families with more consistent information about learning targets, student progress, assessment results, and ways to support learning at home. Strong family-school partnerships are particularly important in rural districts where geographic barriers may limit families' access to school resources and communication (Witte & Sheridan, 2011; Semke & Sheridan, 2011). Although principally directed toward improving outcomes for low-income students, this action is	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 is to increase the "yes" for the Staff Surveys prompt, "I am satisfied with the professional growth opportunities provided to me," from the 2026 baseline of 60.3%. Additionally, the goal is less than 15% of parents report they have never been contacted by any teacher when asked: "How often are you contacted by your child(ren)'s teacher(s) regarding his or her academic progress?"

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
		provided on a schoolwide basis because all K–8 students benefit from consistent instructional expectations, collaborative analysis of student progress, and clear communication between teachers and families. Cited Sources: Vescio, Vicki, Dorene Ross, and Alyson Adams. “A Review of Research on the Impact of Professional Learning Communities on Teaching Practice and Student Learning.” Teaching and Teacher Education, vol. 24, no. 1, 2008, pp. 80–91. Ronfeldt, Matthew, Susanna Owings Farmer, Kristy McQueen, and Jason A. Grissom. “Teacher Collaboration in Instructional Teams and Student Achievement.” American Educational Research Journal, vol. 52, no. 3, 2015, pp. 475–514. Semke, Carol A., and Susan M. Sheridan. Family-School Connections in Rural Educational Settings. National Center for Research on Rural Education, 2011. Witte, Amy L., and Susan M. Sheridan. Family Engagement in Rural Schools. R2Ed Working Paper No. 2011-2, National Center for Research on Rural Education, 2011.	
2.2	**Action:** Health Services **Need:** Health-related barriers can directly affect students' ability to attend school, access instruction, and achieve academically. Chawanakee Unified's Unduplicated Pupil	To address health-related barriers for low-income and homeless students, Chawanakee Unified will provide a 1.0 FTE Registered Nurse to provide health services that include, but are not limited to, hearing and vision screenings, health consultations, referrals, follow-up with families, and coordination with health care providers. These services will support early identification and	Effectiveness will be measured through Chronic Absenteeism rates for low-income and homeless 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
	Percentage (UPP) is approximately 56%; however, low-income and homeless students represented 75% of all students who failed a vision and/or hearing screening during the 2025–26 school year, an increase of 11% from the previous year. This disproportionate rate demonstrates a greater need among low-income students for early identification, referral, and access to health services. Attendance data further demonstrates the need for support. According to the 2025 California Dashboard, 12.3% of All Students were chronically absent, while 48.3% of homeless students were chronically absent. **Scope:** LEA-wide	treatment of health concerns that may interfere with attendance and students' ability to fully participate in instruction. Research supports the relationship between student health, attendance, and learning. Basch (2010) identified health-related barriers as important influences on students' motivation and ability to learn and emphasized that addressing health disparities is an important component of closing educational achievement gaps. Research specific to school nursing also supports this connection. Research by Markus-Rodden et al. (2025) found significant relationships between school nurse presence and chronic absenteeism, with particularly important effects for economically disadvantaged students and homeless students. This action is principally directed toward low-income and homeless students because District data demonstrate disproportionate health and attendance needs among these populations. While all students may benefit from access to a Registered Nurse, providing timely screening, referral, health care coordination, and follow-up is intended to reduce health-related barriers to attendance and increase access to instruction for students with the greatest needs. Sources Cited: Basch, C. E. (2010). Healthier Students Are Better Learners: A Missing Link in School Reforms to Close the Achievement Gap. Equity Matters: Research Review No. 6.	

