LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Chowchilla Elementary School District
CDS Code: 20651930000000
School Year: 2024-25
LEA contact information:
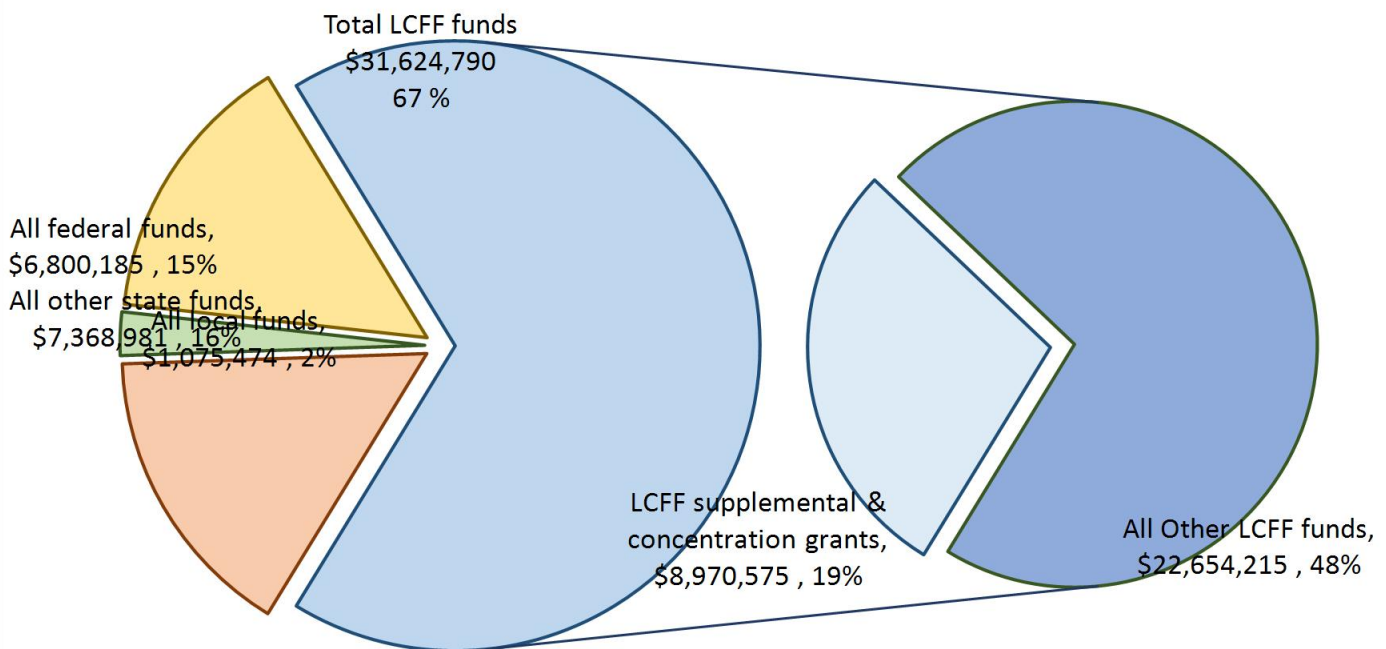Michelle Worrell
Assistant Superintendent
worrellm@chowkids.com
5596658021

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$31,624,790
67 %

All federal funds,
$6,800,185 , 15%

All other state funds,
$7,368,981 , 16%

All local funds,
$1,075,474 , 2%

LCFF supplemental &
concentration grants,
$8,970,575 , 19%

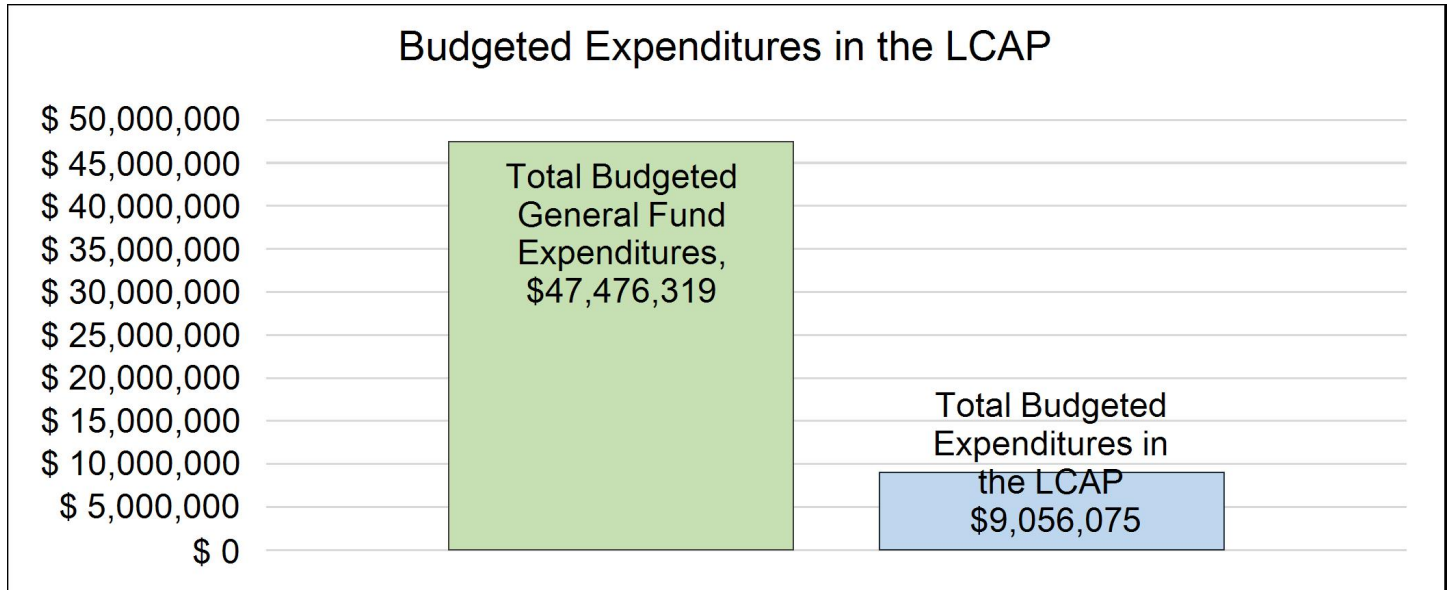All Other LCFF funds,
$22,654,215 , 48%

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

The text description for the above chart is as follows: The total revenue projected for Chowchilla Elementary School District is $46,869,430, of which $31,624,790 is Local Control Funding Formula (LCFF), $7,368,981 is other state funds, $1,075,474 is local funds, and $6,800,185 is federal funds. Of the $31,624,790 in LCFF Funds, $8,970,575 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.

Budgeted Expenditures in the LCAP

| $ 50,000,000 |
| $ 45,000,000 |
| $ 40,000,000 |
| $ 35,000,000 |
| $ 30,000,000 |
| $ 25,000,000 |
| $ 20,000,000 |
| $ 15,000,000 |
| $ 10,000,000 |
| $ 5,000,000 |
| $ 0 |

Total Budgeted General Fund Expenditures, $47,476,319

Total Budgeted Expenditures in the LCAP $9,056,075

This chart provides a quick summary of how much Chowchilla Elementary School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Chowchilla Elementary School District plans to spend $47,476,319 for the 2024-25 school year. Of that amount, $9,056,075 is tied to actions/services in the LCAP and $38,420,244 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
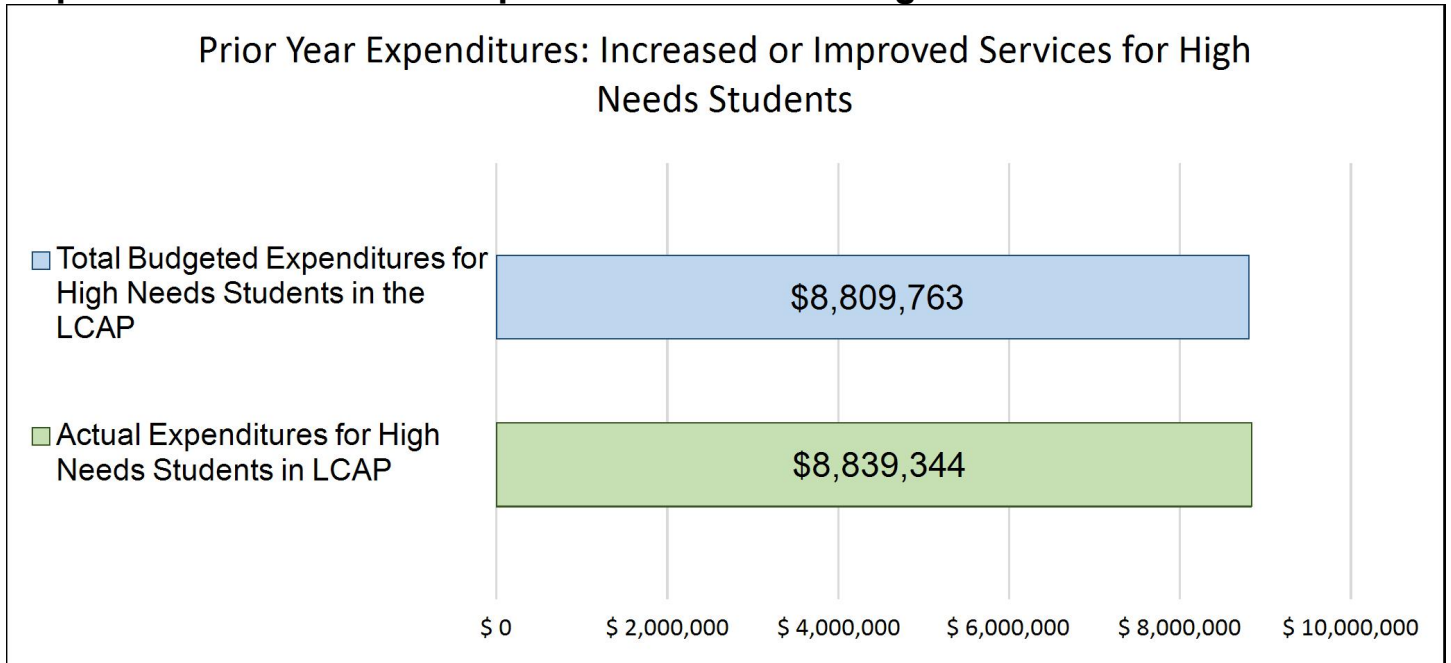
General fund expenditures, not included in the LCAP, include all staff salaries to maintain educational operations, maintenance and operations which include cleaning, maintenance and repair costs, utilities and other operational costs, increased pension costs, and contributions to transportation and special education costs that exceed the entitlements received.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Chowchilla Elementary School District is projecting it will receive $8,970,575 based on the enrollment of foster youth, English learner, and low-income students. Chowchilla Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Chowchilla Elementary School District plans to spend $8,975,575 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 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

- ☐ Total Budgeted Expenditures for High Needs Students in the LCAP: **$8,809,763**
- ☐ Actual Expenditures for High Needs Students in LCAP: **$8,839,344**

Axis: $ 0 — $ 2,000,000 — $ 4,000,000 — $ 6,000,000 — $ 8,000,000 — $ 10,000,000

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

The text description of the above chart is as follows: In 2023-24, Chowchilla Elementary School District's LCAP budgeted $8,809,763 for planned actions to increase or improve services for high needs students. Chowchilla Elementary School District actually spent $8,839,343.9 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Chowchilla Elementary School District	Michelle Worrell Assistant Superintendent	worrellm@chowkids.com 5596658021

Goals and Actions

Goal

Goal #	Description
1	ALL students will increase academic outcomes and decrease achievement gaps.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students who met or exceeded standard on ELA CAASPP assessment (Actions 1.2, 1.3, 1.6, 1.10, 1.12)	2018-2019 30.86% of students met or exceeded on ELA CAASPP assessment	2020-2021 CESD did not administer CAASPP. The District took the digital alternative assessment, Galileo. 24% of students met or exceeded on ELA assessment	2021-2022 27% of students met or exceeded on the ELA CAASPP Assessment	2022-2023 28.10% of students met or exceeded on the ELA CAASPP assessment.	2022-2023 60% of students will meet or exceed on ELA CAASPP assessment 60% of students will meet or exceed on ELA local benchmark assessment
Percent of students who met or exceeded standard on Math CAASPP assessment (Actions 1.2, 1.3, 1.6, 1.10)	2018-2019 24.73% of students met or exceeded on mathematics CAASPP assessment	2020-2021 CESD did not administer CAASPP. The District took the digital alternative assessment, Galileo. 16% of students met or exceeded on Math assessment	2021-2022 19% of students met or exceeded on the Math CAASPP Assessment	2022-2023 19.43% of students met or exceeded on the Math CAASPP assessment.	2023-2024 55% of students will meet or exceed on mathematics CAASPP assessment 55% of students will meet or exceed on mathematics local benchmark assessments

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students in Grades TK-2 who met or exceeded grade level standard for reading (Actions 1.10, 1.12)	2020-2021 Instructional Reading Level K – 21 % met or exceeded 1 – 80% met or exceeded 2 – 70% met or exceeded Sight Word Knowledge K- 50% 1- 63% 2- 81%	2021-2022 Instructional Reading Level- % of students who met or exceeded the grade level standard K- 48% 1- 44% 2- 64% Sight Word Knowledge K- 72.15% 1- 78.17% 2- 78.19%	2022-2023 Instructional Reading Level- % of students who met or exceeded the grade level standard K- 55.6% 1- 45.8% 2- 54.7% Sight Word Knowledge K- 80.5% 1- 81.1% 2- 83.9%	2023-2024 STEPHENS TK: 75% Kinder: 82.6% 1st Grade: 82.9% 2nd Grade: 94.1% FULLER TK: 69.6% Kinder: 34.7% 1st Grade: 50% 2nd Grade: 66% Sight Word Knowledge STEPHENS Kinder: 46.4% 1st Grade: 61.7% 2nd Grade: 76.5% FULLER Kinder: 52.4% 1st Grade: 85% 2nd Grade: 82%	2023-2024 Instructional Reading Level 80% of students in each grade level will be able to meet or exceed the grade level standard Sight Word Knowledge K- 80% will meet or exceed 1- 80% will meet or exceed 2- 80% will meet or exceed
English learner progress (Action 1.7)	2018-2019 43.9% making progress towards	2020-2021 There is not any updated dashboard data on English	2021-2022 48.2% making progress towards	2022-2023 45.9% making progress towards	2022-2023 60% of students will be making progress

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English language proficiency	Learner Progress since the baseline data in 2018-2019. 2021-2022 Data is expected to be available to schools in November of 2022 for the 2021-2022 school year.	English language proficiency	English language proficiency	towards English language proficiency
Percent of EL students scored proficient (Level 4-well developed) on ELPAC summative assessment (Action 1.7)	2018-2019 10% of English learners scored proficient (Level 4-Well Developed) on the ELPAC Summative Assessment.	2020-2021 8.81% of English learners scored proficient (Level 4-Well Developed) on the ELPAC Summative Assessment. 8.6% of EL students who are also Socioeconomically Disadvantaged scored proficient on the ELPAC Summative Assessment. 10.96% of EL students who are also students with exceptional needs,	2021-2022 13.7% of English learners scored proficient (Level 4-Well Developed) on the ELPAC Summative Assessment. 12.8% of EL students who are also Socioeconomically Disadvantaged scored proficient on the ELPAC Summative Assessment. 2.7% of EL students who are also students with exceptional needs, scored	2022-2023 15.63% of English learners scored proficient (Level 4-Well Developed) on the ELPAC Summative Assessment. 15.79% of EL students who are also Socioeconomically Disadvantaged scored proficient (Level 4-Well Developed) on the ELPAC Summative Assessment. 14.94% of EL students who are also	2022-2023 30% of English learners will score proficient (Level 4-Well Developed) on the ELPAC Summative Assessment.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		scored proficient on the ELPAC Summative Assessment. Foster Youth- there is not a large enough student group that is both EL and foster youth	proficient on the ELPAC Summative Assessment. Foster Youth- there is not a large enough student group that is both EL and foster youth	students with exceptional needs, scored proficient (Level 4-Well Developed) on the ELPAC Summative Assessment. Foster Youth- there is not a large enough student group that is both EL and foster youth	
Percent of Unduplicated student groups who met or exceeded standard on ELA CAASPP assessment (Actions 1.2, 1.3, 1.6, 1.7, 1.10, 1.12)	2018-2019 English Learner: 10.16% met or exceeded Low Income: 26.05% met or exceeded Foster Youth: 42.85% met or exceeded Students with Disabilities: 5.97% met or exceeded	2020-2021 CAASPP was not taken in 2020-2021 school year. Alternative assessment Galileo was given and student subgroup data was unavailable.	2021-2022 English Learner: 10.75% met or exceeded Low Income: 24.16% met or exceeded Foster Youth: N/A Students with Disabilities: 7.7% met or exceeded	2022-2023 English Learner: 10.05% met or exceeded Low Income: 25.28% met or exceeded Foster Youth: N/A Students with Disabilities: 8.34% met or exceeded	2022-2023 English Learner: 20% will meet or exceed Low Income: 50% will meet or exceed Foster Youth: 40% will meet or exceed Students with Disabilities: 20% will meet or exceed
Percent of Unduplicated student groups who met or exceeded standard on math CAASPP assessment	2018-2019 CAASPP Baseline Data from the last year of State Assessments	2020-2021 CAASPP was not taken in 2020-2021 school year.	2021-2022 English Learner: 8.47% met or exceeded	2022-2023 English Learner: 5.47% met or exceeded	2022-2023 English Learner: 20% will meet or exceed Low Income: 40% will meet or exceed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Actions 1.2, 1.3, 1.6, 1.7, 1.10, 1.12)	English Learner: 8.63% met or exceeded Low Income: 21.42% met or exceeded Foster Youth: 30.77% met or exceeded Students with Disabilities: 6.67% met or exceeded	Alternative assessment Galileo was given and student subgroup data was unavailable.	Low Income: 16.24% met or exceeded Foster Youth: N/A Students with Disabilities: 3.85% met or exceeded	Low Income: 17.18% met or exceeded Foster Youth: N/A Students with Disabilities: 6.55% met or exceeded	Foster Youth: 30% will meet or exceed Students with Disabilities: 20% will meet or exceed
Percent of students meeting Healthy Fitness Zone in Grades 5 (Average of all 5 categories) (Action 2.4)	2018-2019 65.05% of students are in the Healthy Fitness Zone in grade 5	2020-2021 Physical Fitness Testing did not occur in 2020-2021 2021-2022 - (District calculated Local Data for PFT) 47.08% of students are in the Healthy Fitness Zone in grade 5 Participation Rate= 98.17%	2022-2023 - (District calculated Local Data for PFT) 60% of students are in the Healthy Fitness Zone in grade 5 Participation Rate= 99.6%	2023-2024 The number of students in the HFZ is no longer a reported criteria for the state of CA. Instead we are reporting and using the participation rate for each fitness areas. Participation Rate Aerobic Capacity= 100% Abdominal Strength and Endurance= 100% Trunk Extensor Strength and Flexibility= 100%	2023-2024 70% of students will be in the Healthy Fitness Zone in grade 5 96% of students will participate in PFT testing for each area.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Upper Body Strength and Endurance= 100% Flexibility= 100%	
Percent of students meeting Healthy Fitness Zone in Grades 7 (Average of all 5 categories) (Action 2.4)	2018-2019 64.43% of students are in the Healthy Fitness Zone in grade 7	2020-2021 Physical Fitness Testing did not occur in 2020-2021 2021-2022 - (District calculated Local Data for PFT) 67.11% of students are in the Healthy Fitness Zone in grade 7 Participation Rate= 96.83%	2022-2023 - (District calculated Local Data for PFT) 59.2% of students are in the Healthy Fitness Zone in grade7 Participation Rate= 96.6%	2023-2024 - (District calculated Local Data for PFT) The number of students in the HFZ is no longer a reported criteria for the state of CA. Instead we are reporting and using the participation rate for each fitness areas. Participation Rate Aerobic Capacity= 97.3% Abdominal Strength and Endurance= 98.2% Trunk Extensor Strength and Flexibility= 98.2% Upper Body Strength and Endurance= 98.2% Flexibility= 98.2%	2023-2024 70% of students will be in the Healthy Fitness Zone in grade 7 96% of students will participate in PFT testing for each area
Percent of students who met or exceeded	2018-2019	2020-2021	2021-2022	2022-2023	2022-2023