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
		Markus-Rodden, M., Grano, C., Hanna, J., Soriano, K., & Lin, H. (2025). The Relationship of Social Determinants of Health and School Nurse Presence on Chronic Absenteeism. Nursing Outlook, 73(5), 102459.	
2.3	**Action:** Middle School Enrichment **Need:** According to the 2025 California Dashboard, chronic absenteeism remains a significant need for Chawanakee Unified's low-income and homeless student groups. While districtwide chronic absenteeism improved from 14.3% to 12.3%, low-income students remained disproportionately impacted at 17.5%, and 48.3% of Homeless students were chronically absent, representing an increase of 8.9%. Student engagement data from the 2026 Annual Student Survey also identified concerns related to school connectedness. Only 49.36% of students reported that they are happy at school, a decrease of 18.64 percentage points from 68% in 2025. Student and parent feedback consistently identified middle school athletics, tutoring, and extracurricular opportunities as important strategies to increase engagement, strengthen peer relationships, and improve school connectedness across the District's rural school sites. These data demonstrate the need for a districtwide middle school athletics and tutoring program designed to increase accessibility, participation, and engagement	Middle school is a critical period for developing student identity, belonging, and long-term school engagement. This action provides middle school students with increased access to athletics, tutoring, and structured engagement opportunities designed to improve attendance, reduce learning loss, strengthen school connectedness, and support academic achievement. Students participating in the districtwide Chawanakee Chargers middle school sports program build positive peer relationships across school sites, strengthen connections that support future high school participation, and receive integrated tutoring support prior to practices. While this action is principally directed toward improving outcomes for Socioeconomically Disadvantaged and Homeless middle school students, all middle school students may benefit district-wide. Research demonstrates that participation in extracurricular activities, including athletics, is associated with increased student engagement, stronger school connectedness, improved attendance, and higher academic achievement (Fredricks & Eccles, 2006; Wretman, 2017). Sources Cited: Oberle, Eva et al. "Benefits of Extracurricular Participation in Early Adolescence: Associations with Peer Belonging and Mental Health." Journal	Effectiveness will be measured through Chronic Absenteeism rates for low income and homeless students, Annual Student Survey responses related to school connectedness, and increase in participation rates in athletics.

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
	for low-income and foster/homeless students in grades 6–8. **Scope:** LEA-wide	of youth and adolescence 48.11 (2019): 2255–2270. Web. Wretman, Christopher J. “School Sports Participation and Academic Achievement in Middle and High School.” Journal of the Society for Social Work and Research, vol. 8, no. 3, 2017, pp. 399–420. Fredricks, Jennifer A., and Jacquelynne S. Eccles. “Is Extracurricular Participation Associated with Beneficial Outcomes? Concurrent and Longitudinal Relations.” Developmental Psychology, vol. 42, no. 4, 2006, pp. 698–713.	
2.4	**Action:** Enrichment Opportunities **Need:** According to the 2025 California Dashboard, Chawanakee Unified’s graduation rate increased to 94.8%, including a 92.7% graduation rate for low-income students, both representing a 3% increase from the previous year. While Chronic Absenteeism improved districtwide and among Socioeconomically Disadvantaged students, Homeless students remained disproportionately impacted, with a chronic absenteeism rate of 48.3%. Student engagement data from the 2026 Annual Student Survey also identified concerns related to school connectedness. Survey data showed a decline from 68% of students answering "agree" to "I feel happy at school" to 49.36% of students in 2026. Another decline was seen in the response to "I feel part of my school community" on the Annual Student	This action continues to provide expanded learning and engagement opportunities through summer credit recovery, Agriculture, and Visual and Performing Arts (VAPA) programs. Improvements in graduation rates and reductions in chronic absenteeism for low-income students indicate that these supports are positively impacting student engagement and academic outcomes, and the District plans to continue and refine these services. The summer credit recovery program supports students at risk of failing high school courses, particularly students entering grades 10–12, by providing opportunities to recover credits needed for graduation while also strengthening English Language Arts and Mathematics skills. Research demonstrates that expanded summer learning opportunities help mitigate learning loss and improve academic outcomes for students with limited access to enrichment opportunities outside of school (Alexander, Pitcock, & Boulay, 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.

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	Survey: 92% agreed in 2025, decreasing to 60.7% agreed in 2026. These data demonstrate the continued need for expanded student engagement opportunities and multiple pathways for credit recovery and academic success. Feedback from students, teachers, and administrators identified increased offerings in Agriculture and Visual and Performing Arts (VAPA) as important strategies to improve engagement, attendance, and school connectedness. The District also identified a continued need to recruit and retain qualified teachers in these high-interest cocurricular areas while expanding summer school credit recovery opportunities to reduce learning loss and support graduation outcomes for low-income students. **Scope:** LEA-wide	This action also supports student engagement and school connectedness through expanded Agriculture and VAPA opportunities. Research indicates that music and arts programs increase student engagement and strengthen students' connection to school (McFerran, Crooke, & Bolger, 2017). Funding for instruments, equipment, and cocurricular programs helps remove financial barriers for participation and expands access for low-income and homeless students. While this action is principally directed toward improving engagement, attendance, graduation, and credit recovery outcomes for low-income students, it is provided on an LEA-wide basis because all students benefit from expanded enrichment opportunities, increased school connectedness, and additional pathways toward academic success and graduation. 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	This action addresses the identified need by providing financial support for academic field trips	The effectiveness of this action will be measured