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standard on the California Science Test in grades 5 (Action 1.4)	31.72% of students met or exceeded standard	For this school year, the Science test was not an available option and an alternative assessment was not recommended to take in the place of the California Science Test.	11% of students met or exceeded standard	13.28% of students met or exceeded standard SWD: 3.7% of students met or exceeded standard SED: 11.01% of students met or exceeded standard EL: 0% of students met or exceeded standard	30% of students will meet or exceed standard
Percent of students who met or exceeded standard on the California Science Test in grades 8 (Action 1.4)	2018-2019 30.84% met or exceeded standard	2020-2021 For this school year, the Science test was not an available option and an alternative assessment was not recommended to take in the place of the California Science Test.	2021-2022 16% of students met or exceeded standard	2022-2023 15.10% of students met or exceeded standard SWD: 0% of students met or exceeded standard SED: 11.68% of students met or exceeded standard EL: 3.13% of students met or exceeded standard	2022-2023 30% will meet or exceed standard
Percent of students meeting promotion criteria from Junior High to High School	2018-2019 84% of students met the promotion	2021-2022 97% of students met the promotion	2022-2023 96.4% of students met the promotion	2023-2024 82% of students met the promotion	2023-2024 95% of students will meet the promotion

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	requirements before entering high school	requirements before entering high school	requirements before entering high school	requirements before entering high school	requirements before entering high school
Students have access to a broad course of study	2020-2021 100% of students, including unduplicated and students with exceptional needs, had access to a broad course of study	2021-2022 100% of students, including unduplicated and students with exceptional needs, had access to a broad course of study	2022-2023 100% of students, including unduplicated and students with exceptional needs, had access to a broad course of study	2023-2024 100% of students, including unduplicated and students with exceptional needs, had access to a broad course of study	2023-2024 100% of students, including unduplicated and students with exceptional needs, will have access to a broad course of study
Percent of students in Grades TK-8 who met or exceeded grade level standard in mathematics on local benchmark assessments (Actions 1.2, 1.10, 1.12)	2020-2021 K- 50% 1- 54% 2- 38%	2021-2022 K- 69.38% 1- 76.06% 2- 48.11% 3- 36% 4- 20% 5- 23% 6- 32% 7- 72% 8- 26%	2022-2023 K- 75% 1- 80.7% 2- 64.3% 3- 18% 4- 19% 5- 22% 6- 33% 7- No comparable scores. 8- No comparable scores.	2023-2024 (Local NWEA Data) District: 27.98% Kinder: 37.4% (28.9% Fuller, 45.8% Stephens) 1st Gd: 35.1% (25.2% Fuller, 44.9% Stephens) 2nd Gd: 47.1% (36.6% Fuller, 57.6% Stephens) 3rd Gd: 33.2% 4th Gd: 26.2% 5th Gd: 11.2% 6th Gd: 24.3% 7th Gd: 19.9%	2023-2024 District is above the average for Madera County which was 20.8% and will therefore set our outcome at the state average which is 34.62% meeting or exceeding the standard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				8th Gd: 18.4%	
Reclassification rate of English learners (Action 1.7)	2019-2020 CESD reclassified 0 students in the 2019-2020 school year, which is a reclassification rate of 0%. (COVID Pandemic)	2020-2021 CESD reclassified 3 students in the 2020-2021 school year, which is a reclassification rate of .45%.	2021-2022 CESD reclassified 28 out of 745 students in the 2021-2022 school year, which is a reclassification rate of 3.79%.	2022-2023 CESD reclassified 28 out of 723 English learners in 2022-2023 school year, which is a reclassification rate of 3.87%.	2023-2024 20% of students will be reclassified each year
Chronic Absenteeism (Local and State Data) (Actions 1.4, 1.11)	2018-2019 8.2% of students were chronically absent 47.2% Foster Youth/Homeless were chronically absent	2020-2021 13.5% of students were chronically absent 14.3% of Foster Youth were chronically absent 19% of Homeless students were chronically absent 22.5% of Student with Exceptional Needs were chronically absent	2021-2022 Dashboard Data 41.8% of students were chronically absent 66.7% of Foster Youth were chronically absent 76% of Homeless students were chronically absent 55.3% of Student with Exceptional Needs were chronically absent 44.1% of Socioeconomically Disadvantaged	2022-2023 Dashboard Data 25.6% of students were chronically absent 47.1% of Foster Youth were chronically absent 64.9% of Homeless students were chronically absent 32.8% of Student with Exceptional Needs were chronically absent	2023-2024 15% of students will be chronically absent 15% of Foster Youth will be chronically absent 15% of Homeless students will be chronically absent 20% of Student with Exceptional Needs will be chronically absent 15% of Socioeconomically Disadvantaged students will be chronically absent

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		15.4% of Socioeconomically Disadvantaged students were chronically absent 8.7% of English Learner students were chronically absent	students were chronically absent 35.8% of English Learner students were chronically absent 2022-2023 Local Data All Students: 24% of students were chronically absent Foster Youth: 25% (1 out of 4) were chronically absent Homeless: 100% (2 out of 2) were chronically absent Students with Exceptional Needs: 36.1% were chronically absent Socioeconomically Disadvantaged: 24.4 % were chronically absent English Learners: 19.3% were chronically absent	27.4% of Socioeconomically Disadvantaged students were chronically absent 20.7% of English Learner students were chronically absent 2023-2024 Local Data All Students: 13.8% of students were chronically absent Foster Youth: 13.3% were chronically absent Homeless: 35.3% were chronically absent Students with Exceptional Needs: 25.5% were chronically absent Socioeconomically Disadvantaged: 14.5 % were chronically absent	15% of English Learner students will be chronically absent

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				English Learners: 10.5% were chronically absent	
Average Number of Days Absent Per Student (Action 1.11)	2018-2019 7.8 average number of days absent per student	2020-2021 10.2 average number of days absent per student	2021-2022 Local Data 18.3 average number of days absent per student	2022-2023 (Data Quest) 13.0 average number of days absent per student	2023-2024 11 average number of days absent per student
Parents in attendance at District academic events (Actions 1.3, 1.5)	Metric added in the 2022-2023 School Year	Metric added in the 2022-2023 School Year	2022-2023 Average attendance of: 5 parents at site events 49 parents at district events	2023-2024 Average attendance of: 12 parents at site events 54 parents at district events	2023-2024 The Districts will have an average of 7 parents at site meetings and 60 parents at District events or meetings.
Parent survey responses about academic programming (Action 1.5)	Metric added in the 2022-2023 School Year for the 2023-2024 LCAP.	Metric added in the 2022-2023 School Year for the 2023-2024 LCAP.	Metric added in the 2022-2023 School Year for the 2023-2024 LCAP.	2023-2024 97% of families feel that the District is assisting their students in closing the achievement gap.	2023-2024 80% of families will feel that the District is assisting their students in closing the achievement gap.
Percent of families to whom technology and internet access were made available	Metric added in the 2022-2023 School Year	Metric added in the 2022-2023 School Year	2022-2023 Technology and internet access were made available to	2023-2024 Technology and internet access were made available to	2023-2024 Technology and internet access will be made available to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Action 1.9)			100% of families via checkout system from site libraries.	100% of families via checkout system from site libraries.	100% of families via checkout system from site libraries.
Percent of pre-registered TK and Kindergarten students who were academically screened and provided learning resources prior to beginning school (Action 1.13)	Metric added in the 2022-2023 School Year	Metric added in the 2022-2023 School Year	2022-2023 79% of pre-registered TK and Kindergarten students were academically screened and provided learning resources prior to beginning school. (Stephens screened 13 TK and 27 Kindergarten students and Fuller screened 41 Kindergarten students, with plans to screen all TK students in August before school begins.)	2023-2024 (Scheduled for June of each year and therefore switching to using prior year data each year). 79% of pre-registered TK and Kindergarten students were academically screened and provided learning resources prior to beginning school. (Stephens screened 13 TK and 27 Kindergarten students and Fuller screened 41 Kindergarten students, with plans to screen all TK students in August before school begins.)	2023-2024 85% of pre-registered TK and Kindergarten students will be academically screened and provided learning resources prior to beginning school.

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Action 1.1- 6111 PROVIDE COMMUNITY LEARNING HUBS FOR FAMILIES TO RECEIVE ACADEMIC SUPPORT, TECHONOLOGY AND INTERNET ACCESS IN THE EVENINGS

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

SUCCESSES:

Families and students within our community were able to check out devices throughout the year to support them at home with their learning in all areas; academic and social-emotional.   The greatest success of this action was the ease of accessibility of checking our devices for our students and families.   Students were able to check out a device during any open time during the school day including before school, break, lunch or after school. Families were also able to check out a device at any time during the school day by entering the front office and making the request. The ability for our families to check out Chromebooks and hotspots throughout the year allowed students to have access to educational programming at home to support their extension of learning academic standards or social-emotional supports.

A secondary success of this action was the ability for students struggling with in-person learning to be able to access their learning through long term independent study. The program had approximately 22 students enrolled throughout the year. The program enrollment varied throughout the year as well as the specific students within the program. Some students were in the program for short time frames of about 6-8 weeks to accommodate a medical need or a family situation while other students may have been in the program all year due to it being a better placement for their learning style.

CHALLENGES:

While long term independent study had some successes it also had some challenges. The greatest challenge was the learning outcomes for students. CESD has been running this program since the pandemic, and working each year to make improvements. Even with the improvements, the data of students shows that the program is not assisting our unduplicated students in closing the achievement gap. Another challenge came with the online program, Acellus, that the district has been using. Secretary of Education, Tony Thurmond, announced at the end of the 23-24 year there were concerns with the Acellus program including that the lessons contain highly inappropriate content and may not meet state legal requirements surrounding instructional materials. CESD was only using Acellus for a portion of the programming, while the other materials to teach the standards were district adopted instructional materials taught over a virtual platform from our certificated teacher. Acellus had a large price increase this year that led to the action costing more than we had originally participated. In the end, our unduplicated students showed a 6% greater achievement gap after transferring from in-person learning to online learning. Therefore, the district has decided to cancel the implementation of our long term independent study program and work with our families to re-enroll in our in-person learning option.

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Action 1.2 - 6202 LOWER CLASS SIZE INNITIATIVE

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

SUCCESSES:

One of the largest successes with lower class size initiative is the ability for students to have more contact time with the classroom teacher. Since the pandemic there have been a higher rate of student social-emotional needs, attendance concerns and behavior supports. Lower class size initiative has allowed our teachers to have more time per student to focus on their individual needs. Through educational partner feedback, it was expressed the teachers and parents felt that the smaller class sizes were important to ensure we can continue to give more attention to students in order to address the concerns mentioned above. CESD is confident that by addressing the concerns above we will be able to begin transitioning to a higher concentration of student-teacher contact time focusing on academic supports.

Data from grades 4-8 shows an overall increase in ELA CAASPP achievement of 1%. 6th grade was an anomaly within this data with a decline of 9.23% in ELA. The reasons for the decline within this grade level were due to a large change in the staffing within this grade level and the necessary time to mentor staff to ensure they can be effective in teaching the state standards. When removing 6th grade from the overall data there is an achievement increase of 10.21%. This is a significant increase for a one year time frame that CESD is confident will continue in the coming years.

CHALLENGES:

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

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Action 1.5 - 6301 PROVIDE ACADEMIC FAMILY NIGHTS TO SUPPORT HOME TO SCHOOL CONNECTION AND STUDENT OUTCOMES

There was a substantive difference in planned actions and actual implementation of this action. (See challenges)

SUCCESSES:

The greatest success of this action was being able to accommodate families by holding a combination of meetings in-person and virtually. Educational partner input stated that even though our participation rate for families did not show a significant increase in attendance rates they appreciated all of the sessions we held and the varied methods of attendance options. Throughout the year we found that with younger grade levels, we can get more families to attend meetings by offering their children to receive an incentive including 5 minutes of extra recess, lunch with the principal or a small healthy treat. The older grade students are showing a greater increase in parent participation rates when the students are offered incentives such as a day of wearing Crocs to school or cell phones out at break.

CHALLENGES:

CESD knows and believes in the value of a true partnership between home and school. We have not been able to significantly increase our participation rates but will continue to offer incentives to students and families in the coming years. When reviewing data, from prior to the pandemic, educational partner input attendance rates at meetings were much lower than they are now. This means that while we were not able to continue to significantly increase participation rates, we have made improvement over time showing that the strategies written into the plan are working and should be continued. CESD will continue to collaborate with other school district to gather new ideas for educational partner participation and implement strategies that may work for our families and community.

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Action 1.6 - 6112 PROVIDE STUDENT INTERVENTIONS DURING THE SCHOOL DAY TO ADDRESS TARGETED LEARNING GAPS

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

SUCCESSES:

Each of the elementary schools sites have an intervention lab that supports small group targeted instruction for students in tier 3 (2-3) years behind. There is not only success in having an intervention lab but also in targeting student learning gaps and supporting classroom instructional of standards. Students in the lab have shown more growth than a typical school year without the reading lab supports. Once a month data chats between reading lab teachers and classroom teachers showed a significant increase in student achievement and collaboration for student learning outcomes, at Stephens Elementary School in 2022-2023. Therefore, for the 2023-2024 school year CESD began to expand the data chats to additional sites. They were unable to happen on a once a month frequency during this year but we will continue to expand them during the 2024-2025 school year.

CHALLENGES:

While students are making growth each year in the lab at a rate higher than students who are not in the lab, students are still not making growth at a fast enough rate to exit from the lab. CESD wanted to support our students achievement by learning more about the Science of Reading research by attending professional development sessions and working with teachers to transfer this knowledge from theory to application. Another challenge in the reading labs came with the balanced literacy approach to instruction. Research showed that CESD needs to transition to a more explicit and systematic method of teaching students to read using the newest brain research. In March of 2024 CESD began to pilot various programs using the Science of Reading based approach to teaching. Due to a short amount of time the pilot's in labs were not able to be completed to the fullest extend. In addition, due to the pilot starting in March it was difficult to tell if student growth was due to the new pilot materials and instructional methods or the previous instruction. Therefore, for the 2024-2025 school year all of the reading labs at our elementary schools will run a full pilot program in our reading labs using SIPPS, Fly Lead and Read 180.

Another challenge for our reading labs were the high numbers of students who fell into tier 3 and needed the additional supports. Our labs reached capacity and had to prioritize students based on level of need.

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Action 1.7 - 6107 PROVIDE ENGLISH LEARNERS WITH LANGUAGE SUPPORTS AND INTERVENTIONS SPECIFIC TO LANGUAGE ACQUISITION AND TARGETED LEARNING GAPS

There were no substantive differences in the implementation of action 1.7 besides being unable to implement a new ELD adoption during the 2023-2024 school year. However, CESD continued to use the prior adoption. (See challenges).

SUCCESSES:

The ELD program for students at Wilson Middle School was successful in many ways. The teacher who took over this program for the 2023-2024 school year came with a few years of experience in teaching students a second language and had a solid base understanding of their needs. The new teacher additionally had been an EL learner himself and had a passion for supporting our EL students. Students during the 2023-2024 school year were more engaged in ELD class, had a positive relationships with their teacher and felt safe at school to learn. Students could be found during break or lunch in the teachers room spending time with friends in a space they felt safe. The teacher was also engaging and used the newly adopted ELD program from Ballard and Tighe that was designed around the newest research on how English Learners learn best.

CHALLENGES:

The only challenge for this action was the inability to adopt a new ELD curriculum at the beginning of the year. The pilot process was completed but the EL task force was unable to make a final decision that went all the way through the process of review and board adoption. Therefore, teachers were still using the prior adopted ELD materials which were no longer aligned to the current research. CESD used this year, 2023-2024, to finalize the adoption process and ensure that there was a new adoption successfully ready to be implemented in classrooms for the 2024-2025 school year. This process was completed as planned and the district is eager to see the impact these changes have for our English learner achievement.

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Action 1.8 - 6208 PROVIDE EXPANDED LEARNING TIME INTERVENTIONS (AFTER SCHOOL HOURS) TO ADDRESS LEARNING GAPS AND INCREASE STUDENT OUTCOMES

There were no substantive differences in the planned action and the actual implementation of this action. This action was moved to expanded learning funds for the 2023-2024 LCAP year and was implemented as planned using that funding resource.

SUCCESSES:

CESD was able to provide 3 full sessions of afterschool interventions, in-person, on all elementary school sites throughout the year from our credentialed certificated staff. We were also able to have additional tutoring services offered to students for both small group and 1-1 sessions virtually with a credentialed teacher. These sessions were provided to student at home in the evenings through a platform called Full Mind. This service was implemented as a way to offer interventions at home for families who wanted additional academic supports. This service was offered to all families within the district and they were all given access to sign up for sessions throughout the year.

CHALLENGES:

The largest challenge with this action was the ability to expand the program capacity to offer it to all students who wanted to attend. Each session was capped for student capacity based on the number of teachers who were willing to teach afterschool sessions. At the middle school there was rarely a teacher who was willing to teacher afterschool intervention which meant that our students at those grade levels did not have access to in-person tutoring/intervention services. These students were still able to receive the online tutoring services.

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Action 1.9 - 6203 PROVIDE INSTRUCTIONAL TECHONOLOGY FOR STUDENTS TO INCREASE STUDENT OUTCOMES

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

SUCCESSES:

CESD was able to start changing over our Chromebook orders to a higher end device that is touchscreen 2-1 device. This has allowed our younger students in grades TK-2 to have greater success with the navigation of the screen to be able to take benchmark assessments with greater ease. At the beginning of the 2023-2024 school year, before we had these devices, students in grades TK-2 were missing answers on benchmark assessments due to not knowing how to move items on the screen as needed to order them as the direction guided them to do.

CHALLENGES:

Even though the district began to see the need for touchscreen devices for students, it came too late in the year and we are confident it impacted student benchmark scores. At the end of the 2023-2024 school year an order was placed for additional touchscreen devices. With the addition of the new devices all students in grades TK-2 will have a touchscreen device to allow them to be more successful in navigating the screen and items for instructional and assessment purposes. All school sites for grades 3-8 are also slowly moving towards these touchscreen devices. This school year they each ordered 160 devices to begin the process. Next year there will be another order placed to continue to replace outdated devices with the newer touchscreen model.

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Action 1.10 -6103 PROVIDE SUPPLEMENTAL INSTRUCTIONAL SUPPLIES AND MATERIALS

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

SUCCESSES:

CESD created systems to ensure a smooth and easy ordering process that allows teachers to receive necessary classroom when they were needed that was also timely. The system sends the order to site admin for approval then to the district office for review by Educational Services for a second approval before the order is placed by the business office. Because this runs through a technology system it is a smooth, efficient and able to be processed quickly so teachers receive supplemental supplies in a timely manner.

CHALLENGES:

One challenge with ordering this year was the newly implemented deadline. In previous years, orders were able to be placed through the end of the year. This made it difficult to close out the fiscal year for LCAP purposes. Therefore, this year we implemented a May deadline to order and asked teachers to look ahead and ensure they were ordering all they needed to get through the end of the year.

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Action 1.11 - 6106 PROVIDE ACADEMIC INCENTIVES FOR STUIDENTS TO MOTIVATE THEM TOWARDS GREATER ACADEMIC OUTCOMES

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

SUCCESSES:

During our educational partner input sessions throughout the year, including site and district committees, we all heard resoundingly that families and students appreciated the academic incentives. Families felt like the incentives motivated their students and pushed them to try harder to reach their goals. Families stated that when there were incentives around learning, their students shared the information with them with excitement and wanted to learn the content more. Teachers also felt like when they set classroom SMART goals and worked together to reach those goals for an academic incentive, students were trying harder and working more to help each other reach success and/or growth.

CHALLENGES:

As a district we have made improvements this year in goals setting for whole school, classroom and individual.   However, as a district we still have continued work to do to ensure that every teacher feels confident in this process and continues to refine it to ensure that all 3 types of SMART goals are set.

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Action 1.12 - 6105 PROVIDE DIGITAL PLATFORMS DIRECTED AT STUDENT ACHIEVEMENT

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

SUCCESSES:

Digital platforms are not meant to ever be a primary source of learning. However, for CESD they are a useful tool for a small portion of the day in which teachers are working to pull small groups of students for differentiation of learning to work on specific skills needed for each student as an individual. During this time, when the other These platforms give students a brief diagnostic and then teach them the skills needed no matter what level that may be due to their adaptive ability to meet all students where they are and give them what they need next according to a scope and sequence that is aligned with the ca content standards. Some students are working below grade level while others are working at or above grade level. Another success for younger students is that they love the program and feel like it is a game on the computer rather than learning.

CHALLENGES:

CESD still has a variety of platforms at the school sites. For example at Fuller Elementary they use ST Math digital platform, Stephens Elementary has Imagine Learning and the other 3 school sites have IXL. CESD has just completed a rigorous ELA pilot process and is adopting HMH (Houghton Mifflin Harcourt) Into Reading and Into Literature materials. With this adoption we will also be aligning our ELA digital platforms to the same HMH vendor. The ELA digital platform we will be using is called Waggle. In the coming year or two, CESD will need to complete a math adoption process and hope to align our math digital platform for students at that time.

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Action 1.13 - 6109 KINDER SCREENING AND PREPAREDNESS

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

SUCCESSES:

Families were provided with early information on registration, dates and steps of the process. All students were provided with a screening date and teacher to learn specific data on each student. This data is analyzed by staff to place students into classes for the upcoming year and offer early learning experiences for those who show they are already behind in basic skills. Each students receives an early learning backpack with learning materials for the summer to enable families to support their students in getting them ready for their first day of school. The primary focus is to close the equity gap by ensuring all families have what they need for their students to increase their ability to start their first year of school successfully.

CHALLENGES:

The challenge with this action is that the district is that not all families enroll at the beginning of the process. Many families wait until the last minute, no matter how much communication, and enroll their children in school a day or two before the first day. When this happens we are unable to assess the students to know their learning needs prior to school starting and are unable to give them learning materials they can use throughout the year

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Action 1.14 - 6210 PROVIDE EXTENDED LEARNING TIME INTERVENTIONS (SUMMER SCHOOL) TO ADDRESS LEARNING GAPS AND INCREASE STUDENT OUTCOMES

There were no substantive differences in the planned action and the actual implementation of this action. This action was moved to expanded learning funds for the 2023-2024 LCAP year and was implemented as planned using that funding resource.

SUCCESSES:

CESD has been able to successfully offer Summer learning programs to all students and families who want to attend. We have also been able to offer transportation for all families to ensure they are successfully in attendance without adding stress to families. Summer learning camp is successful in focusing on enrichments, social-emotional learning, physical activity and academic needs. Each year we create a Summer Camp theme to incentivize and motivate students to attend and learn. This year we are able to offer enrichments such as coding, animation, golf, science and many others.

CHALLENGES:

There were no significant challenges with our Summer Camp process. One small challenge was the short amount of time for the programming to run which caused students to have to learn new systems in a short amount of time. This was difficult for all students, but mostly for the younger students, who really needed to build relationships with kids to support behaviors and didn't have enough time to complete this and reach growth academically in the short time frame of Summer Learning Camp.

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

Action 1.1- 6111 PROVIDE COPMMUNITY LEARNING HUBS FOR FAMILIES TO RECEIVE ACADEMIC SUPPORT, TECHONOLOGY AND INTERNET ACCESS IN THE EVENINGS

In 2023 the District budgeted $197,000 on this action. The District's estimated actuals for this action were $244,062. This difference is due to the increase in costs this year of the programming through Acellus. This increase was additionally due to the need for additional hotspots for students and families for at home learning.

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Action 1.2 - 6202 LOWER CLASS SIZE INNITIATIVE

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

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Action 1.3 - 6303 INCREASE PARTICIPATION IN THE SITE AND DISTRICT EDUCATIONAL PARTNER SESSIONS TO PROVIDE INPUT

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

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Action 1.4 - 6110 ADDING S.T.E.A.M & S.T.E.M INSTRUCTIONS

This action was moved to 2.15. Please go to goal 2 to review this action.

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Action 1.5 - 6301 PROVIDE ACADEMIC FAMILY NIGHTS TO SUPPORT HOME TO SCHOOL CONNECTION AND STUDENT OUTCOMES

In 2023 the District budgeted $44,000 on this action. The District's estimated actuals for this action were $18,264. This difference is due to the lack of blue sheet and supplies that we had originally thought we would need to hold these family nights in person. The District decided to provide these sessions via zoom instead of in-person which eliminated many of the costs of supplies and additional time for staff.

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Action 1.6 - 6112 PROVIDE STUDENT INTERVENTIONS DURING THE SCHOOL DAY TO ADDRESS TARGETED LEARNING GAPS

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

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Action 1.7 - 6107 PROVIDE ENGLISH LEARNERS WITH LANGUAGE SUPPORTS AND INTERVENTIONS SPECIFIC TO LANGUAGE ACQUISITION AND TARGETED LEARNING GAPS

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

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Action 1.8 - 6208 PROVIDE EXTENDED LEARNING TIME INTERVENTIONS (AFTER SCHOOL HOURS) TO ADDRESS LEARNING GAPS AND INCREASE STUDENT OUTCOMES

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

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Action 1.9 - 6203 PROVIDE INSTRUCTIONAL TECHONOLOGY FOR STUDENTS TO INCREASE STUDENT OUTCOMES

In 2023 the District budgeted $213,579 on this action. The District's estimated actuals for this action were $244,062. This difference is due to the increase in the cost of the Chromebooks that the District has been ordering. With the district changing our local benchmark assessments to an online platform there was a need to switch to a touch screen 2-in-1 Chromebook device to enable to students to be able to manipulate items in a more user friendly method. At the beginning of the 2023-2024 school year students began taking the online NWEA local benchmark assessments. After monitoring the first session it was easy to see that students would benefit from the ability to be able to touch the screen to move and manipulate items in ELA and in math. This was more predominant in the lower grades, TK-2, but did have an impact on all grade levels. Therefore, from now on the district will be using these devices for student learning. The increase in costs was about $120 more per device than in the previous year.

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Action 1.10 -6103 PROVIDE SUPPLEMENTAL INSTRUCTIONAL SUPPLIES AND MATERIALS

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

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Action 1.11 - 6106 PROVIDE ACADEMIC INCENTIVES FOR STUIDENTS TO MOTIVATE THEM TOWARDS GREATER ACADEMIC OUTCOMES

In 2023 the District budgeted $35,000 on this action. The District's estimated actuals for this action were $25,717. This difference is due to not ordering as many incentives as we did the year previously. We will be implementing student store's for PBIS in the coming year and therefore are confident this action will have more spent during the 2024-2025 school year than in this year.

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Action 1.12 - 6105 PROVIDE DIGITAL PLATFORMS DIRECTERD AT STUDENT ACHIEVEMENT

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

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Action 1.13 - 6109 KINDER SCREENING AND PREPAREDNESS

In 2023 the District budgeted $21,000 on this action. The District's estimated actuals for this action were $25,717. This difference is due to the cost of learning backpacks for students. In the prior year, CESD bought each student a bag and filled it with summer learning activities to complete to assist the families in getting their students ready for their TK or Kindergarten school year. This year we were able to receive approximately 200 backpacks in a donation from a local almond company that decreased the expenditures for the district.

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Action 1.14 - 6210 PROVIDE EXTENDED LEARNING TIME INTERVENTIONS (SUMMER SCHOOL) TO ADDRESS LEARNING GAPS AND INCREASE STUDENT OUTCOMES

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

OVERALL PICTURE OF CESD DURING THE 2021-2024 SCHOOL YEARS

After the pandemic, CESD put a plan in to action that would follow us through the end of the current 3 year LCAP cycle. These actions were implemented to increase achievement for our unduplicated students which meant a systemic restructuring of many existing systems happening within CESD. Many of these items have been in the process of implementation but were not fully implemented until the 2023-2024 school year. These items include a local benchmark assessment system that was California standards aligned and rigorous enough to align to the CAASPP assessment for students, a reading diagnostic assessment method to find specific learning gaps for our students, a new ELD adoption and ELA adoption to ensure our students were receiving the most up to date research aligned practices and creating professional learning communities that are targeting specific instructional standards and data driven to ensure student learning. At the end of the 2024 school year CESD has completed all of these pieces and feel confident in moving forward to our next 3 year plan with many new

components in place to support the actions within the LCAP. The data during the 2021-2024 LCAP cycle was not aligned grade to grade and truly was not an accurate measure of the growth our district is making. CESD had to take the time to make large systematic shift to our district, with the support of a new superintendent, to ensure that we were moving forward in a way that would positively impact student learning.

One course of action that is incomplete at this time and will continue into the 2024-2025 school year involved the interventions during the school day. The intervention teachers will be piloting a couple of programs including SIPPS, Read 180, FlyLeaf and UFLI to determine which ones best address specific learning areas and have the greatest impact on increased student learning to close achievement gaps.

The following actions within the LCAP use academic data as a measure for effectiveness. The academic data used is our ELA and Math CAASPP, local benchmark data from NWEA Map Growth for ELA and Math, NWEA Map Growth Reading Levels, Sight Word Knowledge and Reclassification Rate.

CAASPP Data for ELA (Actions 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14)

After the pandemic, CESD's first year of testing was considered our baseline. The reason for this is that after the pandemic all schools had to find a new baseline measure to use as we began to implement addition academic supports to close the achievement gap for our unduplicated students. Our baseline testing data (from testing platform Galileo) for 2020-2021 showed that 24% of our students met or exceeded the standard in ELA. In 2021-2022, CESD began giving the CAASPP assessment once again. Data from Data Quest showed that CESD made growth with an overall increase of 3% in ELA. For the 2022-2023 assessment year, CESD made growth once again but on a smaller scale. The overall percentage of student who met or exceeded the standard was 28.10%. This was an increase of 1.1%. As we began to dig into the data deeper we found that all grades levels, except for 5th and 6th had significant growth but the district overall percentage was impacted by these two grade levels. In both grade levels, 5th and 6th, there were a variety of obstacles that impacted their growth. These obstacles included teachers out on maternity leave, a teacher vacancy and a high rate of new teachers. If these 2 grade levels were removed from the data, CESD would have had 30.6% of students meeting or exceeding the standard which would have been an increase of 3.6%. Instead of choosing to make a large shift in our overall implementation plan we decided to offer additional supports to Fairmead Elementary to support 5th and 6th grade. Note: Fairmead Elementary is only a 5th and 6th grade school site.

Based on the information above, each action is marked for effectiveness below.

Action 1.1- 6111 PROVIDE COPMMUNITY LEARNING HUBS FOR FAMILIES TO RECEIVE ACADEMIC SUPPORT, TECHONOLOGY AND INTERNET ACCESS IN THE EVENINGS- NOT EFFECTIVE
This action was not effective. Data shows that the students on long term independent study did not make the growth that other students made over the 3 year cycle. Data showed that CAASPP scores for students in the long term independent study program scored below 7% meeting or exceeding the standards in both ELA and math. The hotspots and Chromebooks for family and student checkout were effective and will continue and be merged into the technology action for the upcoming 3 year cycle.

Action 1.2 - 6202 LOWER CLASS SIZE INNITIATIVE- EFFECTIVE

The lower class size initiate is effective. Data shows that student attendance rates are rising, suspension rates are lowering and student achievement is also showing growth. During this LCAP cycle our focus has primarily been building relationships with students to increase their attendance and social-emotional well being. After the pandemic there was a need to focus on both of these areas of student growth. In the new 3 year LCAP cycle we will be focusing on student achievement and ensuring that our lower class size initiative can increase achievement for students in this area as well.

Action 1.3 - 6303 INCREASE PARTICIPATION IN THE SITE AND DISTRICT EDUCATIONAL PARTNER SESSIONS TO PROVIDE INPUT- SOMEWHAT EFFECTIVE
The intent of this action over the 3 year cycle was to increase educational partner input. This action has been somewhat effective. Over the 3 years our participation rates have risen. CESD will continue this action

Action 1.5 - 6301 PROVIDE ACADEMIC FAMILY NIGHTS TO SUPPORT HOME TO SCHOOL CONNECTION AND STUDENT OUTCOMES- SOMEWHAT EFFECTIVE
The intent of this was to implement family nights the way the district used to prior to the pandemic. Due to the need to focus on social-emotional well being of students along with attendance rates, the district has not been able to focus on this action as it was intended. We were able to implement the action by communicating areas of focus on student learning. However, we have not been able to hold sessions to teach families what we are working on in the school and how they can support at home.

Action 1.6 - 6112 PROVIDE STUDENT INTERVENTIONS DURING THE SCHOOL DAY TO ADDRESS TARGETED LEARNING GAPS- SOMEWHAT EFFECTIVE
This action provided interventions during the school day for students who have shown to be 2-3 years behind academically. This action is was implemented as designed and the data shows that there are gains in student achievement levels to close the instructional gap. However, we have found that students who enter into the interventions are primarily receiving the same instruction even if they do not have the same instructional gap. We are implementing a new pilot program within our interventions for the upcoming year to find the specific areas of instructional gaps on a student-by-student basis, provide them instruction in that specific area and work to exit them back to their tier one classroom instruction. Additionally, we have redesigned our master schedule at sites to ensure that students who are in these interventions are not missing any tier 1 classroom instruction that could cause them to fall further behind in other instructional areas.

Action 1.7 - 6107 PROVIDE ENGLISH LEARNERS WITH LANGUAGE SUPPORTS AND INTERVENTIONS SPECIFIC TO LANGUAGE ACQUISITION AND TARGETED LEARNING GAPS- SOMEWHAT EFFECTIVE
This action was effective in providing bilingual instructional aide supports in classrooms to support student achievement and understanding of content through the translation of languages. This action was also effective in ensuring effective communication with our English learner families in various formats throughout the year. This action was somewhat effective in increasing the ELPI scores of students to ensure accelerated language development. CESD will use updated ELD adoption materials for the upcoming 3 year cycle of LCAP and focus additionally on the specific needs of our LTEL students to support them in their reclassification goals.

Action 1.8 - 6208 PROVIDE EXTENDED LEARNING TIME INTERVENTIONS (AFTER SCHOOL HOURS) TO ADDRESS LEARNING GAPS AND INCREASE STUDENT OUTCOMES- EFFECTIVE

This action was effective but used expanded learning funds instead of LCAP funds. This was a change that occurred at the beginning of the 2023-2024 LCAP year.

Action 1.9 - 6203 PROVIDE INSTRUCTIONAL TECHONOLOGY FOR STUDENTS TO INCREASE STUDENT OUTCOMES- EFFECTIVE
This action was effective in providing students technology and increasing student outcomes. This action was also effective in teaching students to navigate technology to assist them in successfully using the assessment platforms for both local (NWEA) and CAASPP.

Action 1.10 -6103 PROVIDE SUPPLEMENTAL INSTRUCTIONAL SUPPLIES AND MATERIALS- EFFECTIVE
This action was effective in ensuring all supplemental materials and supplies to adequately implement all actions within the LCAP were provided.

Action 1.11 - 6106 PROVIDE ACADEMIC INCENTIVES FOR STUIDENTS TO MOTIVATE THEM TOWARDS GREATER ACADEMIC OUTCOMES- SOMEWHAT EFFECTIVE
This action was somewhat effective at providing academic incentives to students to motivate them towards greater academic outcomes. Student surveys, family surveys and staff surveys all showed that the incentives were beneficial for students. There is a need to be more intentional and specific with goal setting for academic outcomes and providing incentives to students based on growth as well as meeting or exceeding expected outcomes.

Action 1.12 - 6105 PROVIDE DIGITAL PLATFORMS DIRECTERD AT STUDENT ACHIEVEMENT- EFFECTIVE
This action was effective at providing students with adaptive learning platforms in English language arts and mathematics that met them exactly where they were academically (their zone of proximal development as discovered through a diagnostic assessment) then delivered independent instruction to students to meet that specific learning need. The platforms are only used while the teacher is delivering differentiated small group instruction.

Action 1.14 - 6210 PROVIDE EXTENDED LEARNING TIME INTERVENTIONS (SUMMER SCHOOL) TO ADDRESS LEARNING GAPS AND INCREASE STUDENT OUTCOMES-EFFECTIVE

This action was effective but used expanded learning funds instead of LCAP funds. This was a change that occurred at the beginning of the 2023-2024 LCAP year.

Local Data for ELA (Actions 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.14)

CESD was using classroom teacher assessments and grade level made assessments as our local data from 2020 to 2024. This caused discrepancies in data between teachers and grade levels that led the district to implement a local benchmark assessment system (see information below). Therefore the district is aware that the data prior to the 2023-2024 school year is difficult to use as an effective measure.

Reading Level (% of student who met or exceeded the grade level standard for reading)

2020-2021   57%
2021-2022   45.67%
2022-2023   44.5%
2023-2024   29.2%

It was evident in 2021-2022 that CESD needed to revamp our ELA instruction from Tier 1 to Tier 3. This process is still occurring due to the time need for large structural changes. The following changes were made:

2021-2022   CESD trained all teachers on Professional Learning Communities through Solution Tree. This training was the beginning of our work as we started to implement PLC's. Solution Tree was clear with us that it is a minimum of a 5 year process to fully implement PLC's and that during this time we needed to believe in the system, remain on our implementation timeline and offer support to staff.

2022-2023   CESD continued the PLC work by revamping our essential standards and working on unit plans within our teams. Each team created common formative assessments for evidence of student learning. Teams used this data to place students into groups for a Tier 2 instructional block called WIN time (What I Need).

2023-2024   CESD contracted with Solution Tree for professional PLC coaches to work with each of our 5 school sites. Each site was assigned a coach who comes to the campus 8 times a year to work with grade level PLC teams on their process. CESD was at a place where we needed more support for our teachers on next steps to ensure growth for students and especially our unduplicated students. This year CESD also implemented MAP Growth as a local benchmark measure. This benchmark would align in grades TK-8 to ensure that all students were taking the same assessment and being assessed on standards in the same manner. During the 2023-2024 year the district was listening to research on the science of reading and once again discovered that we need to make some additionally large changes to our structure. CESD began with an ELA adoption process so we could successfully be ready to start the 2024-2025 school year with a new ELA program that followed the science of the brain on how students learn to read. Additionally, we needed local data throughout the year that gave us specific data on each of the components of Scarborough's Rope including the importance of teaching language comprehension and word recognition to create skilled readers. CESD chose to implement a second assessment called MAP Reading Fluency. Students will take this assessment for the first time at the end of May 2024. In order to increase teacher knowledge and tier 1 instruction, CESD partnered with a company called Lexia to provide professional development for the 2024-2025 and 2025-2026 school years.

CESD has made overall large systematic and structural changes to our district that takes time to show achievement growth. CESD is confident that by the end of our next 3 year LCAP cycle (2024-2027) our students will have made significant growth in English Language Arts.

CAASPP Data for Mathematics (Actions 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.14)

With CAASPP math scores CESD began with a baseline of 24.73% as a baseline, after the pandemic, using the assessment platform Galileo. In 2021-2022, the district CAASPP score results showed 19% of students met or exceeded the standard. Through conversations with educational partners it was discovered that the math platform on Galileo was hard for students to navigate, there were too many

questions which caused students to lose stamina and the CAASPP assessment overall contained more rigor than Galileo had, causing our students to score lower. In 2022-2023, CESD was able to once again compare CAASPP data from year to year. The 2022-2023 math data showed that 19.43% of students met or exceeded the standard in mathematics which was small increase. Educational partners came together to analyze math data and discuss reasons why students are not showing gains in mathematics the same way they are in ELA. The elements that stood out as concerns that need to be addressed were the following: Math adoption is approximately 8 years old, site PLC's have dedicated the last 2 years of PLC work towards ELA essential standards, common assessments and unit plans and that we did not have a local benchmark for math to have data throughout the year to drive our instructional practices and close achievement gaps.

CESD, as stated above, is just finishing an ELA adoption this year. We are hoping to continue the adoption process with a math adoption committee throughout the 2024-2025 school year to be ready to implement at the beginning of the 2025-2026 school year. In addition, CESD will make essential standards and our PLC work for math a priority.

Local Data for Mathematics (Actions 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.14)

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EL Reclassification Rate (Action 1.7)

From 2020-2021 to 2022-2023 CESD has increased their reclassification rate from .6% to 3.87%. While this is short of our overall goal of 20%, it is a significant increase. CESD will continue to focus on English Language Development for our English Learners by continuing academic actions within the LCAP focused on our EL student group. Additionally, CESD will continue to provide professional development to increase tier 1 instructional practices that support language learners and also finalize the new designated ELD adoption of materials and begin to implement them in classrooms during the 2023-2024 school year.

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Kinder Screening and Preparedness (Action 1.13)

For the 3 year LCAP cycle this action was effective. We were able to focus on providing families with information in many forms regarding enrollment dates and school opportunities for TK and Kindergarten. By supporting families with early enrollment, we have been able to provide early screening for these students to ensure we have data to support their learning at the beginning of the year, provide immediately supports if needed and give them materials to work on throughout the summer to further prepare for the beginning of the school year.