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: Annual survey data from both students and parents continue to identify academic field trips and enrichment opportunities as a high priority. On the 2026 Annual Parent Survey, 88.9% of parents agreed with the statement, "I am satisfied with the academic field trips offered by the school." This data is consistent with the 86.8% agreement on the 2025 Annual Parent Survey, demonstrating that academic field trips are a valued and effective component of student engagement and school connectedness. Despite this positive feedback, the ability of school sites to fundraise for these experiences varies significantly across the District, creating equity concerns for sites serving higher percentages of low-income students. Site administrators have identified that many low-income families are unable to afford additional costs associated with academic trips, while those same school communities often have the greatest difficulty raising supplemental funds. This data demonstrates a continued need for district support to ensure all low-income students have equitable access to academic enrichment opportunities and field trips. **Scope:** LEA-wide	and enrichment opportunities for low-income students across the District. Academic field trips expand learning beyond the classroom and provide students with experiences that support academic engagement, college and career awareness, and real-world learning opportunities. Research demonstrates that students who participate in educational field trips experience improved academic outcomes, higher graduation rates, and increased long-term success opportunities (Beckett et al., 2009). This action is provided on an LEA-wide basis to ensure equitable access to academic enrichment opportunities regardless of a school site's fundraising capacity, with schools serving higher percentages of low-income students receiving greater levels of support. While this action is principally directed toward low-income students, all students may benefit from increased access to academic field trips and enrichment experiences. Sources Cited: 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.	through Annual Parent Survey responses to the question: "I am satisfied with the academic field trips offered by the school."
2.6	**Action:** Intervention Services	This action continues to support student growth through supplemental intervention services and the District's Response to Intervention (RtI) model.	The effectiveness of this action will be measured by increased academic

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	Need: According to the 2025 California Dashboard, Chawanakee Unified's Socioeconomically Disadvantaged students continue to perform below all students in both English Language Arts and Mathematics despite overall academic growth. In Mathematics, all students performed 48.6 points below standard and improved by 6.4 points, while Socioeconomically Disadvantaged students performed 59 points below standard despite a larger improvement of 17.5 points. In English Language Arts, all students performed 5.6 points below standard and improved by 15.6 points, while Socioeconomically Disadvantaged students remained 25 points below standard despite improving by 10.7 points. This achievement gap is also reflected in local assessment data. On the Spring 2026 i-Ready diagnostic assessments, 44% of Socioeconomically Disadvantaged students performed on grade level compared to 58.2% of all other students. While student outcomes are improving, the continued disparity between low-income students and their peers demonstrates the need for additional academic intervention, supplemental instruction in ELA and Mathematics, and increased teacher support and professional development focused on accelerating learning for struggling students. **Scope:** Schoolwide	Recent increases in CAASPP and i-Ready achievement data indicate that targeted intervention supports are contributing to improved academic outcomes for students, including low income students, and the District plans to continue and refine these services to further close achievement gaps. 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. The District utilizes RtI systems to identify struggling students early through universal screening and local assessment data, including i-Ready diagnostic assessments administered three times annually, and four times annually for K–2 students. Site teams use this data to identify students needing additional academic intervention in English Language Arts and Mathematics. Intervention aides and support staff provide small-group supplemental instruction focused on accelerating learning and addressing foundational skill deficits. Research supports the effectiveness of Response to Intervention systems and explicit small-group instruction for improving student achievement outcomes (Gersten et al., 2008). While this action is principally directed toward improving academic outcomes for low-income elementary students, all students benefit from early identification systems, targeted intervention supports, and additional instructional assistance provided through the RtI framework. Although this action targets low-income students, it	achievement of low-income students as measured by CA Dashboard and the Spring administration of iReady in reading and math.

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		does not isolate them and will benefit all students. 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, http://ies.ed.gov/ncee/wwc/publications/practiceguides/.	
2.7	**Action:** SEL Supports **Need:** The social-emotional and behavioral needs of Chawanakee Unified's low-income and homeless student groups continue to exceed the District's current capacity of support services. Attendance data demonstrates a continued need for additional social-emotional learning and mental health supports. According to the 2025 California Dashboard, the District's chronic absenteeism rate for All Students was 12.3%, while low-income students experienced chronic absenteeism at a rate of 17.5%, more than five percentage points higher than the District average. Homeless students experienced chronic absenteeism at a rate of 48.3%, nearly four times the District average, indicating significant barriers to consistent school attendance and engagement.	To support the social-emotional learning of our low-income and foster/homeless students, Chawanakee Unified will provide a 0.5 FTE School Psychologist to support the District in conducting assessments, facilitating small-group interventions, and providing preventative social-emotional learning supports. By assuming a greater role in assessment administration and targeted student groups, the School Psychologist will allow existing members of the District's Mental Health Team to dedicate more time to students experiencing crisis situations and students with the greatest social-emotional and behavioral needs. This expanded capacity will increase the District's ability to provide timely interventions and connect students to supports before attendance, behavioral, or academic concerns escalate. Research demonstrates that school-based mental health services can improve student engagement, attendance, behavior, and academic outcomes, particularly for students experiencing significant	The effectiveness of this action will be measured by reductions in suspension rates, chronic absenteeism, and improvements in student survey responses to: “I like coming to school". Suspension data will be monitored through the California Dashboard.