Action 1.1- 6111 PROVIDE COPMMUNITY LEARNING HUBS FOR FAMILIES TO RECEIVE ACADEMIC SUPPORT, TECHONOLOGY AND INTERNET ACCESS IN THE EVENINGS

For the 2024-2025 school year this action will be removed from the LCAP. The services being provided to families through the long term independent study are not resulting in increased academic achievement for students for students over the LCAP cycle. In addition, the program is small in size, ranging throughout the year from 13-22 students. As CESD looked into student data for each of these students it was discovered the majority of these students were struggling with social emotional issues, grades, or behavior. CESD is confident that with the implementation of PBIS as well as adding an Opportunity Education Program we can offer additional supports to students at all levels of our MTSS to ensure all students can be successful. 100% of the students on LTIS were also unduplicated. Local Benchmark Data (NWEA) as well as state testing data from 22-23 showed that students on LTIS did not have academic gains. The hotspots and Chromebook for checkout within this action will be added to the technology action within goal 1.

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Action 1.2 - 6202 LOWER CLASS SIZE INNITIATIVE

For the 2024-2025 school year this action will remain intact and unchanged.

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Action 1.3 - 6303 PARTICIPATION IN THE SITE AND DISTRICT EDUCATIONAL PARTNER SESSIONS TO PROVIDE INPUT

For the 2024-2025 school year this action will change the metric being used for measure of effectiveness. The metric being used for measure will be academic success on the CAASPP assessment as well as our local benchmark assessments (NWEA). CESD will continue to do all we can to inform educational partners about meeting dates and times and encourage them to attend. We truly believe that our families and communities working side-by-side with the school district has the greatest impact on student success. If parents are attending meetings, learning more about school site programs and offering input they will in return be more able to assist students at home and school sites will be able to offer services that are needed by students, families and community. CESD will continue this action but expand the action to include educational targets throughout the year that we partner with families on to support our students achievement. This action will be combined with action 1.5 in the upcoming 3 year LCAP cycle.

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Action 1.4 - 6110 ADDING S.T.E.A.M & S.T.E.M INSTRUCTIONS

This action was moved to 2.15. Please go to goal 2 to review this action.

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Action 1.5 - 6301 PROVIDE ACADEMIC FAMILY NIGHTS TO SUPPORT HOME TO SCHOOL CONNECTION AND STUDENT OUTCOMES

For the 2024-2025 school year this action will remain intact and unchanged but will be expanded on by merging actions 1.3 and 1.5 together. This action will be implemented in the upcoming 3 year cycle with a change to make the parent sessions more impactful for student learning. The goal will be to ensure families know what our essential standard focus is for each grade level at various points throughout the year, model what that standard looks like for students, what is the end goal of mastery and how can the families support this learning at home.

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Action 1.6 - 6112 PROVIDE STUDENT INTERVENTIONS DURING THE SCHOOL DAY TO ADDRESS TARGETED LEARNING GAPS

For the 2024-2025 school year this action will remain intact. The changes to this action will only be the materials used within the learning labs as well as the reading diagnostic assessment (NWEA) to measure student success in specific areas. For the upcoming school year, CESD will be piloting SIPPS, Fly Leaf, UFLI and Read 180 to determine which one will best address the needs of our unduplicated students to close the achievement gaps. We will also ensure that students who are receiving these intervention services are not missing any classroom tier 1 essential standard instruction by implementing a redesigned site master schedule.

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Action 1.7 - 6107 PROVIDE ENGLISH LEARNERS WITH LANGUAGE SUPPORTS AND INTERVENTIONS SPECIFIC TO LANGUAGE ACQUISITION AND TARGETED LEARNING GAPS

For the 2024-2025 school year this action will use updated ELD adoption materials for the upcoming 3 year cycle of LCAP and focus additionally on the specific needs of our EL students to support them in their reclassification goals. We will also be adding a separate action within the LCAP for the upcoming 3 year cycle.

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Action 1.8 - 6208 PROVIDE EXTENDED LEARNING TIME INTERVENTIONS (AFTER SCHOOL HOURS) TO ADDRESS LEARNING GAPS AND INCREASE STUDENT OUTCOMES

This action will be removed from LCAP for the upcoming 3 year cycle and this action will be transferred to the expanded learning plan and funds. However, our unduplicated students will continue to be the focus of the extended learning time.

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Action 1.9 - 6203 PROVIDE INSTRUCTIONAL TECHONOLOGY FOR STUDENTS TO INCREASE STUDENT OUTCOMES

For the 2024-2025 school year this action will remain intact and unchanged.

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Action 1.10 -6103 PROVIDE SUPPLEMENTAL INSTRUCTIONAL SUPPLIES AND MATERIALS

For the 2024-2025 school year this action will remain intact and unchanged.

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Action 1.11 - 6106 PROVIDE ACADEMIC INCENTIVES FOR STUIDENTS TO MOTIVATE THEM TOWARDS GREATER ACADEMIC OUTCOMES

For the 2024-2025 school year CESD will focus on student growth for benchmark assessment and common formative assessments. CESD currently gives academic incentives on site by site basis. In the coming year, all sites will be taking the same local benchmark assessments (NWEA) and taking common formative assessments based on essential standards. There will be alignment in academic incentives for the purposes of meeting or exceeding the standard as well as rewarding students for growth to continue to empower them to work hard for continued growth over time.

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Action 1.12 - 6105 PROVIDE DIGITAL PLATFORMS DIRECTERD AT STUDENT ACHIEVEMENT

For the 2024-2025 school year this action will remain intact and unchanged. The only change to this action will be switching our ELA digital platform to Houghton Mifflin Harcourt Waggle for all sites and grade levels. This will be the first time there is one consistent platform at all sites for purposes of student learning based on their needs and learning gaps with an adaptive program.

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Action 1.13 - 6109 KINDER SCREENING AND PREPAREDNESS

For the 2024-2025 school year this action will remain intact and unchanged.

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Action 1.14 - 6210 PROVIDE EXTENDED LEARNING TIME INTERVENTIONS (SUMMER SCHOOL) TO ADDRESS LEARNING GAPS AND INCREASE STUDENT OUTCOMES

This action will be removed from LCAP for the upcoming 3 year cycle and this action will be transferred to the expanded learning plan and funds. However, our unduplicated students will continue to be the focus of the extended learning time.

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.

Goals and Actions

Goal

Goal #	Description
2	All students will feel safe and welcome on campus and supported by staff.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate (Actions 2.3, 2.4, 2.6, 2.8, 2.9, 2.11, 2.14)	2018-2019 4.3% of students received a suspension 6.7% (red) of Foster Youth/Homeless received a suspension	2020-2021 (Data Quest) 0.4% of students received a suspension There was a total of 10 students who received a suspension. Of those 10 students, 9 of them fall into the unduplicated subgroup.	2021-2022 (Data Quest) 3.8% of students received a suspension There was a total of 108 students who received a suspension. Of those 108 students, 88 of them fall into the unduplicated subgroup.	2022-2023 (Data Quest) 4.6% of students received a suspension There was a total of 142 students who received a suspension. Of those 142 students, 108 of them fall into an unduplicated student group. English Learners: 2.8% Foster Students: 15.8% (3 students) Socioeconomically Disadvantaged: 4.8% 2023-2024 (Local Data)	2023-2024 0.7% of students will receive a suspension 0.7% of unduplicated students will receive a suspension

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				2.62% of students received a suspension There was a total of 57 students who received a suspension.	
Chronic Absenteeism (Local and State Data) (Actions 2.2, 2.3, 2.4, 2.5, 2.14)	2019-2020 15.5% of students were chronically absent 47.2% Foster Youth/Homeless were chronically absent	2020-2021 13.5% of students were chronically absent 14.3% of Foster Youth were chronically absent 19% of Homeless students were chronically absent 22.5% of Student with Exceptional Needs were chronically absent 15.4% of Socioeconomically Disadvantaged students were chronically absent	2021-2022 (Data Quest) 41.3% of students were chronically absent 65.2% of Foster Youth were chronically absent 76% of Homeless students were chronically absent 52.3% of Student with Exceptional Needs were chronically absent 43.6% of Socioeconomically Disadvantaged students were chronically absent	2022-2023 (Data Quest) 25.6% of students were chronically absent 47.1% of Foster Youth were chronically absent 64.9% of Homeless students were chronically absent 32.8% of Student with Exceptional Needs were chronically absent 27.4% of Socioeconomically Disadvantaged students were chronically absent	2023-2024 18% of students were chronically absent 19% of Foster Youth will be chronically absent 25% of Homeless students will be chronically absent 25% of Student with Exceptional Needs will be chronically absent 18% of Socioeconomically Disadvantaged students will be chronically absent 15% of English Learner students will be chronically absent

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		8.7% of English Learner students were chronically absent	35.4% of English Learner students were chronically absent Local Data 2022-2023 All Students: 24% of students were chronically absent Foster Youth: 25% (1 out of 4) were chronically absent Homeless: 100% (2 out of 2) were chronically absent Students with Exceptional Needs: 36.1% were chronically absent Socioeconomically Disadvantaged: 24.4 % were chronically absent English Learners: 19.3% were chronically absent	20.7% of English Learner students were chronically absent 2023-2024 Local Data All Students: 12.7% of students were chronically absent Foster Youth: 14.3% (1 out of 4) were chronically absent Homeless: 31.3% (2 out of 2) were chronically absent Students with Exceptional Needs: 22.3% were chronically absent Socioeconomically Disadvantaged: 12.8% were chronically absent English Learners: 9.6% were chronically absent	
Average number of days absent	2018-2019	2020-2021 (Data Quest)	2021-2022 (Data Quest)	2022-2023 (Data Quest)	2023-2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Actions 2.2, 2.3, 2.4, 2.5)	7.8 average number of days absent per student	10.2 average number of days absent per student Students with Exceptional Needs 14.2 average number of days absent per student English Learner 8 average number of days absent per student Socioeconomically Disadvantaged 10.9 average number of days absent per student Foster Youth 8.5 average number of days absent per student Homeless 10.6 average number of days absent per student	18.1 average number of days absent per student Students with Exceptional Needs 21.2 average number of days absent per student English Learner 16.3 average number of days absent per student Socioeconomically Disadvantaged 19.2 average number of days absent per student Foster Youth 20.1 average number of days absent per student Homeless 26.3 average number of days absent per student 2022-2023 (Local Data)	13 average number of days absent per student Students with Exceptional Needs 16.4 average number of days absent per student English Learner 11.5 average number of days absent per student Socioeconomically Disadvantaged 13.4 average number of days absent per student Foster Youth 11.6 average number of days absent per student Homeless 20.4 average number of days absent per student	10 average number of days absent per student Students with Exceptional Needs 15 average number of days absent per student English Learner 10 average number of days absent per student Socioeconomically Disadvantaged 15 average number of days absent per student Foster Youth 15 average number of days absent per student Homeless 20 average number of days absent per student

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			13.15 average number of days absent per student		
Expulsion Rate (Actions 2.6)	2018-2019 0.4% were expelled during the school year	2020-2021 0% overall expulsion rate	2021-2022 (Data Quest) 0.38% overall expulsion rate CESD has 9 students were expelled	2022-2023 (Data Quest) 0.4% overall expulsion rate There was a total of 11 students who received an expulsion. Of those 11 students, 10 of them fall into an unduplicated student group. English Learners: .1% Foster Students: 5.3% (3 students) Socioeconomically Disadvantaged: .5%	2023-2024 Expulsion rate will decline to .3% for the upcoming school year.
Parent Involvement at Parent Meetings (School Site Council, ELAC, DELAC, LCAP) (Actions 2.1)	2019-2020 An average of 7.1 parents signed in for parent meetings across the District	2021-2022 An average of 10 parents signed in for educational partner meetings across the District	2022-2023 An average of 49 parents signed in for educational partner meetings across the district.	2023-2024 An average of 12 parents signed in for educational partner meetings across the district.	2023-2024 An average of 10 parents per meeting will sign in for parent meetings across the District.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Overall measure of safety and school connectedness for parents, staff and community (Actions 2.13, 2.14)	2018-2019 93% of parents overall felt that schools were safe and that they felt connected.	2021-2022 77.71% of parents overall felt that schools were safe and that they felt connected.	2022-2023 91% of parents overall felt that schools were safe and that they felt connected.	2023-2024 82% of parents overall felt that schools were safe and that they felt connected.	2023-2024 95% of parents overall felt that schools were safe
Overall measure of safety and school connectedness for students (Actions 2.13)	No baseline data due to pandemic	2021-2022 82.36% of students overall stated they feel safe and connected at school	2022-2023 65% of students overall stated they feel safe and connected at school.	2023-2024 64% of students overall stated they feel safe and connected at school.	2023-2024 90% of students overall will feel safe on safety survey
Facilities maintained as measured by annual FITs	2020-2021 Overall rating of "Good" by Madera County Superintendent of Schools on William's FIT	2021-2022 Overall rating of "Good" by Madera County Superintendent of Schools on William's FIT.	2022-2023 Overall rating of "Good" by Madera County Superintendent of Schools on William's FIT.	2023-2024 Overall rating of "Good" by Madera County Superintendent of Schools on William's FIT.	2023-2024 Overall rating of "Good" by Madera County Superintendent of Schools on William's FIT
Parent Survey for students with exceptional needs	No baseline data due to pandemic	2021-2022 100% of parents who have students with exceptional needs provided input on the learning and/or social	2022-2023 100% of parents who have students with exceptional needs provided input on the learning and/or social	2023-2024 100% of parents who have students with exceptional needs provided input on the learning and/or social	2023-2024 90% of parents who have students with exceptional needs will give input on the learning and/or social

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		emotional growth of their students.	emotional growth of their students.	emotional growth of their students.	emotional growth of their students.
Middle School Dropout Rate	2019-2020 Baseline 0 students dropped out of Middle School	2021-2022 Baseline 0 students dropped out of Middle School	2022-2023 0 students dropped out of Middle School	2023-2024 0 students dropped out of Middle School	2023-2024 0 students will drop out of Middle School
Attendance Rate (Actions 2.10)	2019-2020 96.15%	2021-2022 (Local Data) 90.03%	2022-2023 (Local Data) 91.8%	2023-2024 (Local Data) 94.25%	2023-2024 Overall attendance rate will increase to 95%
Percent of students meeting Healthy Fitness Zone in Grades 5 & 7 (Average of all 5 categories) (Action 2.4)	2018-2019 65.05% of students are in the Healthy Fitness Zone in grade 5 64.43% of students are in the Healthy Fitness Zone in grade 7	2020-2021 Physical Fitness Testing did not occur in 2020-2021 2021-2022 47.08% of students are in the Healthy Fitness Zone in grade 5 67.11% of students are in the Healthy Fitness Zone in grade 7	2021-2022 60% of students are in the Healthy Fitness Zone in grade 5 59.2% of students are in the Healthy Fitness Zone in grade 7	2022-2023 The Healthy Fitness Zone is no longer a measure by the State of Ca. The measure has changed into participation rates which are is a metric in goal 1.	2023-2024 75% of students will be in the Healthy Fitness Zone in grade 5 75% of students will be in the Healthy Fitness Zone in grade 7

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Workshops (Action 2.12)	N/A	N/A	2022-2023 Percentage of families who stated the informational sessions were useful: 100% Percentage of families who stated they want the workshops to continue into the future: 96%	2023-2024 Percentage of families who stated the informational sessions were useful: 100% Percentage of families who stated they want the workshops to continue into the future: 97.6%	2023-2024 100% of families will state that information shared from parent nights and workshops are useful. 98% of families who attended the workshops will want the workshops to continue in the future.

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Action 2.1-6216 BUILDING PARTNERSHIPS WITH FAMILIES AND COMMUNITY

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

SUCCESSES:
The district was able to provide an educational workshop to families and community each week, for the first 12 weeks of school. The sessions were held on zoom, as preferred through prior year educational partner feedback, every Thursday evening at 6:00 p.m. The workshops included topics such as, learning how to navigate Aeries, suicide prevention, partnering with the school for academic achievement, drugs/tobacco, human trafficking, phones and social media, mindfulness, better money habits, Parent Square and Nutrition. At the beginning of the sessions we had approximately 40-60 attendees but by the end our numbers had lowered to 8-15 attendees. CESD was excited about the power of the workshops in building stronger home to school connections, teaching our families components they can use to support their students at home and teaching high level important information to families.

CHALLENGES:

One of the challenges associated with this action was the inability to reach as many families as we would like. We would love to have the support and partnership of all families even though we know that is likely not to happen. We will continue to incentivize these events, market them in various way and encourage families to partner with us to create a culture of teamwork for student success.

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Action 2.2- 6302 HIRE AND MAINTAIN DISTIRCT LIAISON SITE BASED HEALTH AIDES

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

SUCCESSES:
The health aides are an immense support in keeping students in school. The health aides work with students to take care of minor medical needs that used to require the school sites to call families to pick up their students. In addition, the health aides reduce the amount of time the office staff is spending talking to families around health care needs. With site based health aides they are available in the mornings to take the calls from families and assist them in answering questions or deciding if their student should come to school or not.

CHALLENGES:
The only challenge with our health aides is the fact that they are not full time. Each health aide is hired for 3 hours and 55 minutes a day. This means that they are at sites in the morning and work through lunch. When lunch ends for students so does the duty day of our health aides. This means that is any student comes to the office in the afternoon, the site office staff assists the students, and most often the parents are called and the student is picked up early. Educational partner input, mostly from site staff, requests that we look into making all of our health aides full time in the coming years as budget allows, in order for them to be present on site while students are also there.

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Action 2.3- 6304 INCREASE AND MAINTAIN ADDITIONAL COUNSELING SUPPORTS

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

SUCCESSES:
CESD used LCAP funding to increase the number of counselors working within the district. We previously had one staff member per site who was providing the role of psychologist and counselor. Due to the high number of psychologist needs the role was more psych related and very minimal in the area of counseling. We hired an additional staff member for each site so that each site has one counselor and one psychologist this year. This has already been a huge success for the district. The amount of students receiving counseling services has significantly increased as well as the weekly consistency of these sessions. Additionally, this has also helped our psychologist to focus on quality assessments of students and attending student meetings to assist in goal setting and alignment of our MTSS model.

CHALLENGES:

The only challenge associated with this action is the high volume of need for one-on-one counseling services. The district lead counselor meets with the team of counselors every Monday to always discuss student needs and prioritize those needs for alignment across sites and awareness of services. The district added an online virtual platform for counseling services that is offered through a virtual platform and offered to families who request counseling services but are not high on the priority list. This has enabled all students who want or need services to be provided with a counselor. The online counseling platform is a live counselor delivering sessions through a virtual platform in the evenings within the home. The students are able to checkout devices (Action 1.1) from the school site to use for at home learning purposes like this one.

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Action 2.4- 6305 INCREASE AND MAINTAIN ELECTIVES AT MIDDLE SCHOOL/P.E AND MUSIC SPECIALIST FOR GRADES 3-6

There were substantive differences in planned actions and actual implementation of this action. We lost our music teacher for grades 6-8 shortly after the school year began and were unable to find a staff member to take the position throughout the year leaving a vacancy.

SUCCESSES: These elective options provide students with learning and engagement. Students often report that these classes are their favorite part of their day and they never want to miss school on these days. Our attendance rates also support this data as our chronic absentee rates have significantly decreased.

CHALLENGES: Our largest challenge has been with the music elective. Over the 3 year LCAP cycle our music position has had various teachers. This year the position was vacant for the majority of the year. We have been able to hire another music teacher recently who will start at the beginning of the 2024-2025 school year. We are hoping for consistency within our music department with the new teacher to create excitement about music and learning of content year after year so our program can expand.

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Action 2.5- 6306 PROVIDE STUDENT ENGAGEMENT INCENTIVES TO REDUCE CHRONIC ABSENTEEISM AND INCIDENTS OF BEHAVIOR

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

SUCCESSES:
Attendance incentives were significantly impactful and a large component of why our chronic absentee rate has significantly decreased. Each month our district attendance task force met and provided a monthly goal for attendance. If students were able to complete the monthly goal successfully they received the incentive.

CHALLENGES:

The only challenge with offering incentives is finding ways to talk to students who didn't receive the incentive, encourage them to keep trying, support them in getting to school and trying hard to help them receive the next incentive. For students who were struggling on a higher level with attendance, the site liaison set weekly goals for these specific students so they can feel success in smaller chunks of time.

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Action 2.6- 6307 PROVIDE POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

There were substantive differences in planned actions and actual implementation of this action.

SUCCESSES:
While CESD has been implementing small pieces of the Positive Behavior Interventions and Supports program, we had not fully implemented the program. With increasing behaviors, the district knew it was time to fully implement a system for tiers of behavior, interventions and supports. The district did choose to fully implement the California PBIS model. This year was the first year and it was a year of building the base of the system with the guiding coalition team. This team is the PBIS leads from each site that come together to develop the system and create alignment throughout the years. Since this year was year one, learning the system together, there was no implementation at sites. The success of this action is that we chose to take the time to go slow, learn the program well, and create a system that can be sustained. At the end of this year, our teams worked at each site, with all staff to create the matrices that will drive the work we will be implementing next year.

CHALLENGES:
The challenge associated with this action was the difficulty to learn the system of PBIS, as the team was being trained, and find time to return to each school site and communicate the new leanring or information to the staff. It was difficult to determine what components to share and when since the team was learning the system for full implementation of tier 1 in 2024-2025.

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Action 2.7- 6308 PROVIDE A BIG BROTHER/BIG SISTER MENTORING PROGRAM

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

SUCCESSES: Students within the program enjoy the program and have less behavior incidents. This is a high level mentoring system that builds strong relationships between high school students and elementary students to empower them to strive for success and make good choices.

CHALLENGES:
The only challenge with this program has been figuring out transportation for high school students as well as the elementary students to one location to work with their mentors. We have been able to make this work but it came with some challenges around already occurring bus routes that had to be refigured.

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Action 2.8- 6309 PROVIDE HOMELESS AND FOSTER YOUTH MENTORS AND SUPPLIES

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

SUCCESSES:
As a district, due to this action, we have been able to provide our foster youth with the items they need to ensure their social-emotional, physical and academic needs are met. The mentors meet with students weekly and share that data with the educational services team to ensure alignment between sites and district office to take care of student needs.

CHALLENGES:
The only challenges were providing necessary transportation to any students who were relocated to an out of city limits areas. While this was a challenge, we were able to use our van transport and driver to ensure that every student was provided the transportation the need and in school each day.

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Action 2.9- 6217 PROVIDE STUDENT SITE MENTORS TO BUILD RELATIONSHIPS THAT WILL DECREASE DISCIPLINE OCCURANCES

There were substantive differences in planned actions and actual implementation of this action. There was a lack of staff to provide student mentorship outside their already existing duty day and therefore there was no an available time for them to meet without students missing valuable tier 1 instructional time which we were not willing to do.

SUCCESSES:
This action was not working as designed in the 2022-2023 school year. In the 2023-2024 school year this action remained in the LCAP as not contributing and had no money assigned to the action. This action was not fully implemented but there were some staff still providing mentorship to students during their school day.

CHALLENGES:
This action required additional time from staff members. Staff members are also providing additional services including enrichments/interest clubs and interventions. Because of this, there was a lack of staff available and willing to provide mentoring to students. CESD will continue to try to find ways to mentor specific students in the future but this action is not able to be implemented due to

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Action 2.10- 6213 DEVELOP INTEREST CLUBS TO GIVE STUDENTS AN OPPORTUNITY TO PARTICIPATE IN AN ELECTIVE OFFERING OF THEIR CHOICE

There were substantive differences in planned actions and actual implementation of this action.

SUCCESSES:
Students loved participating in interest clubs at school sites. Interest clubs were often during the students lunch time slot and offered them fun activities they could participate in, by choice, that were engaging.

CHALLENGES:
Interest clubs were difficult to maintain due to teachers being involved in many activities or committees. At various times throughout the year there were not many interest clubs due to staffing.

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Action 2.11- 6220 PROVIDE SOCIAL EMOTIONAL LEARNING ACTIVITIES AND MODELS

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

SUCCESSES:
Counselors were able to start the work of going into classrooms to provide social-emotional learning activities. Teachers and students had positive responses to the lessons. Counselors and admin felt that the lessons were beneficial and they supported students in learning ways to manage emotions and work with others in various situations.

CHALLENGES:
Due to just beginning the work of PBIS this year, the lessons were not as targeted as they will be in the coming year with the use of monthly PBIS task force meetings and data review.

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Action 2.12- 6212 PROVIDE PARENT SUPPORT CLASSES TO IMPROVE STUDENT OUTCOMES

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

SUCCESSES:
Parent support classes were successful in implementation and in getting relevant information out to parents on a consistent week by week basis. Families were provided a schedule of workshop dates, times and topics. We held two workshops every Thursday evening for 30 minutes each. We wanted to give information in short segments to families on topics that directly relate to their students and education to build the home-to-school partnership.

CHALLENGES:

The only challenge we faced was that our participation rates declined over time. By the last of our 12 weeks of sessions, there were only 8-12 families in attendance. Where as at the beginning sessions there were approximately 40-60 families in attendance.

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Action 2.13- 6209 PROVIDE A WELCOMING, SAFE, CULTURALLY RESPONSIVE LEARNING ENVIRONMENT

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

SUCCESSES:
As a district, we are proud of each campus, and pride ourselves on keeping each campus welcoming, safe and culturally responsive. This action is a success because it allows us to listen to our educational partners and ensure that they feel engaged and welcome on campus. This year our educational partner input in this area has increased and we will continue to work on ensure all students, families and community feel welcome and safe regardless of their culture, ethnicity or language.

CHALLENGES:
There were no challenges associated with this action. Our attendance rates and suspension rates support that this action is working.

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Action 2.14- 6207 STUDENT AND FAMILY SUPPORT AND LIAISON

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

SUCCESSES:
Having staff members to support our EL families has been a huge success. Our families all know that there are two people they can call anytime they need support or information. School sites and teachers also feel supported by these staff members. They attend and support all EL families with IEP meetings, SST Meetings, parent-teacher conferences, site or district meetings and support translation of documents.

CHALLENGES:
The only challenge associated with this action is reaching families who do not participate in our communication apps or system such as Parent Square. We hand call many of our families who we know do not use these communication systems but it takes longer to get them the information.

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Action 2.15 - 6110 ADDING S.T.E.A.M & S.T.E.M INSTRUCTIONS

There were substantive differences in the planned action and the actual implementation of this action.

SUCCESSES:

Student survey data from Wilson Middle School showed that STEM is one of the top 3 elective options. Students enjoy the hands-on learning that aligns to California standards and allows them to learn in a different style than in a core class. Student attendance data shows an increase from the beginning of our LCAP cycle to the end.

CHALLENGES:
The only challenge associated with this action was implementing a new STEAM teacher in March. From February to March as we were working on this implementation, there was a short time frame to hire, create a lab setting, order supplies and materials, create schedules and prepare class rosters. While this was a challenge, it ended up successful in the end.

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

Action 2.1-6216 BUILDING PARTNERSHIPS WITH FAMILIES AND COMMUNITY

There were no material differences between budgeted and estimated actual expenditures.

Action 2.2- 6302 HIRE AND MAINTAIN DISTIRCT LIAISON SITE BASED HEALTH AIDES

There were no material differences between budgeted and estimated actual expenditures.

Action 2.3- 6304 INCREASE AND MAINTAIN ADDITIONAL COUNSELING SUPPORTS

There were no material differences between budgeted and estimated actual expenditures.

Action 2.4- 6305 INCREASE AND MAINTAIN ELECTIVES AT MIDDLE SCHOOL/P.E AND MUSIC SPECIALIST FOR GRADES 3-6

In 2023 the District budgeted $251,305 on this action. The District's estimated actuals for this action were $161,967. This difference is due to losing our music teacher shortly after the year began. We posted the position, reached out to colleges for recruiting but we were unable to fill the vacancy. We had to eliminate this elective and move students at the middle school to other classes for another elective option. This left a remaining balance of salary for this vacancy that would have been expended by the end of the year in a typical year.

Action 2.5- 6306 PROVIDE STUDENT ENGAGEMENT INCENTIVES TO REDUCE CHRONIC ABSENTEEISM AND INCIDENTS OF BEHAVIOR

In 2023 the District budgeted $23,000 on this action. The District's estimated actuals for this action were $14,964. This difference is due to not ordering as many incentives as we did the year previously. We will be implementing student store's for PBIS in the coming year and therefore are confident this action will have more spent during the 2024-2025 school year than in this year.

Action 2.6- 6307 PROVIDE POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

There were no material differences between budgeted and estimated actual expenditures.

Action 2.7- 6308 PROVIDE A BIG BROTHER/BIG SISTER MENTORING PROGRAM

There were no material differences between budgeted and estimated actual expenditures.

Action 2.8- 6309 PROVIDE HOMELESS AND FOSTER YOUTH MENTORS AND SUPPLIES

There were no material differences between budgeted and estimated actual expenditures.

Action 2.9- 6217 PROVIDE STUDENT SITE MENTORS TO BUILD RELATIONSHIPS THAT WILL DECREASE DISCIPLINE OCCURANCES

There were no budgeted expenditures for this action.

Action 2.10- 6213 DEVELOP INTEREST CLUBS TO GIVE STUDENTS AN OPPORTUNITY TO PARTICIPATE IN AN ELECTIVE OFFERING OF THEIR CHOICE

In 2023 the District budgeted $61,000 on this action. The District's estimated actuals for this action were $95,474. This difference is due to two factors: (1) There was a change in the educational field trips chosen by sites for this year which also increased the transportation costs for the year. Transportation costs alone for the year ended up costing $40,000. In prior years, our District CBO who retired, was charging sites mileage and driver costs but not a mileage rate per mile driven. Therefore, with the change in the billing system we had an increase in costs after we had created our yearly budgeted amount for this action.

Action 2.11- 6220 PROVIDE SOCIAL EMOTIONAL LEARNING ACTIVITIES AND MODELS

There were no material differences between budgeted and estimated actual expenditures.

Action 2.12- 6212 PROVIDE PARENT SUPPORT CLASSES TO IMPROVE STUDENT OUTCOMES

There were no material differences between budgeted and estimated actual expenditures.

Action 2.13- 6209 PROVIDE A WELCOMING, SAFE, CULTURALLY RESPONSIVE LEARNING ENVIRONMENT

In 2023 the District budgeted $332,671 on this action. The District's estimated actuals for this action were $50,474. This difference is due to the overall needs based on educational partner input. In the previous year there were concerns from students and families at Fairmead about the area of the school and requesting additional fencing. We budgeted this action based on prior year actuals and did not have the need this year that we had in the past. We will lower the budgeted amount for this action in the upcoming LCAP year.

Action 2.14- 6207 STUDENT AND FAMILY SUPPORT AND LIAISON

There were no material differences between budgeted and estimated actual expenditures.

Action 2.15 - 6110 ADDING S.T.E.A.M & S.T.E.M INSTRUCTIONS

In 2023 the District budgeted $11,000 on this action. The District's estimated actuals for this action were $203,805. This difference is due to the loss of the music teacher discussed in action 2.4. The music position was a combination of middle school part day and Fairmead Elementary School (5th and 6th grade) part day. When the music teacher left the district to move out of state shortly after the year began, and we were unable to fill the position, we decided to change the position from music to STEAM in March of 2024. The increase in cost was the salary from March to June, materials and supplies needed to run the program. CESD will maintain this program for the upcoming year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 2 is specific to improving outcomes for students in the areas of chronic absenteeism and suspension rate. The data has shown significant improvement in both of these areas over the 3 year LCAP cycle.

Chowchilla Elementary School District was in Differentiated Assistance for the 2023-2024 school year. We worked closely with Madera County Superintendent of Schools to focus our PDSA cycles on attendance. In partnership, we decided to focus on attendance first even though there were a few areas of need. We were confident that if we could increase attendance rates, ensuring students were in school to learn, our academic outcomes would also be more likely to increase. The attendance task force was developed through this process and areas of focus were discovered. These areas included adding bus stops to other areas of the community that showed high rates of absenteeism. The task force met monthly throughout the year to track data and work with families to improve attendance. See data under attendance section below.

The following actions (Actions 2.1, 2.3, 2.4, 2.6, 2.7, 2.8, 2.11, 2.12, 2.13, 2.14) were effective based on the data below.

Suspension Rates (Actions 2.1, 2.3, 2.4, 2.6, 2.7, 2.8, 2.11, 2.12, 2.13, 2.14)- Data is from Data Quest

Baseline suspension rates for CESD were that 4.3% of students received a suspension. It additionally showed that 6.7% of unduplicated students received a suspension.
In 2022-2023, Data Quest data showed an additional increase in suspension rates from 4.3% to 4.6%. In 2023-2024 school year CESD began implementing Positive Behavioral Interventions and Supports (PBIS). This is an evidence-based three-tiered framework to support students with behaviors and provide additional supports. PBIS takes a minimum of 5 years to fully implement but after one year of starting implementation and adding additional supports CESD is confident that these actions along with PBIS are effective in decreasing suspension rates. Local data for 2023-2024 (Aeries Analytics Data) shows a suspension rate of 2.45% which is a decrease of 2.15%.

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The following actions (Actions 2.1, 2.3, 2.4, 2.6, 2.7, 2.8, 2.22, 2.14) were effective based on the data below.

CHRONIC ABSENTEEISM (Actions 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8, 2.9, 2.10, 2.14, 2.15) Data is from Data Quest

Baseline chronic absentee rates for CESD revealed that 15.5% of our students were chronically absent. This baseline data was from 2018-2019 which was prior to the pandemic. After returning to school from the pandemic, 2021-2022 Dashboard Data showed that 41.3% of students were chronically absent. 65.2% of foster youth were chronically absent, 76% of homeless students were chronically absent, 52.3% of Students with exceptional needs were chronically absent, 43.6% of socioeconomically disadvantaged students were chronically absent and 43.6% of English learners were chronically absent. After the dashboard data was released CESD was placed into Differentiated Assistance to work with our local County Office of Education to take steps to resolve the chronic absentee issues. CESD created a task force for attendance to dig deeper into the data and create PDSA (Plan, Do, Study, Act) Models around the change ideas to achieve our outcome of decreasing the number of students who are chronically absent. Through this process, in addition to implementing the actions listed above within the LCAP, CESD went from 41.3% chronically absent to 25.6% chronically absent on the 2022-2023 dashboard. Student group data also shows a decrease in chronic absentee rate for 2023-2024 with our local data. Local data shows a chronic absentee rate 12.7%.

65.2% foster youth in 2021-2022 decreased to 47.1% in 2022-2023
76% homeless youth in 2021-2022 decreased to 64.9% in 2022-2023
52.3% of students with exceptional needs in 2021-2022 decreased to 32.8% in 2022-2023
43.6% of socioeconomically disadvantaged in 2021-2022 decreased to 27.4% in 2022-2023
43.6% of English learners in 2021-2022 decreased to 20.7% in 2022-2023

Local data (Aeries Analytics) for 2023-2024 shows that the chronic absentee rate has decreased once again from 25.6% to 12.3% as of June 2024. This data shows that actions 2.1, 2.3, 2.4, 2.6, 2.7, 2.8, 2.22, 2.14 are effective at reducing chronic absenteeism for our unduplicated students. Local student group data for 2023-2024 shows a decrease in chronic absentee rates once again...

47.1% foster youth in 2022-2023 decreased to 14.3% in 2023-2024
64.9% homeless youth in 2022-2023 decreased to 37.5% in 2023-2024
32.8% of students with exceptional needs in 2022-2023 decreased to 21.9% in 2023-2024
27.4% of socioeconomically disadvantaged in 2022-2023 decreased to 13.1% in 2023-2024
20.7% of English learners in 2021-2022 decreased to 9.7% in 2023-2024

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The following action was effective in achieving the overall goal.

PARENT WORKSHOPS SURVEYS (Action 2.12) Local Parent Survey data collected at the end of each workshop was used to determine this metric.

The district hosted a parent workshop every Thursday evening for the first 12 weeks of school. These topics varied from mental health to academic supports for students at home. The goal of the sessions were to give valuable information to our families to ensure that all student groups were able to access the same information and work in partnership to close the equality gap for our unduplicated students who don't have access to these resources on their own. Each evening attendees would complete a survey at the end of the session. All 12 parent workshops had positive feedback that expressed their appreciation. The survey data showed that 98.6% of families felt the information was valuable and helped them to support their students. The survey data also showed that 100% of families wished for the parent workshop to continue. This action was effective in achieving the overall goal.

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The following action was effective in achieving the overall goal.

Physical Fitness Test-PFT (Action 2.4)

In 2020 the State of California changed the Physical Fitness Test Reporting Requirements. This change required schools to only report the participation rate for each category and no longer score students according to their physical fitness ability. Therefore, the data has changed. CESD did meet all participation requirements in each category for both grades 5 & 7. This action was effective in meeting the overall goal.

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

Action 2.1-6216 BUILDING PARTNERSHIPS WITH FAMILIES AND COMMUNITY

For the 2024-2025 school year this action will remain intact and unchanged.

Action 2.2- 6302 HIRE AND MAINTAIN DISTIRCT LIAISON SITE BASED HEALTH AIDES

For the 2024-2025 school year this action will remain intact and unchanged.

Action 2.3- 6304 INCREASE AND MAINTAIN ADDITIONAL COUNSELING SUPPORTS

For the 2024-2025 school year this action will remain intact and unchanged.

Action 2.4- 6305 INCREASE AND MAINTAIN ELECTIVES AT MIDDLE SCHOOL/P.E AND MUSIC SPECIALIST FOR GRADES 3-6

For the 2024-2025 school year this action will be merged with action 2.10. The overall goal of both actions, electives and interest clubs, are to provide additional activities outside of academic learning that engage students and motivate them to come to school. We will place action 2.4 and 2.10 together in the 2024-2025 LCAP under action 2.4.

Action 2.5- 6306 PROVIDE STUDENT ENGAGEMENT INCENTIVES TO REDUCE CHRONIC ABSENTEEISM AND INCIDENTS OF BEHAVIOR

For the 2024-2025 school year this action will remain intact and unchanged.

Action 2.6- 6307 PROVIDE POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

For the 2024-2025 school year this action will remain intact and unchanged.

Action 2.7- 6308 PROVIDE A BIG BROTHER/BIG SISTER MENTORING PROGRAM

For the 2024-2025 school year this action will remain intact and unchanged.

Action 2.8- 6309 PROVIDE HOMELESS AND FOSTER YOUTH MENTORS AND SUPPLIES

For the 2024-2025 school year this action will remain intact and unchanged.

Action 2.9- 6217 PROVIDE STUDENT SITE MENTORS TO BUILD RELATIONSHIPS THAT WILL DECREASE DISCIPLINE OCCURANCES

For the 2024-2025 school year this action will remain intact and unchanged.

Action 2.10- 6213 DEVELOP INTEREST CLUBS TO GIVE STUDENTS AN OPPORTUNITY TO PARTICIPATE IN AN ELECTIVE OFFERING OF THEIR CHOICE

For the 2024-2025 school year this action will merge with action 2.4 (electives) to group all actions that provide additional activities and supports for students to keep them engaged in school and keeps attendance rates high and chronic absentee rates low.

Action 2.11- 6220 PROVIDE SOCIAL EMOTIONAL LEARNING ACTIVITIES AND MODELS

For the 2024-2025 school year this action will remain intact and unchanged.

Action 2.12- 6212 PROVIDE PARENT SUPPORT CLASSES TO IMPROVE STUDENT OUTCOMES

For the 2024-2025 school year this action will remain intact and unchanged.

Action 2.13- 6209 PROVIDE A WELCOMING, SAFE, CULTURALLY RESPONSIVE LEARNING ENVIRONMENT

For the 2024-2025 school year this action will remain intact and unchanged.

Action 2.14- 6207 STUDENT AND FAMILY SUPPORT AND LIAISON

For the 2024-2025 school year this action will be merged with action 1.7. Both actions focus on support for our English learner families.

Action 2.15 - 6110 ADDING S.T.E.A.M & S.T.E.M INSTRUCTIONS

For the 2024-2025 school year this action will remain intact and unchanged.