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	Student survey data further demonstrates a need to strengthen student connectedness and engagement. Only 49.36% of students reported feeling happy at school on the 2026 Annual Student Survey, which was an 18.64% decrease from 2025. Research demonstrates a strong relationship between student connectedness, social-emotional well-being, attendance, and academic success. **Scope:** LEA-wide	social, emotional, and environmental challenges. Reback (2010) found that increasing access to school-based mental health professionals was associated with improvements in student behavior and academic performance, particularly among students most at risk for school failure. Additionally, O'Malley, Wendt, and Pate (2018) identified a critical need for expanded mental health services in rural school districts, where access to community-based services is often limited and schools serve as the primary source of support for students and families. While this action is principally directed toward addressing the needs of low-income and homeless students, all students may benefit from increased access to social-emotional and mental health supports. Sources Cited: Reback, R. (2010). Schools' Mental Health Services and Young Children's Emotions, Behavior, and Learning. Journal of Policy Analysis and Management, 29(4), 698–725. 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.	
2.8	**Action:** Attendance & Engagement **Need:**	Students who are chronically absent—missing 10 percent or more school days per year, whether excused or unexcused—are at significantly greater risk of falling behind academically and not graduating from high school (Erlich et al., 2013).	The effectiveness of this action will be measured by a reduction in chronically absent students as reported on the CA

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	According to the 2025 California Dashboard, Chawanakee Unified's Socioeconomically Disadvantaged students experience higher rates of Chronic Absenteeism than all students districtwide. All students were chronically absent at a rate of 12.3%, while low-income students were chronically absent at a rate of 17.5%. This disparity demonstrates a continued need for targeted attendance and engagement supports for low-income students to improve consistent school attendance and access to learning. Research shows that students who are chronically absent are at significantly greater risk of falling behind academically and not graduating from high school (Erlich et al., 2013). Students who are chronically absent between grades 8–12 are also seven times more likely to drop out of school (University of Utah, 2012). These data demonstrate the need for an Attendance and Engagement Liaison to partner with families, address barriers to attendance, and support student engagement and participation in school. Sources Cited Erlich, S. B., Gwynne, J. A., Pareja, A. S., & Allensworth, E. M. Preschool Attendance in Chicago Public Schools: Relationships with Learning Outcomes and Reasons for Absences. University of Chicago Consortium on Chicago School Research, 2013. Retrieved from https://consortium.uchicago.edu/publications/preschool-attendance-chicago-public-schools	Students who are chronically absent between grades 8–12 are also seven times more likely to drop out of school (University of Utah, 2012). To address the continued disparity in chronic absenteeism rates for low-income students, the District 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 Attendance and Engagement Liaison will work directly with chronically absent students and families to identify and address barriers to school attendance and engagement. In the geographically large and rural Chawanakee Unified School District, barriers to attendance are often related to transportation, access to services, and family support needs. The Liaison will partner with families, support school-to-home communication, coordinate interventions through MTSS processes, and assist with transportation support when necessary. This action is provided on an LEA-wide basis because chronic absenteeism impacts all school sites across the District. While this action is principally directed toward improving attendance and engagement outcomes for low-income students, all students may benefit from increased attendance support and family engagement services. Sources Cited: Erlich, S. B., Gwynne, J. A., Pareja, A. S., & Allensworth, E. (2013). Preschool attendance in Chicago Public Schools.	Dashboard and improved attendance rates.

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	University of Utah. Research Brief: Chronic Absenteeism. University of Utah, 2012. Retrieved from https://utahdataalliance.org/downloads/chronicabsenteeismresearchbrief.pdf **Scope:** LEA-wide	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:** According to the 2025 California Dashboard, suspension rates improved overall, declining by 3.3% to 3.4% for all students and by 5.4% to 4.6% for Socioeconomically Disadvantaged students. These improvements demonstrate that behavioral support staff and intervention systems are positively impacting student behavior and should continue. However, suspension data also shows that several Unduplicated student groups continue to experience disproportionately high suspension rates, including Foster Youth at 9.1%, Homeless students at 6.1%, American Indian students at 5.7%, and low-income students at 4.6%. These rates remain higher than the overall district suspension rate and demonstrate the continued need for targeted social-emotional and behavioral supports for low-income, foster, adn homeless students. The primary causes of suspension also indicate a need for additional intervention and social-emotional learning supports. At the K–8	This action provides (1) FTE Behavior Specialist, one for each of the three elementary school sites, to provide consistent counseling and behavior needs. These positions are integrated into the District's Multi-Tiered System of Supports (MTSS) framework to support early intervention, behavior coaching, family collaboration, and coordinated student supports. The District will continue these services because suspension data and student survey responses demonstrate that additional social-emotional and behavioral support remains necessary, particularly for low-income, foster, homeless, and American Indian students who continue to experience disproportionately high suspension rates. Research shows that increasing youth mental health and behavioral supports within schools positively impacts student engagement, behavior, and academic success (U.S. Surgeon General, 2021). In addition, school-based behavioral interventions and multi-tiered systems of support have been shown to improve student behavior outcomes and school climate when implemented consistently across school settings (Bradshaw, Mitchell, & Leaf, 2010).	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. 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

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	level, most suspensions are related to physical aggression, while drug-related offenses remain the leading cause of suspension at the high school level. Student perception data further supports this need. On the 2026 Annual Student Survey, only 61.8% of students reported that they know who they can talk to at school when feeling angry or depressed, a decline from 67.3% the previous year. In both staff and parent surveys, promoting school safety and positive student behavior remained one of the top three identified priorities for the District. **Scope:** Schoolwide	Previously, the District's behavior support staff served multiple sites on limited schedules, creating inconsistencies in support for students and staff. This action provides dedicated site-based support at each elementary school to ensure more consistent intervention and relationship-building with students and families. While this action is principally directed toward supporting low-income, foster youth, and homeless, it is provided on a schoolwide basis because all students benefit from increased behavioral support, improved school climate, and stronger social-emotional systems at each site. 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 Bradshaw, Catherine P., Mary M. Mitchell, and Philip J. Leaf. "Examining the Effects of Schoolwide Positive Behavioral Interventions and Supports on Student Outcomes: Results from a Randomized Controlled Effectiveness Trial in Elementary Schools." Journal of Positive Behavior Interventions, vol. 12, no. 3, 2010, pp. 133–148.	
3.3	**Action:** Supplemental Intervention Materials **Need:** According to the 2025 California Dashboard and CAASPP results, Chawanakee Unified's low-income students continue to perform below all students in both English Language	This action provides supplemental intervention materials in English Language Arts and Mathematics to support students across all grade levels and strengthen the intervention services identified in Goal 2, Action 6. Supplemental instructional materials are used by intervention staff, classroom teachers, and support personnel to provide targeted instruction, skill remediation,	This effectiveness of this action will be measured through increased academic achievement on student performance on iReady, NWEA, and CAASPP.

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	Arts and Mathematics. On the California Dashboard, all students performed 5.6 points below standard in ELA, while low-income students performed 25 points below standard. In Mathematics, all students performed 48.6 points below standard compared to 59 points below standard for low-income students. CAASPP achievement data also demonstrates continued performance gaps for Unduplicated student groups. Districtwide, 46.3% of students met or exceeded ELA standards, compared to 40.4% of low-income students. In Mathematics, 27.6% of all students met or exceeded standards, compared to 26.6% of low-income students. At the high school level, college and career readiness indicators also reflect achievement disparities. In ELA, 64.2% of all students were college-ready or conditionally ready compared to 60.3% of low-income students. In Mathematics, only 20% of all students and 18.8% of low-income students were college-ready or conditionally ready. Local assessment data further demonstrates the need for targeted intervention supports. On Spring 2026 i-Ready assessments, low-income students performed significantly below their non-low-income peers. In Mathematics, low-income students averaged 29.5% proficiency compared to 45.9% for all other students. In Reading, low-income students averaged 44% proficiency compared to 58.2% for all other students. These data demonstrate persistent achievement gaps and the continued need for	and progress monitoring for students performing below grade level, particularly low-income and other Unduplicated student groups. Research demonstrates that high-impact tutoring and targeted intervention programs produce significant positive effects on student achievement, especially when paired with aligned instructional materials and consistent progress monitoring (Nickow, Oreopoulos, & Quan, 2020). In addition, supplemental intervention programs that provide explicit, data-driven instruction have been shown to improve reading and mathematics outcomes for struggling learners (Gersten et al., 2008). The District will continue using i-Ready supplemental materials in grades K–8 and NWEA-aligned supplemental resources at the high school level because these programs align with the District's assessment systems and instructional practices already familiar to students and staff. These supplemental materials support consistent intervention practices across sites and help teachers and intervention staff respond more effectively to identified learning gaps. While this action is principally directed toward improving outcomes for low-income and other Unduplicated student groups, it is provided on an LEA-wide basis because all students may benefit from additional academic supports, targeted intervention, and aligned supplemental instructional resources. Sources Cited:Gersten, Russell, et al. Assisting Students Struggling with Reading: Response to	