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

Goals and Actions

Goal

Goal #	Description
3	CESD will hire and retain highly qualified teachers and provide professional development in order to continually improve student outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Properly credentialed teachers with no misassignments nor vacancies as measured by credentials (Action 3.4)	2020-2021 100% of teachers were correctly assigned	2021-2022 100% of teachers were correctly assigned	2022-2023 100% of teachers were correctly assigned	2023-2024 100% of teachers were correctly assigned	2023-2024 100% of teachers will be correctly assigned
Provide professional development (Action 3.6)	100% of teachers were offered the opportunity to participate in Professional Development	2021-2022 100% of teachers were offered the opportunity to participate in Professional Development	2022-2023 100% of teachers were offered the opportunity to participate in Professional Development	2023-2024 100% of teachers were offered the opportunity to participate in Professional Development	2023-2024 100% of teachers will be offered the opportunity to participate in Professional Development
Implement CA Content Standards via walk through and formal teacher observations	100% of teachers implemented the CA content standards in the 2020-2021 school year.	100% of teachers implemented the CA content standards in the 2021-2022 school year.	2022-2023 100% of teachers implemented the CA content standards in	2023-2024 100% of teachers implemented the CA content standards in	2023-2024 100% of teachers will implement the CA content standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			the 2021-2022 school year.	the 2022-2023 school year.	
Teacher vacancies (Action 3.4)	2020-2021 100% of teaching positions were filled with no teacher vacancies.	2021-2022 100% of teaching positions were filled with no teacher vacancies.	2022-2023 100% of teaching positions were filled with no teacher vacancies.	2023-2024 100% of teaching positions were filled with no teacher vacancies.	2023-2024 100% of teaching positions will be filled with no vacancies
Sufficient core instructional materials as measured by SARC review	2019-2020 100% of students had access to sufficient core instructional materials	2021-2022 100% of students had access to sufficient core instructional materials	2022-2023 100% of students had access to sufficient core instructional materials	2023-2024 100% of students had access to sufficient core instructional materials	2023-2024 100% of students will have access to sufficient core instructional materials.
Percent of students who met or exceeded standard on ELA CAASPP assessment	2018-2019 30.86% of students met or exceeded on ELA CAASPP assessment	2020-2021 CESD did not administer CAASPP. The District took the digital alternative assessment, Galileo. 24% of students met or exceeded on ELA assessment	2021-2022 27% of students met or exceeded on the ELA CAASPP Assessment	2022-2023 28.10% of students met or exceeded on the ELA CAASPP assessment.	2023-2024 60% of students will meet or exceed on ELA CAASPP assessment 60% of students will meet or exceed on ELA local benchmark assessment
Percent of students who met or exceeded standard on Math CAASPP assessment	2018-2019 24.73% of students met or exceeded on	2020-2021 CESD did not administer CAASPP.	2021-2022 19% of students met or exceeded on the	2022-2023 19.43% of students met or exceeded on	2023-2024 55% of students will meet or exceed on

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	mathematics CAASPP assessment	The District took the digital alternative assessment, Galileo. 16% of students met or exceeded on Math assessment	Math CAASPP Assessment	the MATH CAASPP assessment.	mathematics CAASPP assessment 55% of students will meet or exceed on mathematics local benchmark assessments
Percent of Unduplicated student groups who met or exceeded standard on ELA CAASPP assessment	2018-2019 English Learner: 10.16% met or exceeded Low Income: 26.05% met or exceeded Foster Youth: 42.85% met or exceeded Students with Disabilities: 5.97% met or exceeded	2020-2021 CAASPP was not taken in 2020-2021 school year. Alternative assessment Galileo was given and student subgroup data was unavailable.	2021-2022 English Learner: 10.75% met or exceeded Low Income: 24.16% met or exceeded Foster Youth: N/A Students with Disabilities: 7.7% met or exceeded	2022-2023 English Learner: 10.05% met or exceeded Low Income: 25.28% met or exceeded Foster Youth: N/A Students with Disabilities: 8.34% met or exceeded	2023-2024 English Learner: 20% will meet or exceed Low Income: 50% will meet or exceed Foster Youth: 40% will meet or exceed Students with Disabilities: 20% will meet or exceed
Percent of Unduplicated student groups who met or exceeded standard on math CAASPP assessment	2018-2019 CAASPP Baseline Data from the last year of State Assessments English Learner: 8.63% met or exceeded	2020-2021 CAASPP was not taken in 2020-2021 school year. Alternative assessment Galileo was given and student subgroup data was unavailable.	2021-2022 English Learner: 8.47% met or exceeded Low Income: 16.24% met or exceeded Foster Youth: N/A	2022-2023 English Learner: 5.47% met or exceeded Low Income: 17.18% met or exceeded Foster Youth: N/A	2022-2023 English Learner: 20% will meet or exceed Low Income: 40% will meet or exceed Foster Youth: 30% will meet or exceed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Low Income: 21.42% met or exceeded Foster Youth: 30.77% met or exceeded Students with Disabilities: 6.67% met or exceeded		Students with Disabilities: 3.85% met or exceeded	Students with Disabilities: 6.55% met or exceeded	Students with Disabilities: 20% will meet or exceed
Percent of students in Grades TK-8 who met or exceeded grade level standard in mathematics on local benchmark assessments	2020-2021 K- 50% 1- 54% 2- 38%	2021-2022 K- 69.38% 1- 76.06% 2- 48.11% 3- 36% 4- 20% 5- 23% 6- 32% 7- 72% 8- 26%	2022-2023 K- 75% 1- 80.7% 2- 64.3% 3- 18% 4- 19% 5- 22% 6- 33% 7- No comparable scores. 8- No comparable scores. Will be using NWEA for the 2023-2024 school year as a local benchmark measure for all grades TK-8 which aligns to the CAASPP measures.	2023-2024 (Local NWEA Data) Kinder: 37.4% (28.9% Fuller, 45.8% Stephens) 1st Gd: 35.1% (25.2% Fuller, 44.9% Stephens) 2nd Gd: 47.1% (36.6% Fuller, 57.6% Stephens) 3rd Gd: 33.2% 4th Gd: 26.2% 5th Gd: 11.2% 6th Gd: 24.3% 7th Gd: 19.9% 8th Gd: 18.4%	2023-2024 English Learner: 30% will meet or exceed Low Income: 30% will meet or exceed Foster Youth: 30% will meet or exceed Students with Disabilities: 20% will meet or exceed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students in Grades TK-8 who met or exceeded grade level standard in ELA on local benchmark assessments	2020-2021 No Comprehensive End of Year Local Benchmark Assessment- Were using writing End of Year scores and Reading level end of year scores.	2021-2022 No Comprehensive End of Year Local Benchmark Assessment- Were using writing End of Year scores and Reading level end of year scores.	2022-2023 No Comprehensive End of Year Local Benchmark Assessment- Were using writing End of Year scores and Reading level end of year scores. Will be using NWEA for the 2023-2024 school year as a local benchmark measure for all grades TK-8 which aligns to the CAASPP measures.	2023-2024 (Local NWEA Data) Kinder: 26.5% (18.7% Fuller, 34.2% Stephens) 1st Gd: 35.1% (25.7% Fuller, 42.8% Stephens) 2nd Gd: 36.2% (30.1% Fuller, 42.4% Stephens) 3rd Gd: 22.9% 4th Gd: 28.9% 5th Gd: 24.4% 6th Gd: 29.3% 7th Gd: 24.4% 8th Gd: 35.1%	2023-2024 English Learner: 30% will meet or exceed Low Income: 30% will meet or exceed Foster Youth: 30% will meet or exceed Students with Disabilities: 20% will meet or exceed

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

ACTION 3.1- 6201 DEVELOPED COLLABORATIVE DATA TEAMS TO IMPROVE STUDENT OUTCOMES AND CLOSE ACHIEVEMENT

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

SUCCESSES:

This year has had many successes with building a culture of looking at student data, designing lessons to meet those targets, having student look at their own data, and having student set goals to increase academic achievement. Teachers were seeing students buy-in to their own data and want to push themselves to achieve more. Teachers and site admin value the power of data and want to continue to grow in this area in the coming years.

CHALLENGES:
One challenge was finding enough time throughout the year to review data. Our teacher teams wanted to review data at their PLC meetings each Monday but do to a one hour meeting time and many tasks to accomplish they were unable to review data as often as they would have liked.

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ACTION 3.2- 6310 PROVIDE NEW TEACHER MENTORING PROGRAM TO ACCELERATE PROFICIENCY

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

SUCCESSES:
New teachers in CESD are always appreciative of the amount of support received based on survey completion after each new teacher training and embedded day throughout the year. When new teachers come to CESD, after being in another district, they express in the surveys how appreciative they are of the support and how impactful it is for them to feel prepared to teach their students.

CHALLENGES:
One of the challenges with this action, was the volume of items that new teachers have to undertake. The teachers work with an academic coach, have a site/grade level mentor they work with and are typically in the induction program which also provides them a mentor to work with. The district will be working in the coming years to align some of these practices to provide the support teachers need but also ensure it is not overwhelming for them.

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ACTION 3.3- 6311 PROVIDE STANDARDS ALIGNED SUPPLEMENTAL PROFESSIONAL LEARNING RESOURCES AND MATERIALS

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

SUCCESSES:
Staff were able to order any supplies and supplemental materials they needed throughout the year to meet all of the actions within the LCAP cycle.

CHALLENGES:
There were no challenges associated with this action.

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ACTION 3.4- 6101 MAINTAIN COMPETETIVE SALARIES

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

SUCCESSES:
The district was able to maintain the majority of our staffing each year due to having competitive salaries within the LCAP. This action allows our teachers to commute to a rural area and stay here for many years. Student achievement levels would decrease if we had a high level of transient teachers each year.

CHALLENGES:
The only challenge associated with this action is that even though our salaries are competitive, there are still school districts within 15 miles of us with higher salaries.

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ACTION 3.5- 6204 MAINTAIN ACADEMIC COACHES TO PROVIDE CURRICULAR SUPPORT TO TEACHERS TO INCREASE EFFECTIVENESS

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

SUCCESSES:
Our academic coaches are a valuable asset to our district. They work with new teachers, veteran teachers, and provide professional development throughout the year to all staff around the current research as well as the need of our teachers and classrooms.

CHALLENGES:
The only challenge associated with this action has been shifting the culture over these 3 years to see the coaches as a safe person to partner and work with in classrooms instead of someone who is coming in to evaluate a teacher.

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ACTION 3.6- 6206 PROVIDE PROFESSIONAL DEVELOPMENT

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

SUCCESSES:

Professional development in the district is a success. Our team of coaches and educational services provide engaging and insightful professional development that is meeting staff where they are and supporting them in their next steps. We have also been able to bring in outside professional development to support us in the science of reading research and professional learning communities work (Solution Tree and Lexia).

CHALLENGES:
The only challenge has been scheduling. The only full days of training we have with our teaching staff is at the beginning of the year. Because of this, we have very little time to provide professional development throughout the year, that is required and during a teachers contract time. This means that the professional development throughout the year is optional and for those who choose to attend, even though they do receive additional time for attending. Teacher feedback states that if they received per-diem hourly salary rate for their time instead of a flat rate of $40 per hour for everyone, staff would be more likely to attend.

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ACTION 3.7- 6205 INCREASE AND IMPROVE LEAD TEACHERS MODEL CLASSROOMS

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

SUCCESSES:
There is so many benefits to teachers watching other teachers teach. Teachers leave the room with excitement and energy and ideas to take back to their classrooms.

CHALLENGES:
The only challenge associated with this action is scheduling and arranging the coverages necessary for teachers classrooms to allow them to leave to visit other rooms.

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ACTION 3.8-6312 MAINTAIN DATA WAREHOUSE AND OTHER DIGITAL TOOLS TO MONITOR AND ANALYZE STUDENT DATA AND DECREASE ACHIEVEMENT GAPS

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

SUCCESSES:
The data management platforms we have make it user friendly and timely to receive specific student data, student group data and overall achievement to ensure accurate next steps. Without these systems the data would be outdated before we could process it and review it for instructional purposes.

CHALLENGES:

The only challenge associated with this action is finding the time to train teachers on how to use the platforms to ensure it is a useful tool and not adding additional work or stress to their already existing list of items to be completed.

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ACTION 3.9- 6314 MAINTAIN AND UPGRADE OPERATIONAL TECHNOLOGY

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

SUCCESSES:
The action allows us to ensure the students in our low-income, rural area are afforded the same access to technology as students in other districts and communities.

CHALLENGES:
The only challenge associated with this action is that technology is sometimes accidently broken or misplaced within homes and the district has to replace it with a new item. Our families do not have the money to replace the device or pay the school district and we would not expect that from them.

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ACTION 3.10- 6313 DIRECTOR OF EDUCATIONAL SERVICES

There were substantive differences in planned actions and actual implementation of this action. The funds for this action, that were not spent due to the position being vacant for the majority of the year, were moved to other actions that were underfunded within the LCAP to support services for unduplicated students.

SUCCESSES:
There has been no successes in this area for this year. However, the first 2 years of our LCAP cycle we had a Director of Educational Services who worked side by side with sites and teacher teams in all areas of achievement.

CHALLENGES:
This year this position has been vacant for the majority of the year. A director was hired in July 2023 but resigned by September of 2023. We posted and interviewed for the position multiple times but were unable to fill the position for the entire 2023-2024 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 3.1- 6201 DEVELOPED COLLABORATIVE DATA TEAMS TO IMPROVE STUDENT OUTCOMES AND CLOSE ACHIEVEMENT

In 2023 the District budgeted $15,000 on this action. The District's estimated actuals for this action were $35,707. This difference is due to the high volume of staff attending data sessions, analyzing data in PLC teams and using the data for next steps with student instruction. This is an area that the district is excited to see with a higher estimated actual, as it shows evidence of staff buy-in to data and the importance of using it for instructional purposes.

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ACTION 3.2- 6310 PROVIDE NEW TEACHER MENTORING PROGRAM TO ACCELERATE PROFICIENCY

There were no material differences between budgeted and estimated actual expenditures.

****

ACTION 3.3- 6311 PROVIDE STANDARDS ALIGNED SUPPLEMENTAL PROFESSIONAL LEARNING RESOURCES AND MATERIALS

There were no material differences between budgeted and estimated actual expenditures.

****

ACTION 3.4- 6101 MAINTAIN COMPETETIVE SALARIES

There were no material differences between budgeted and estimated actual expenditures.

****

ACTION 3.5- 6204 MAINTAIN ACADEMIC COACHES TO PROVIDE CURRICULAR SUPPORT TO TEACHERS TO INCREASE EFFECTIVENESS

There were no material differences between budgeted and estimated actual expenditures.

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ACTION 3.6- 6206 PROVIDE PROFESSIONAL DEVELOPMENT

In 2023 the District budgeted $658,000 on this action. The District's estimated actuals for this action were $402,923. This difference is due to the amount of professional development expenses that were coded to other resources, outside of LCAP, including educator effectiveness and Learning Recovery Emergency Block Grant.

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ACTION 3.7- 6205 INCREASE AND IMPROVE LEAD TEACHERS MODEL CLASSROOMS

In 2023 the District budgeted $10,100 on this action. The District's estimated actuals for this action were $15,387. This difference is due to higher than expected amount of blue sheet for lead teacher meetings. Each school site has a guiding coalition/ leadership team that meets 1-2 times a month throughout the year. As we have been building this process, we were unsure if teams would be able to meet once or month or twice a month. As the year began, guiding coalitions were meeting on site once a month, however they quickly felt the need as a team to meet twice a month many times throughout the year. The leadership team had the ability to decide this and set a second meeting data as needed. This increased the amount of expenses in additional time for staff who met after school for these meetings.

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ACTION 3.8-6312 MAINTAIN DATA WAREHOUSE AND OTHER DIGITAL TOOLS TO MONITOR AND ANALYZE STUDENT DATA AND DECREASE ACHIEVEMENT GAPS

In 2023 the District budgeted $92,000 on this action. The District's estimated actuals for this action were $268,148. This difference is due to the increased costs of Parsec Education. When the year began we had a small contract with this particular data warehouse company. Once the year began, we began using our new benchmark assessments, we realized we needed additional resources including family reports which increased our costs for data.

****

ACTION 3.9- 6314 MAINTAIN AND UPGRADE OPERATIONAL TECHNOLOGY

In 2023 the District budgeted $125,000 for this action. The District's estimated actuals for this action were $176,251. The increase in costs were due to needing to order updated Chromebooks with touchscreens for the TK-2 schools in order for students to be able to effectively take the NWEA benchmarks in math and ELA as well as the literacy based assessments. They will also need these devices to complete the reading difficulties screener in the 2024-2025 school year.

****

ACTION 3.10- 6313 DIRECTOR OF EDUCATIONAL SERVICES

In 2023 the District budgeted $218,622 on this action. The District's estimated actuals for this action were $38,945. This difference is due to this position being vacant for the majority of the year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

CESD has deemed many of the actions within the 2021-2024 LCAP to be effective or somewhat effective based on growth in the following academic areas.
1. CAASPP: CAASPP scores for both ELA and Math have increased approximately 3% since the pandemic scores in 2020. While the growth has been minimal, the last couple of years have revolved around building strong systems around classroom instruction, data analysis, and creating plans to support next steps for student learning based on current data. (ELA 16% increased to 19.43%, Math 24% to 28.10%).
2. Our English Learners have increased from 8.81% scoring a level on the ELPAC in 2020 to 15.63% scoring a level 4 in 2022-2023.
3. Chronic Absentee rate has decreased from 41.8% chronically absent to 25.6% chronically absent in 2022-2023. Additionally, local data is showing that in 2023-2024, our chronic absentee rate decreased once again to about 13%.

ACTION 3.1- 6201 DEVELOPED COLLABORATIVE DATA TEAMS TO IMPROVE STUDENT OUTCOMES AND CLOSE ACHIEVEMENT

This action was effective. This action allowed our teacher PLC teams, attendance task force, and PBIS teams to meet on a regular basis to review data and make instructional decisions in a timely manner that impact all components of their education including academic, attendance and discipline. The teams would identify unduplicated students that were not making growth and put specific interventions into place to support the student and their family through the partnership.

****

ACTION 3.2- 6310 PROVIDE NEW TEACHER MENTORING PROGRAM TO ACCELERATE PROFICIENCY

This action was effective. This action allowed new teachers to have someone to reach out to for all of their needs, someone to lesson plan with and work on teaching strategies to allow them to feel supported and aligned with the other teachers on campus.

****

ACTION 3.3- 6311 PROVIDE STANDARDS ALIGNED SUPPLEMENTAL PROFESSIONAL LEARNING RESOURCES AND MATERIALS

This action was effective. This action allowed staff to have all of the supplies and supplemental materials they needed throughout the year to be prepared for implementation.

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ACTION 3.4- 6101 MAINTAIN COMPETETIVE SALARIES

This action was effective. This action allowed the district to maintain highly qualified teachers to prevent the turnover that used to happen in the prior LCAP cycle.

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ACTION 3.5- 6204 MAINTAIN ACADEMIC COACHES TO PROVIDE CURRICULAR SUPPORT TO TEACHERS TO INCREASE EFFECTIVENESS

This action was effective. New teachers felt supported, embedded days to work on essential standards and targeted planning to student needs were successful and professional development for all staff happened throughout the year, all leading to student growth academically.

****

ACTION 3.6- 6206 PROVIDE PROFESSIONAL DEVELOPMENT

This action was effective. Throughout the 3 year LCAP cycle, 100% of teachers were offered professional development opportunities, including PLC training, PBIS trainings and Science of Reading. 100% of teachers were offered the opportunity to work with an academic coach. In addition to summer trainings, there are trainings throughout the year at staff meetings, after school hours for additional time and on site for collaboration and lesson design. This action allows our team to listen to feedback regarding staff needs and design our professional learning around those needs.

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ACTION 3.7- 6205 INCREASE AND IMPROVE LEAD TEACHERS MODEL CLASSROOMS
ACTION 3.8-6312 MAINTAIN DATA WAREHOUSE AND OTHER DIGITAL TOOLS TO MONITOR AND ANALYZE STUDENT DATA AND DECREASE ACHIEVEMENT GAPS
ACTION 3.9- 6314 MAINTAIN AND UPGRADE OPERATIONAL TECHNOLOGY

These actions were effective. These actions were effective at creating a system in which lead teachers are modeling teaching in their classrooms for other teachers. This includes new teachers and veteran teachers. Teachers work with the academic coach to set session goals and targets before entering a classroom for observation. While they are in the room the teachers watching the lesson are taking notes on strategies specific to the goals and targets of the model lesson. After the lesson the team of teachers and coach debrief and discuss what they saw, why and how to apply that in their own classrooms. Our academic data shows an increase in achievement towards closing the gap. Therefore, we are confident these actions are all starting to benefit our students and will continue them into the next LCAP cycle.

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ACTION 3.10- 6313 DIRECTOR OF EDUCATIONAL SERVICES

This action was effective in prior years when the position was filled. The district will continue with the position for the upcoming 3 year LCAP cycle with a focus on our unduplicated student groups.