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	targeted intervention, supplemental curriculum, and additional academic support services for low-income and other Unduplicated student groups. **Scope:** LEA-wide	Intervention and Multi-Tier Intervention for Reading in the Primary Grades. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education, 2008. 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	
3.4	**Action:** PBIS Rewards System **Need:** According to the 2025 California Dashboard, suspension rates for unduplicated student groups continue to exceed the rate for all students districtwide, demonstrating a continued need for additional behavioral and social-emotional supports. The overall suspension rate for all students declined to 3.4%; however, low-income students had a suspension rate of 4.6%, Foster Youth had a suspension rate of 9.1%, and homeless students had a suspension rate of 6.1%. These disproportionate suspension rates indicate that unduplicated student groups continue to experience higher levels of assertive discipline and require additional support systems focused on engagement, belonging, and positive behavior interventions. **Scope:**	This action addresses the identified need by providing schoolwide social-emotional and positive behavior supports through PBIS Rewards and Navigate360 at all school sites. Research demonstrates that exclusionary discipline practices, such as suspensions, are associated with negative academic and social outcomes and are often ineffective in reducing student misbehavior (Noltemeyer et al., 2015). Positive Behavioral Interventions and Supports (PBIS) promotes school safety, belonging, and positive behavior through clear behavioral expectations, progressive discipline practices, and individualized interventions for students requiring additional support. Through PBIS Rewards, students are recognized for positive behavior and engagement, while Navigate360 also provides targeted lessons focused on topics such as peer conflict, self-esteem, and social-emotional skill development. Research indicates that PBIS Rewards systems are effective alternatives to exclusionary discipline practices and support improved student behavior and school climate (McNeill et al., 2016).	The effectiveness of this action will be measured by a reduction in suspensions as reported on the Dashboard.

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	LEA-wide	This action is provided on an LEA-wide basis because suspension rates and behavioral support needs impact all school sites across the District. While this action is principally directed toward supporting low-income, foster youth, and homeless students, all students may benefit from increased social-emotional supports, positive school climate, and reduced exclusionary discipline practices. Sources Cited: 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 **Need:** Low-income students continue to demonstrate lower levels of academic achievement than their peers, indicating a need for continued instructional alignment and collaboration across the District. According to the 2025	This action addresses the academic needs of low-income students by creating systems that ensure consistent, high-quality instruction across all schools and grade levels. The Coordinator of State and Federal Programs provides leadership for instructional alignment, continuous improvement efforts, data analysis, and coordination of district initiatives to ensure that students, regardless of school site, have access to a guaranteed and	This effectiveness of this action will be measured through increased academic achievement on student performance on iReady, NWEA, and CAASPP.

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	California Dashboard, All Students scored 5.6 points below standard in English Language Arts, while low-income students scored 25 points below standard, representing a gap of 19.4 points. In Mathematics, All Students scored 48.6 points below standard compared to 59 points below standard for low-income students, representing a gap of 10.4 points. While low-income students improved by 10.7 points in ELA and 17.5 points in Mathematics from the previous year, significant achievement gaps remain. Local assessment data reflects similar trends. In Spring 2026, 44% of low-income students were performing at or above grade level in i-Ready ELA, compared to 58.2% of non-low-income students. In Mathematics, only 29.5% of low-income students were performing at or above grade level compared to 45.9% of non-low-income students. These data indicate a continued need for consistent instructional practices, guaranteed viable curriculum, and collaborative systems that ensure all students have access to high-quality instruction regardless of school site or classroom assignment. **Scope:** LEA-wide	viable curriculum. In addition, site and district teacher leaders serving on the Guiding Coalition support Professional Learning Communities (PLCs), facilitate collaboration among educators, analyze student achievement data, and help implement district priorities focused on improving student outcomes. Research demonstrates that high-quality professional development and collaborative instructional systems improve teacher effectiveness and student achievement (Archibald et al., 2011). By strengthening collaboration among teachers and administrators, this action supports the identification and implementation of effective instructional practices, common assessments, and targeted interventions designed to address the achievement gaps experienced by low-income students. While this action is principally directed toward improving outcomes for low-income students, all students will benefit from increased instructional coherence, data-informed decision making, and aligned educational practices across the District. Sources Cited: Archibald, S., Coggshall, J., Croft, A., & Goe, L. (2011, January 31). High-Quality Professional Development for All Teachers: Effectively Allocating Resources. Research & Policy Brief. Retrieved from https://eric.ed.gov/?id=ED520732 Mulryan-Kyne, C. (2005). The Grouping Practices of Teachers in Small Two-Teacher Primary Schools in the Republic of Ireland. Journal of	

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		Research in Rural Education, 20(17). Retrieved 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 55.1% based upon 2025 CBEDS day.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$13,664,843	1,322,123	9.675%	0.000%	9.675%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$10,461,437.00	$202,688.00	$0.00	$0.00	$10,664,125.00	$8,596,774.00	$2,067,351.00

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	$4,147,252.00	$0.00	$4,147,252.00				$4,147,252.00	
1	1.2	School Facilities Maintenance and Repairs	All	No			All Schools	Ongoing	$1,358,350.00	$1,583,815.00	$2,942,165.00				$2,942,165.00	
1	1.3	Technology Integration	All	No			Specific Schools: Minarets High School, Mountain Oaks High School 10-12	Ongoing	$0.00	$26,730.00	$26,730.00				$26,730.00	
1	1.4	Professional Development	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$5,640.00	$61,603.00	$14,396.00	$52,847.00			$67,243.00	
1	1.5	Teacher Collaboration	Low Income	Yes	LEA-wide	Low Income	Specific Schools: Hillside Elementary, Spring Valley Elementary, North Fork Elementary, Minarets High School, and Mt Oaks High	Ongoing	$74,496.00	$0.00	$74,496.00				$74,496.00	
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	$35,574.00		$35,574.00			$35,574.00	
2	2.2	Health Services	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$109,076.00	$0.00	$109,076.00				$109,076.00	

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	2.3	Middle School Enrichment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$24,568.00	$36,080.00	$60,648.00				$60,648.00	
2	2.4	Enrichment Opportunities	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$302,854.00	$17,990.00	$320,844.00				$320,844.00	
2	2.5	Expansion of Co-Curricular Activities	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$45,000.00	$45,000.00				$45,000.00	
2	2.6	Intervention Services	Low Income	Yes	Schoolwide	Low Income	Specific Schools: Hillside Elementary School, Spring Valley Elementary School, North Fork Elementary School TK-8	Ongoing	$279,515.00	$0.00	$279,515.00				$279,515.00	
2	2.7	SEL Supports	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$74,250.00	$0.00	$74,250.00				$74,250.00	
2	2.8	Attendance & Engagement	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$21,749.00	$6,750.00	$28,499.00				$28,499.00	
2	2.9	Behavior Supports	Low Income	Yes	Schoolwide	Low Income	Specific Schools: Hillside Elementary School, Spring Valley Elementary School, North Fork Elementary School TK-8	Ongoing	$433,909.00	$0.00	$433,909.00				$433,909.00	
2	2.10	Special Education	Students with Disabilities Students with IEPs and 504s	No			All Schools	Ongoing	$1,710,523.00	$0.00	$1,710,523.00				$1,710,523.00	
3	3.1	Local Assessment Systems	All	No			All Schools	Ongoing	$0.00	$54,445.00		$54,445.00			$54,445.00	
3	3.2	Student Information and Intervention Dashboard	All	No			All Schools	Ongoing	$0.00	$21,000.00	$21,000.00				$21,000.00	
3	3.3	Supplemental Intervention Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$77,918.00	$77,918.00				$77,918.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.4	PBIS Rewards System	Foster Youth Low Income	Yes	LEA-wide	Foster Youth 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	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$54,592.00	$27,700.00	$82,292.00				$82,292.00	
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	$4,000.00		$4,000.00			$4,000.00	
4	4.2	Social Emotional Learning	All	No			Specific Schools: Cedar Continuation High School, Mountain Oaks High School 9-12	Ongoing	$0.00	$2,000.00		$2,000.00			$2,000.00	
4	4.3	Expanded Enrichment Opportunities	All	No			Specific Schools: Cedar Continuation High School, Mountain Oaks High School 9-12	Ongoing	$0.00	$45,697.00		$45,697.00			$45,697.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$13,664,843	1,322,123	9.675%	0.000%	9.675%	$1,605,267.00	0.000%	11.747 %	**Total:**	$1,605,267.00
								LEA-wide Total:	$891,843.00
								Limited Total:	$0.00
								Schoolwide Total:	$713,424.00