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

ACTION 3.1- 6201 DEVELOPED COLLABORATIVE DATA TEAMS TO IMPROVE STUDENT OUTCOMES AND CLOSE ACHIEVEMENT

For the 2024-2025 school year this action will remain intact and unchanged.

****

ACTION 3.2- 6310 PROVIDE NEW TEACHER MENTORING PROGRAM TO ACCELERATE PROFICIENCY

For the 2024-2025 school year this action will remain intact and unchanged.

****

ACTION 3.3- 6311 PROVIDE STANDARDS ALIGNED SUPPLEMENTAL PROFESSIONAL LEARNING RESOURCES AND MATERIALS

For the 2024-2025 school year this action will remain intact and unchanged.

****

ACTION 3.4- 6101 MAINTAIN COMPETETIVE SALARIES

For the 2024-2025 school year this action will remain intact and unchanged.

****

ACTION 3.5- 6204 MAINTAIN ACADEMIC COACHES TO PROVIDE CURRICULAR SUPPORT TO TEACHERS TO INCREASE EFFECTIVENESS

For the 2024-2025 school year this action will remain intact and unchanged.

****

ACTION 3.6- 6206 PROVIDE PROFESSIONAL DEVELOPMENT

For the 2024-2025 school year this action will remain intact and unchanged.

****

ACTION 3.7- 6205 INCREASE AND IMPROVE LEAD TEACHERS MODEL CLASSROOMS

For the 2024-2025 school year this action will remain intact and unchanged.

****

ACTION 3.8-6312 MAINTAIN DATA WAREHOUSE AND OTHER DIGITAL TOOLS TO MONITOR AND ANALYZE STUDENT DATA AND DECREASE ACHIEVEMENT GAPS

For the 2024-2025 school year this action will remain intact and unchanged. We have increased the budgeted amount to account for the additional contracted items added during the 2023-2024 school year.

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ACTION 3.9- 6314 MAINTAIN AND UPGRADE OPERATIONAL TECHNOLOGY

For the 2024-2025 school year this action will remain intact and unchanged.

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ACTION 3.10- 6313 DIRECTOR OF EDUCATIONAL SERVICES

For the 2024-2025 school year this action will remain intact and unchanged. While the position was vacant in the 2023-2024 school year, we have been able to fill it for the 2024-2025 school year and are eager to have the needed support again for our students.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Chowchilla Elementary School District	Michelle Worrell Assistant Superintendent	worrellm@chowkids.com 5596658021

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Chowchilla Elementary School District (CESD) is located in the growing community of Chowchilla. Situated in the heart of the fertile San Joaquin Valley, Chowchilla is today a farming community, just as it was when it was first developed. We are an elementary District serving TK-8th grade students in 5 Schools. Stephens serves nearly 250 TK-2 students, while Fuller (TK-2), Reagan (3rd-4th), Fairmead (5th-6th) and Wilson Middle School (7th-8th) serve roughly 500 students each.

Homes in Chowchilla are conducive to a wide economic range. New subdivisions have been added to our ever growing community and more have pulled permits for future construction. The components that are necessary for a quality life can be found in Chowchilla. The town has proven to be very attractive to families because of its "small town" traditions and atmosphere.

The population of Chowchilla is currently estimated at 19,000 and is continuously expanding. Although much of the area is farmed, industrial and commercial developments are experiencing steady, orderly growth for the residents of the community. Included in the population count are 5,800 inmates housed between the Valley State Prison and Central California Women's Facility. Many of our families have ties to the prison, either through the inmates or as employees.

Although the rate of unemployment in Chowchilla outpaces the state, the crime rate does not. CESD works closely with Chowchilla Police Department to foster strong, positive community relationships with law enforcement supported by a District funded School Resource Officer. We work with a community partnership organization to best serve the needs of our families, as well as, address the needs of our increasing homeless student count.

Our student population of 2,187 students consists of 86% socioeconomically disadvantaged, 64% Hispanic, 29% White, 25.6% English Learner and 11.8% are students with disabilities. Other subgroups which make up less than 4% of our total enrollment population are Asian, African American, Filipino and American Indian. Our LCFF unduplicated count is 89% and 96% of our EL students speak Spanish with 3% speaking Punjabi. There are no additional languages spoken by another subgroup in excess of 1%. Our homeless youth population is 1.3%

and our foster youth population is .4%. Chowchilla Elementary School District's English learner population is equal to that of the county at 96% and higher than the state by 14%.

Chowchilla strives to maintain a friendly atmosphere, promoting the positive image of a small town community without the problems that are frequently associated with larger cities. Community members are supportive of both the Chowchilla Union High School District, as well as, the Elementary District. CESD provides ourselves on being a feeder program for Chowchilla High School. Throughout the year we work collaboratively with the High School District to align programs and services for our families.

CESD recognizes that there is an increased need for mental health and social-emotional support. Our LCAP was revised through educational partner input to provide more student supports. CESD strives to provide a quality educational system that meets the academic, physical and social needs of our students and inspire them to greater success. Our mission is to provide each student a superior education in a safe and positive climate that promotes high academic performance, personal responsibility and respect for self and others. We know that every child can learn and that we can teach and meet the educational needs of ALL children.

Reflections: Annual Performance

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

Chowchilla Elementary School District did not have any school fall into CSI on the 2023 dashboard. However, we did have student groups at the district and site level that fell into red areas that need to be addressed and the focus of the upcoming LCAP cycle. These students groups for both district and site level are addressed below. The district sees a significant equity gap for our English learners and will be making this our achievement focus for the upcoming LCAP cycle.

DISTRICT LEVEL

As a district there were 6 areas of red indicators on our 2023 state dashboard. These areas of red are as follows: English learners= red in ELA and Mathematics, Foster Youth= Red in the area of suspension, Homeless= Red in the area of suspension rate, African American= red in the area of suspension rate, students with disabilities= red in the area of ELA. These are described with more detail under each indicator below. This is a significant improvement from the prior year. In 2022, Chowchilla district had a total of 19 red indicators on our dashboard that needed to be addressed. Due to the high level of red in 2022 we were placed in differentiated assistance and worked with Madera County Superintendent of Schools throughout the annual process. (See the technical assistance section below).

Additionally, there were also red indicators at the site level. These included the following, which are addressed through specific actions within the LCAP.

Wilson Middle School: Chronic absenteeism for SWD and White, Suspension for SWD and Hispanic, ELA for SWD, and Math for English Learners, Socio-economically disadvantaged (SED) and Hispanic. These can be found within the LCAP in 1.10, 1.11, 2.10, & 2.12.

Fairmead Elementary School: ELA is a red indicator site wide (EO, SED, SWD, Hispanic), ELPI is a red indicator for English Learners, Suspension for SED, Math for English Learners, SED and Hispanic. These can be found within the LCAP in 1.2, 1.9, & 2.6.

Ronald Reagan Elementary School: ELP for English Learners, ELA for English Learners, and ELA for SWD. These can be found within the LCAP in 1.2, 1.10, & 1.11.

Stephens Elementary School: Chronic Absenteeism for English Learners. These can be found within the LCAP in 2.11.

The district worked to address the inequities shown in the data above for the student groups who were below that of all students. Each red indicator is addressed below.

CHRONIC ABSENTEEISM: In 2022 there were a total of 10 red indicators on our dashboard out of a total of 12 student groups. In 2023, there were zero red indicators on the district dashboard in the area of chronic absenteeism. This was a huge success for CESD. In partnership with Madera County Superintendent of Schools, we saw this as a the largest area of need to focus on initially. As a team, we were confident that our students need to be in school more, to learn more, to have data that reflects that learning. CESD was successful in accomplishing this goal and eliminating the red from our dashboard. However, there are a few student groups in which we know can be improved further in the coming year to continue to ensure there is not an equality issue.

At the site level there were 3 out of 5 sites without red indicators in the area of chronic absenteeism. There were 2 sites that had red indicators which were Wilson Middle School and Stephens Elementary. Wilson's red indicators were for students with disabilities and white. Stephens red indicator was for English Learners. The district saw this data in January when the 2023 dashboard was revealed and began to work with our district and site attendance task force teams right away to address the concern. From January 2023 to June 2023 we noticed a significant decline in the data that should be reflective in the upcoming 2024 dashboard. The baseline 2023 data and decline, using local data, is shown below.

WILSON MIDDLE SCHOOL

Students with Disabilities (SWD):
2022-2023 Dashboard Data: 34.8% of SWD were chronically absent compared to Madera County at 51.4% and the state of CA at 40.6%. While CESD was below both the county and state averages, our rates were high overall which placed us in the red for Wilson Middle School on this indicator for SWD.
2022-2023 Dashboard Data: 37.5% of SWD were chronically absent compared to Madera County at 35.5% and the state of CA at 34.6%. While CESD was close to both the county and state averages, our rates were high overall and increased from the 2022 dashboard data release to 2023 dashboard release.
2024: Local data currently shows that SWD had a chronic absentee rate of 17.5% at the end of the 2024 school year. This data shows, preliminarily, that our work with the attendance task force has been working to show improvement.

White:

2022-2023 Dashboard Data: 21.6% of SWD were chronically absent compared to Madera County at 33.4% and the state of CA at 23.26%. While CESD was below both the county and state averages, our rates were high overall which placed us in the red for Wilson Middle School on this indicator for SWD.

2022-2023 Dashboard Data: 22.8% of the white student group were chronically absent compared to Madera County at 24.7% and the state of CA at 19.7%. While CESD was below the county average and above the slightly above the state average, our rates were high overall and increased by 1.2% over a one year span, placing them in the red indicator.

2024: Local data currently shows that SWD had a chronic absentee rate of 17.5% at the end of the 2024 school year. This data shows, preliminarily, that our work with the attendance task force has been working to show improvement.

STEPHENS ELEMENTARY SCHOOL

English Learners:

2022 Dashboard Data: 30% of English Learners were chronically absent compared to Madera County at 42.2% and the state of CA at 34.7%

2023 Dashboard Data: 29.9% of English Learners were chronically absent compared to Madera County at 24.1% and the state of CA at 28.1%

2024 Stephens Elementary made very little growth in the area of chronic absenteeism for our English learners from 2022 to 2023 dashboards. However, from January 2023 to June 6 2023 , local data shows that at Stephens Elementary the chronic absentee rate of English Learners had decreased to 12.5%.

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SUSPENSION RATES:

The district dashboard in 2022 had one red indicator for students with disabilities student group. In 2023 the district dashboard had 3 student groups with red indicators for suspension. This data appears to show that our suspension rates had increased, however, in 2022 students were at home learning for the majority of the prior year and were not in school to receive a suspension. Due to being on a hybrid schedule there were not many students in school at one time and students did not attend every day. Our 2023 dashboard data showed that the district had inequities for African Americans, Foster and homeless. Chowchilla overall has a fairly low rate of foster youth and homeless youth. Because of this, when there is one or 2 students who are suspended it skews the data greatly. Therefore, year to year there can be a large fluctuation of rates for these 2 specific student groups which barely meet the reporting criteria. The suspension rate for the district was 33.3% compared to Madera County at 36.2% and the state at 47%. Overall, CESD had lower rates of suspension which is a success. Since the dashboard release, the district has began early implementation of PBIS (Positive Behavior Intervention and Supports) during the 2023-2024 school year to focus on interventions and supports for students. 2024 local data currently shows that 2.62% of all students have had a suspension this year. While this data is preliminary and not broken down by student group, we are confident that our student group data has also decreased due to monitoring specific students through the PBIS task force throughout the year.

Site data showed the following data:

Fairmead Elementary: Socio-economically disadvantaged (SED) student group had a red indicator for suspension rate on the 2023 dashboard. In 2022, this student group was not red for Fairmead Elementary School. The PBIS site task force team began reviewing suspension data after the dashboard release in January of 2023. The team began to focus on PBIS interventions and building a system to support our SED students.

Wilson Middle School: There were 2 student groups at Wilson Middle School with red indicators for suspension rate. These student groups were students with disabilities and Hispanic. In 2022, the dashboard showed SWD had a red indicator in the area of suspension with a rate of 12.2%. In 2023, SWD suspension rate had increased to 17.2%. In 2022, the dashboard showed the Hispanic students had a red indicator in the area of suspension with a rate of 6.3% which increased to 10.6% in 2023. In 2023, Wilson struggled with vape of marijuana within the school setting. This was a challenge that took us time to develop an action plan and work to find interventions for students. By March of 2023 we had developed a drug prevention training course that students who encountered issues with drugs had to attend afterschool. Another part of the action plan was developing an Opportunity Education program that would provide interventions for students during the day and assist them in being ready to join their peers in regular education again.

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ENGLISH LANGUAGE ARTS

In the area of English Language Arts the district fell into the red for English learners and students with disabilities. In addition, Fairmead Elementary and Wilson Middle School sites both fell into the red category on the ELA indicator. As a district, English learners were 10.05% meeting or exceeding in ELA in 2023. In 202, English learners were 10.53% meeting or exceeding in ELA. The district recognized the data in 2023 with the dashboard release and began to focus on English learner supports and systems to support them in learning language and content. These strategies including analyzing EL data in data teams and identifying areas of need for academic achievement. In addition, the district lost our Director of Educational Services whose main focus was our EL student group. Local data for 2024 shows that our team data analysis efforts are showing a slight increase to ELA data. Local data shows an increase to 12.10% for EL students in 2024.
A second student group that fell below the expectation and therefore was in the red on the ELA indicator was students with disabilities. In 2023, our SWD were 8.34% meeting or exceeding on the CAASPP assessment. Local data in 2024 shows a decrease to 7.45%. While this data is local and not a direct correlation to the CAASPP assessment it has been somewhat of an closely accurate correlation in the past. This data shows a specific focus is needed to increase our achievement levels for SWD in the coming year.
There has been a curriculum adoption process happening during the 2023-2024 school year that ended at the end of the school year. This curriculum is being ordered and will be ready to implement for the 2024-2025 school year. This new curriculum follows the science of reading research, is explicit and systematic which will benefit all classrooms but especially benefit our students with disabilities within each of these rooms.

Fairmead Elementary was additionally red on the 2023 dashboard for SED and Hispanic. On the 2023 dashboard Hispanic students were 19.52% meeting or exceeding the standard. This was an decrease of 5.9% from the 2022 dashboard data release. Local data for 2024 shows a preliminary increase of 4.79% to 24.31% meeting or exceeding. This data is moving back in the right direction and while it is not quite as high as we were in 2022 with 25.42%, it is close and showing an increase in achievement once again.
Socio-economically disadvantaged students (SED) data is the second area in which Fairmead Elementary is showing a red indicator and will be an area of focus for the 2024-2025 school year. In 2023, SED data showed that 18.81% of students were meeting or exceeding the

standard in ELA. This was a significant decrease from the previous year, 2022 dashboard, of 6.97%. Local data (NWEA) for 2024 shows an increase from 2023, to 24.75% exceeding or meeting the standard. While this is once again not back to where we were in 2021-2022, it is close and moving back in the positive direction. This will be another area of focus moving into the 2024-2025 year and LCAP cycle.

MATHEMATICS

The Chowchilla Elementary School District had one red indicators for mathematics for English learners which was also an area of red for Fairmead Elementary and Wilson Middle School. The district dashboard for 2023 showed that our EL student group scored 14.19% of students meeting or exceeding. Local data for the district for 2024 shows an there is not an increase or decrease in achievement for our EL student group. The data shows that 14.19% of students are meeting or exceeding the standard. Local data shows an achievement increase of 1.88% for Fairmead Elementary EL student group. Local data shows an achievement decrease of 4.5% for our EL student group at Wilson. This is a challenge area for the district as well as Fairmead and Wilson and will be a focus for the 2024-2025 school year.
Wilson Middle School also had a red indicator in the area of mathematics for the SED and Hispanic student groups. In 2022, the SED student group scored 18.2% meeting or exceeding, which was a 0.58% decrease in achievement. While this is a small and almost insignificant decrease, it is not an increase which is what is required to close the achievement gap for our SED students. Additionally, local data shows an additional decrease to 15.87% which is a total of 2.91%. This is an area of focus for the upcoming year.
In 2022 Hispanic students at Wilson Middle School achieved CAASPP proficiency in mathematics with 14.97% meeting or exceeding the standard. In 2023, that achievement level increased to 17.53%. This was an increase in achievement for our Hispanic student group of 2.56%. Even with this growth, the school was below both the state and county achievement levels for this students group. The state scored 21.24% proficiency rate and the county of Madera had a proficiency rate of 20.8%.

Reflections: Technical Assistance

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

This section is a community update. The District realizes we are not eligible for Differentiated Assistance in the 24-25 school year due to the growth achieved but wanted to share the success of the work.

Chowchilla Elementary School District partnered with Madera County Superintendent of Schools to work through the Differentiated Assistance process. In January of 2023 the Differentiated list was released for school districts. At that time CESD was identified as falling into D.A in a few areas. In our initial meeting, with the county, we were able to identify various areas where CESD had red indicators and therefore needed focus for the upcoming year. CESD chose attendance as our first focus. As a team we were all confident that getting to students to school so they could learn was the first focus. Therefore, CESD and Madera County began our year long journey to improve our chronic absentee rates.

Baseline data, at the beginning of the DA process, in January of 2023 showed that our 2022 dashboard 10 out of 12 chronic absentee indicators in red. Each school site had data that matched and it was evident that we needed to partner with families and staff to find the main reasons for the high rates of chronic absenteeism. The first step was to develop an attendance task force at two levels. We had one district

attendance task force that was our guiding coalition. This team met once a month throughout this process and included one administrator from each school site (responsible for attendance), our SARB chairperson, the assistant superintendent of educational services, and our child welfare and attendance liaison. We also had a committee that met with the county every few weeks throughout this process which included 2 site admin, district admin, transportation supervisor, superintendent, assistant superintendent of educational services, and our child welfare and attendance liaison. Each time we had a DA meeting, we then took the information and discussion items to our attendance task force which ensured the transfer of information to the site level.

Through the process of DA with the county, we developed a driver diagram that had an AIM statement, current data and potential process measures. Then as a team we developed primary drivers and secondary drivers for attendance. Later in the process we also developed change ideas. Our primary drivers were parent education, transportation, attendance coding system consistency, student mindset/SEL capacity and student engagement. There was a lot of work involved in surveying families and creating plot maps of all students who were chronically absent to pinpoint the exact areas where there could be a transportation issue. During the pandemic, CESD had to reduce the number of routes we were providing within the city limits due to a lack of transportation drivers. At this time, we were finally able to begin rehiring drivers and potentially able to add in a couple of city routes. Through all of the work of the pinpoint map, the parent surveys and team discussions around the data, it was apparent that we needed to create PDSA cycles around 3 city areas that needed a bus route added as well as starting the year successfully in school with an incentive challenge. The PDSA cycles were as follows:

1. Additional bus route in town at Rose and Santa Cruz Streets.
2. Additional bus route in town at Kite Street.
3. Additional bus route in town near the city hall.
4. Back to school start strong challenge.

Throughout this process, the district used Aeries Analytics, to track data each month, work with families and ultimately increase the amount of time students are in school to also increase their achievement levels. Below is the dashboard data from 2022 which began this process and our local Aeries Analytics data at the end of the 2023-2024 school year.

All Students:	Red at 41.8% chronically absent	----------	2.6%
English Learners:	Red at 35.9% chronically absent	----------	9.5%
Foster:	Red at 66.7% chronically absent	----------	13.3%
Homeless:	Red at 76% chronically absent	----------	60%
SED:	Red at 44.2% chronically absent	----------	2.9%
SWD:	Red at 55.6% chronically absent	----------	21.6%
Hispanic:	Red at 43.3% chronically absent	----------	13.0%
White:	Red at 36.5% chronically absent	----------	9.4%
African American:	Red at 61.7% chronically absent	----------	13.3%
Two or More Races:	Red at 39% chronically absent	----------	16.7%

The Differentiated Assistance process was effective. This process left the district with lasting systems for attendance including task force teams and data review that can be maintained for years to come. CESD looks forward to continuing this work and further reducing our rates

of chronic absenteeism. The District will be expanding this process and system of a guiding coalition in the coming years, and in this 24-27 LCAP cycle, to increase achievement in additional areas.