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	$14,396.00	
1	1.5	Teacher Collaboration	Yes	LEA-wide	Low Income	Specific Schools: Hillside Elementary, Spring Valley Elementary, North Fork Elementary, Minarets High School, and Mt Oaks High	$74,496.00	
2	2.2	Health Services	Yes	LEA-wide	Low Income	All Schools	$109,076.00	
2	2.3	Middle School Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,648.00	
2	2.4	Enrichment Opportunities	Yes	LEA-wide	Low Income	All Schools	$320,844.00	
2	2.5	Expansion of Co-Curricular Activities	Yes	LEA-wide	Low Income	All Schools	$45,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.6	Intervention Services	Yes	Schoolwide	Low Income	Specific Schools: Hillside Elementary School, Spring Valley Elementary School, North Fork Elementary School TK-8	$279,515.00	
2	2.7	SEL Supports	Yes	LEA-wide	Low Income	All Schools	$74,250.00	
2	2.8	Attendance & Engagement	Yes	LEA-wide	Low Income	All Schools	$28,499.00	
2	2.9	Behavior Supports	Yes	Schoolwide	Low Income	Specific Schools: Hillside Elementary School, Spring Valley Elementary School, North Fork Elementary School TK-8	$433,909.00	
3	3.3	Supplemental Intervention Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$77,918.00	
3	3.4	PBIS Rewards System	Yes	LEA-wide	Foster Youth Low Income	All Schools	$4,424.00	
3	3.6	Curriculum and Instructional Alignment	Yes	LEA-wide	Low Income	All Schools	$82,292.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$14,018,179.51	$13,226,432.00

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	$7,541,130.00	$7,389,246
1	**1.2**	School Facilities Maintenance and Repairs	No	$3,085,450.00	$2,700,107
1	**1.3**	Technology Integration	No	$23,900.00	$14,911
1	**1.4**	Professional Development	Yes	$33,810.00	$33,810
1	**1.5**	Teacher Collaboration and Parent Communication	Yes	$21,733.00	$21,733
1	**1.6**	Technical Assistance Action	No	$0.00	$0,00
2	**2.1**	Communication	No	$35,575.00	$27,926
2	**2.2**	Health Services	Yes	$124,141.00	$124,499
2	**2.3**	Enrichment Opportunities	Yes	$58,116.00	$58,116
2	**2.4**	Middle School/High School Co-Curricular	Yes	$430,203.00	$392,328
2	**2.5**	Expansion of Co-Curricular Activities	Yes	$52,541.00	$52,541

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	2.6	Intervention Services	Yes	$262,884.00	$262,884
2	2.7	SEL Supports	Yes	$24,375.00	$0
2	2.8	Attendance & Engagement	Yes	$24,112.00	$24,217
2	2.9	Behavior Supports	Yes	$363,335.00	$364,146
2	2.10	Special Education	No	$1,628,374.51	$1,449,088
3	3.1	Local Assessment Systems	No	$40,710.00	$53,703
3	3.2	Student Information and Intervention Dashboard	No	$15,000.00	$16,800
3	3.3	Supplemental Intervention Materials	Yes	$59,971.00	$57,108
3	3.4	PBIS Rewards System	Yes	$4,424.00	$4,424
3	3.5	Credit Recovery	No	$8,125.00	$8,084
3	3.6	Curriculum and Instructional Alignment to Reduce Combo Classes	Yes	$70,700.00	$70,700
3	3.7	High School Math	No	$8,500.00	$8,500
4	4.1	School Climate	No	$14,000.00	$28,957

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	**4.2**	Social Emotional Learning	No	$10,000.00	$5,970
4	**4.3**	Expanded Enrichment Opportunities	No	$77,070.00	$56,634

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,255,415	$1,497,845.00	$1,433,648.00	$64,197.00	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	$33,810.00	$33,810		
1	1.5	Teacher Collaboration and Parent Communication	Yes	$21,733.00	$21,733		
2	2.2	Health Services	Yes	$91,641	$91,641		
2	2.3	Enrichment Opportunities	Yes	$58,116.00	$58,116		
2	2.4	Middle School/High School Co-Curricular	Yes	$430,203.00	$392,328		
2	2.5	Expansion of Co-Curricular Activities	Yes	$52,541.00	$52,541		
2	2.6	Intervention Services	Yes	$262,884.00	$262,884		
2	2.7	SEL Supports	Yes	$24,375.00	$0		
2	2.8	Attendance & Engagement	Yes	$24,112.00	$24,217		
2	2.9	Behavior Supports	Yes	$363,335.00	$364,146		
3	3.3	Supplemental Intervention Materials	Yes	$59,971.00	$57,108		
3	3.4	PBIS Rewards System	Yes	$4,424.00	$4,424		
3	3.6	Curriculum and Instructional Alignment to Reduce Combo Classes	Yes	$70,700.00	$70,700		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$12,994,380	$1,255,415	1.11	10.771%	$1,433,648.00	0.000%	11.033%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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