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parent Advisory Committee (PAC)	Standing consolation group that meets several times per year to provide input and feedback on the LCAP goals and success indicators and district priorities. This group was comprised of parents from each of our unduplicated student groups, parents from our special group of those associated with the Chowchilla prisons and families of students with disabilities. This group met on October 26, 2023, October 27, 2023, February 1, 2024 and March 14, 2024. The PAC committee gave final approval of the LCAP and supporting documents with no feedback to review.
LCAP Meetings	Group of parents, community members, teachers, classified staff, union members, students, site administrators and district administrators who come together a few times throughout the year to provide input and feedback on the LCAP goals and success indicators and district priorities. These meetings were held on February 8, 2024, February 27, 2024, March 1, 2024, March 15, 2024, March 30, 2024, April 12, 2024 and May 16, 2024.
Joint Foster and Homeless Care Liaison Meetings	Chowchilla liaison meets monthly with all county schools and liaisons to discuss strategies and priorities for foster youth and homeless students. These meetings took place on August 16, 2023, September 13, 2023, October 18, 2023, November 8, 2023, December 13, 2023, January 17, 2024, February 14, 2024, March 13, 2024, April 10, 2024 and May 8, 2024.
Chowchilla Teacher's Association (CTA) Union	District administrators meet monthly with the teachers union board members to discuss ongoing input and feedback around the goals and success indicators within the LCAP as well as other issues

Educational Partner(s)	Process for Engagement
	important to the success of the LCAP process. This team met on October 18, 2023, November 30, 2023, January 11, 2024, January 31, 2024, February 21, 2024, April 23, 2024 and June 26, 2024. This team of team members led to the development of actions 1.3, 1.4, 1.8, 3.1, 3.2, 3.5, 3.6, and 3.7.
Chowchilla Classified Association (CSEA) Union	District administrators meet monthly with the classified union board members to discuss ongoing input and feedback around the goals and success indicators within the LCAP as well as other issues important to the success of the LCAP process. This team of members reinforced the need for actions 1.3, 1.4, 1.8, 3.1, 3.2, 3.5, 3.6, and 3.7 expressed as a need from the teachers union.
All Educational Partners	Through email, weekly newsletters, social media, Parent Square and website, the District informed all educational partners of the various opportunities to take part in the LCAP development and feedback. Educational partners had the opportunity to participate in meetings including Parent Advisory Committee, School Site Council, English Language Advisory Committee (ELAC), District English Language Advisory Committee (DELAC).
All Educational Partners	SURVEY: In early spring a district wide LCAP survey containing all goals, actions and services for input. The survey remained open for 6 weeks. The survey was advertised in email, mail, Parent Square, phone call and social media. A paper survey as well as technology were available to anyone who needed it. The survey gathered input on the current LCAP goals, actions and services and asked for additional idea or needs for upcoming actions. The work of this team led to actions 1.6, 2.3, 2.6, and 2.12.
District English Learner Advisory Committee (DELAC)	Standing consolation group that meets several times per year to provide input and feedback on the LCAP goals and success indicators and district priorities. This team additionally focuses on the needs of English learners within the District. The duties of this team throughout the year included development of the EL Master Plan, District needs assessment, District programming, compliance, reclassification procedures, and other compliance areas such as notifications and forms. This committee met on November 8, 2023, February 16, 2024, March 13, 2024, April 20, 2024 and May 18, 2024. The DELAC committee gave final approval of the LCAP and supporting documents

Educational Partner(s)	Process for Engagement
	with no feedback to review. The work of this team lead to the development of actions 1.3, 1.6, 1.7, 1.9, 1.10, and 3.1.
All Staff, Parents, students and community	Surveys and polls are sent out to the entire District and community, including students, to receive feedback around the goals and success indicators within the LCAP. Surveys were placed at both sets of parent teacher conferences to ensure communication of the survey and the opportunity for all families to complete the survey if they wanted to do so.
Special Education Task Force	Standing consultation group that meets several times per year to provide input and feedback on the LCAP goals and success indicators and district priorities. This group includes the director of special education, SELPA representation for SWD, psychologists, counselors, behavior certified board analyst and assistant superintendent of educational services. The work of this team led to the development of actions 1.3, 1.6, 1.11.
Site and District Administrators	Administrators met bi-monthly from July 2023 to July 2024, to discuss the needs of school sites, current data and action steps. Data These sessions included a detailed analysis of CAASPP scores and local data pertinent to the 2023-2024 academic year, encompassing suspensions, expulsions, attendance and chronic absenteeism. Administrators were equipped with strategies based on this data, to enhance academic performance and the overall school environment for students. They also had the chance to discuss the successes and challenges encountered and gain ideas from other school sites and leaders. The yearly process of working with admin brought us needs or changes for upcoming actions in the LCAP. The final proposed actions and services were presented to the administrative team. Everyone was given the opportunity to ask questions and provide additional feedback.
Chowchilla Attendance Task Force	Standing consultation group that meets several times per year to provide input and feedback on the LCAP goals and success indicators and district priorities specific to student attendance and engagement. This committee focused on systems and methods to improve overall attendance but focused our time and data conversations around equality and ensuring the gap between our unduplicated student groups and the attendance rates of all students were being closed. This committee met on August 11, 2023, August 14, 2023, August 29,

Educational Partner(s)	Process for Engagement
	2023, October 6, 2023, November 9, 2023, January 9, 2024, February 9, 2024, April 2, 2024 and May 1, 2024. The work by this committee led to the development of actions 2.7, 2.8, 2.10, and 2.11.
Board Meeting Feedback Process	School board of trustees meet 1-2 times a month to hear ongoing development of the LCAP plan and provide input and feedback on goals and success indicators and district priorities. The board of trustees is additionally responsible for the two board meeting process that finalizes and approved the final LCAP. These two meetings occurred on June 17, 2024 and June 24, 2024.
Chowchilla PBIS Guiding Coalition	Standing consolation group that meets several times per year to provide input and feedback on the LCAP goals and success indicators and district priorities specific to student behaviors and interventions for support. The team reviewed data, for all students as well as for specific student groups, and used the data to determine next steps for interventions and instructional purposes. This team meets at the site level and at the District level. The District level meetings were on July 27, 2023, August 14, 2023, August 16, 2023, September 18, 2023, September 27, 2023, October 16, 2023, November 13, 2023, January 29, 2024, February 13, 2024, March 4, 2024, April 17, 2024, May 13, 2024 and May 29, 2024.
5th and 7th Grade Students	During the month of March 2024, an LCAP student survey was given to 5th and 7th grade students to gather their opinions on school connectedness and safety, evaluate courses and classes, assess instructional effectiveness, identify areas of concern, and highlight successful elements.

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

Within the Educational Services department, the LCAP team works each year to engage District educational partners, collaborate across District divisions and align both fiscal and programmatic planning and implementation in order to develop the Local Control and Accountability Plan. The Chowchilla Elementary School District recognizes the importance of engaging educational partners in the development of the LCAP (Local Control Accountability Plan). By involving a diverse range of educational partners the district aims to ensure that the strategic plan reflects the needs and priorities of the entire educational community. The involvement of these educational partners signifies a commitment to transparency, shared decision-making, and collaborative problem-solving. By actively engaging partners in the LCAP process, the Chowchilla Elementary School District demonstrates its dedication to fostering a collective effort to improve educational outcomes and support the success of all students.

Through the work with Differentiated Assistance in 2022-2023 years, the District has developed a system of creating PDSA cycles and meeting monthly to analyze data and make decisions about the next steps that are best for students. Through this process, CESD was taken out of DA and is left with a system that we will replicate in many other areas including academic data, ELPI, English Learners, and students with disabilities. CESD is excited to begin this work in 2024-2025 to have a great impact on student learning and therefore decreasing red indicators on the dashboard. (Goal 3 Action 1)

Concerns have been raised by our parents, teachers, site and district administrators, PAC, CSEA, staff, students, DELAC, and the community regarding the increasing need for attention to student behavior and social-emotional needs. To address this, an action within the LCAP focuses on tiered positive behavior intervention strategies, including professional development, programs, resources, and incentives. Educational partners have identified a need for more social-emotional interventions and support for students seeking connection, wellness within the school community and among peers, and strategies for positive conflict management and interaction. In response, additional mental health staff, social-emotional curricula, professional development in restorative practices, trauma-informed practices, family workshops, and support for foster youth and other identified student groups are being provided. Furthermore, parents, staff, PAC, DELAC, and community members have highlighted the necessity of workshops for families and guardians to aid them in supporting their children's success in school, understanding the US school system, digital citizenship, health, social-emotional learning, and academics. While CESD has implemented these types of parent workshops in the prior year (2023-2024) we will continue to implement them and add an intentional focus on PBIS resources and supports to align school-to-home. All of these additions to the 2024-2025 LCAP will be monitored through attendance rates, suspension rates and expulsion rates. (Goal 1 Action 3, Goal 2 Action 3, 6 and 12)

The second largest concern raised by parents, teachers, SELPA and administrators is the achievement gap between our English learners and that of all students. Our English learner student group had 7 red indicators on the dashboard in the areas of English Language Arts, Mathematics, ELPI and Chronic Absenteeism. There have been actions added for long term English learners as well as actions to increase achievement and English development as indicated on the ELPI dashboard. The District and sites have developed guiding coalition teams to focus on data analysis, instructional strategies and intervention supports for English learners to increase achievement in each of the areas listed above. (Goal 1 Actions 2, 3, 6, 7, 9, 10 and Goal 3 Action 1)

The third concern raised by parents, teachers and administrators is the student group, students with disabilities. This student group had 6 red indicators on the dashboard in the areas of ELA, mathematics, suspension, and chronic absenteeism. The director of special education will develop a guiding coalition to meet monthly to analyze classroom walkthrough data and student assessment data to determine the needs of our students, reteach areas of need for further instruction and provide interventions for those who need further supports. (Goal 1 Action 3, 6, and 11)

On June 17, 2024 the board of trustees and public were presented with the Budget Overview for Parents, Annual Update, LCAP and Local Indicators. After the meeting there was an open feedback session. Any feedback obtained each year receives written feedback from the Superintendent. CESD did not receive any feedback and therefore there were no written feedback provided by the Superintendent. On June 24, 2024 the Board of Trustees approved the LCAP and supporting documents. At that time all documents were sent to Madera County Superintendent of Schools for further review and feedback.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of students who met or exceeded	2022-2023			40% of unduplicated	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standard on ELA CAASPP assessment (Actions 1.2, 1.3, 1.6, 1.10, 1.12)	17.76% of unduplicated student met or exceeded the standard compared to 28.10% of all students met or exceeded on the ELA CAASPP assessment.			students will meet or exceed on the ELA CAASPP assessment. Our goal is to close the equity gap between student groups and ALL students by a minimum of 3-5% each year.	
1.2	Percent of students who met or exceeded standard on Math CAASPP assessment (Actions 1.2, 1.3, 1.6, 1.10)	2022-2023 11.33% of unduplicated student met or exceeded the standard compared to 19.43% of students met or exceeded on the MATH CAASPP assessment.			40% of unduplicated students will meet or exceed on the Math CAASPP assessment. Our goal is to close the equity gap between student groups and ALL students by a minimum of 3-5% each year.	
1.3	Percent of students in Grades K-8 who met or exceeded grade level standard in English Language Arts on local benchmark assessments (Actions 1.2, 1.10, 1.12)	2023-2024 (Local NWEA Data) 18.72% of unduplicated students met or exceeded on the NWEA local ELA benchmark assessment.			40% of unduplicated students will meet or exceed on the ELA local benchmark assessment.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Our goal is to close the equity gap between student groups and ALL students by a minimum of 3-5% each year.	
1.4	Percent of students in Grades K-8 who met or exceeded grade level standard in mathematics on local benchmark assessments (Actions 1.2, 1.10, 1.12)	2023-2024 (Local NWEA Data) 18.5% of unduplicated students met or exceeded on the NWEA local math benchmark assessment.			40% of unduplicated students will meet or exceed on the math local benchmark assessment. Our goal is to close the equity gap between student groups and ALL students by a minimum of 3-5% each year.	
1.5	English learner progress (Action 1.7)	2022-2023 45.9% making progress towards English language proficiency			70% making progress towards English language proficiency	
1.6	Percent of EL students scored proficient (Level 4-well developed) on ELPAC summative assessment	2022-2023 15.63% of English learners scored proficient (Level 4-Well Developed) on the			30% of English learners will score proficient (Level 4-Well Developed) on the ELPAC	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Action 1.7)	ELPAC Summative Assessment. 15.79% of EL students who are also Socioeconomically Disadvantaged scored proficient (Level 4-Well Developed) on the ELPAC Summative Assessment. 14.94% of EL students who are also students with exceptional needs, scored proficient (Level 4-Well Developed) on the ELPAC Summative Assessment. Foster Youth- there is not a large enough student group that is both EL and foster youth			Summative Assessment. 30% of EL students who are also Socioeconomically Disadvantaged will score proficient (Level 4-Well Developed) on the ELPAC Summative Assessment. 30% of EL students who are also students with exceptional needs, will score proficient (Level 4-Well Developed) on the ELPAC Summative Assessment. Foster Youth- there is not a large enough student group that is both EL and foster youth	
1.7	Percent of students who met or exceeded standard on the	2022-2023 5.51%% of unduplicated student			40% of students will meet or exceed standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California Science Test in grades 5 (Action 1.4)	met or exceeded the standard compared to 13.28% of students met or exceeded on the CAST CAASPP assessment.			SWD: 25% of students will meet or exceeded standard SED: 40% of students will meet or exceeded standard EL: 35% of students will meet or exceeded standard	
1.8	Percent of students who met or exceeded standard on the California Science Test in grades 8 (Action 1.4)	2022-2023 7.41% of unduplicated student met or exceeded the standard compared to 15.10% of students met or exceeded on the CAST CAASPP assessment.			40% of students will meet or exceed standard SWD: 25% of students will meet or exceeded standard SED: 40% of students will meet or exceeded standard EL: 35% of students will meet or exceeded standard	
1.9	Reclassification rate of English learners (Action 1.7)	2022-2023 CESD reclassified 28 out of 723 English learners in 2022-2023 school year, which is a			CESD will reclassify 13% of English learners per year.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		reclassification rate of 3.87%.				
1.10	English Learners	2023-2024 100% of all English learners were provided programs and services to access the Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency.			100% of all English learners will be provided programs and services to access the Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency.	
1.11	Percent of students meeting promotion criteria from Junior High to High School	2023-2024 82% of students met the promotion requirements before entering high school			90% of students will meet the promotion requirements before entering high school	
1.12	Students have access to a broad course of study	2023-2024 100% of students, including unduplicated and students with exceptional needs, had access to a broad course of study			100% of students, including unduplicated and students with exceptional needs, will have access to a broad course of study	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	Chronic Absenteeism (Local and State Data) (Actions 1.4, 1.11)	2022-2023 Dashboard Data 25.6% of students were chronically absent 47.1% of Foster Youth were chronically absent 64.9% of Homeless students were chronically absent 32.8% of Student with Exceptional Needs were chronically absent 27.4% of Socioeconomically Disadvantaged students were chronically absent 20.7% of English Learner students were chronically absent 2023-2024 Local Data All Students: 13.8% of students were chronically absent Foster Youth: 13.3% were chronically absent			12% of students will be chronically absent 12% of Foster Youth will be chronically absent 12% of Homeless students will be chronically absent 12% of Student with Exceptional Needs will be chronically absent 12% of Socioeconomically Disadvantaged students will be chronically absent 12% of English Learner students will be chronically absent	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless: 35.3% were chronically absent Students with Exceptional Needs: 25.5% were chronically absent Socioeconomically Disadvantaged: 14.5 % were chronically absent English Learners: 10.5% were chronically absent				
1.14	Average Number of Days Absent Per Student (Action 1.11)	2022-2023 (Data Quest) 13.0 average number of days absent per student			10.0 average number of days students will be absent per year	
1.15	Parent survey responses about academic programming for the LEA and each individual school site. (Action 1.5)	2023-2024 100% of families were provided opportunities to provide input into LEA decisions and site decisions through in-person meetings, Parent Square, email, conferences and surveys.			100% of families will be provided opportunities to provide input into LEA decisions and site decisions through in-person meetings, Parent Square, email, conferences and surveys.	
1.16	Instructional Materials	2023-2024			100% of all students will have access to the	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% of all students had access to the standards-aligned instructional materials			standards-aligned instructional materials	
1.17	Parent & Community Surveys	2023-2024 100% of families who are low income, English Learner and foster youth were promoted to participate in programs for their students within the school setting.			100% of families who are low income, English Learner and foster youth will be promoted to participate in programs for their students within the school setting.	
1.18						
1.20					year.	
1.21						

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	6202 Lower class size initiative	This action will pay for one additional teacher per grade level in grades 4-8 to keep class sizes lower than 32 students per room. The District has prioritized funding that support the maintenance of lower class sizes in grades 4-8. This funding will allow an additional 5 teachers in grades 4-8 to not exceed a maximum class size of 32:1 ratio.	$448,983.51	Yes
1.2	6208 Long Term English Learner Supports	REQUIRED ACTION: CESD has a red indicator for English learner ELPI scores at Fairmead Elementary School and Reagan Elementary School. We will provide professional development for teachers focused on effective strategies for teaching Long Term English Learner supports for language development and access to content to address their unique needs. Chowchilla Elementary School District has a total of 147 long term English learners. Of these 147 students, 66 of them are at Fairmead Elementary School (5th and 6th grade school site) and 81 of them are at Wilson Middle School (7th and 8th grade school site). CESD will prioritize our focus on increasing the ELPI scores for EL students at Reagan and Fairmead Elementary Schools which will prevent them from continuing to be an EL student upon entering the middle school.	$104,020.48	Yes
1.3	6106 Academic Incentives	The District will continue to expand the previously successful incentive programs. The sites will additionally develop "academic incentive programs" that focus on low-income, foster youth and English learners.	$26,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Students showing growth towards, or meeting academic goals will qualify for incentives at the classroom, school site, and district wide level. These incentives will be principally directed at activities that are of the most interest to our unduplicated students. The various incentive programs are developed with input from the students. Student interviews and surveys each year will measure the success of the incentives and make decisions for the following year. Sites will also work to develop and offer student growth incentives, which will reward students who have improved, but may not have reached grade level of the full standard of achievement.		
1.4	6103 Supplemental Instructional Supplies, Resources & Materials	To increase academic achievement for our low income, English learner and foster youth the District will provide supplemental resources and materials to further provide access to standards for these student groups. These supplemental resources and materials will increase opportunities for individualized instruction to better meet the learning needs of our student groups. This action provides these student groups with items such as take home reading books, English learner supplemental supports and additional supplies that students may need at home in order to complete homework including pencils, pens, crayons, paper, notebooks, headphones, etc.	$304,000.00	Yes
1.5	6301 Academic Partnerships with Families and Community	CESD will partner with families to support unduplicated students. The District will provide informational training sessions to families to inform them of the content being covered and strategies families can use at home to help their students increase academic performance. The District will also host monthly site and District committee meetings to provide input. These funds will be used to pay additional time to staff, materials, daycare, translators, raffle items related to student achievement and food to those who attend. These meetings will include but are not limited to parent club, school site council, ELAC, DELAC, parent advisory committee, and LCAP.	$14,000.00	Yes
1.6	6112 Multi-Tiered Systems of Support	To increase academic achievement for our low income, English learner and foster youth the District will provide staffing, programs, materials and professional development sufficient to a Multi-Tiered System of Support	$1,025,704.19	Yes

Action #	Title	Description	Total Funds	Contributing
		(MTSS) program that serves students at all three tiers. This would include our primary Tier ll intervention system in the elementary schools addressing early literacy. Students are assessed using a screener and those that qualify are then assessed using a diagnostic that places them into targeted intervention groups intended to improve decoding, fluency and comprehension.		
1.7	6107 English Learner Supports	REQUIRED ACTION: CESD will provide professional development to certificated and classified staff that is specific to the needs of our English learners. Instructional aides will be assigned to specific groups of students to push-in to classrooms to focus on access to content in their second language. The costs for this action will pay for additional supplies, materials, additional time for teachers and instructional aides to attend professional development and salaries for instructional aides working with EL students and families.	$369,507.96	Yes
1.8	6203 Instructional and Operational Technology	Provide students and staff with technology for instructional and operational purposes. This includes but is not limited to laptops, desktops, Chromebooks, ipads, hot spots, Boxlight and Promethean boards.	$245,000.00	Yes
1.9	6105 Fairmead Site Based Leadership Team	REQUIRED ACTION: Fairmead Elementary School has a red indictor for the whole school in the area of English Language Arts (ELA) due to the number of student groups who were in the red in the area of ELA. These student groups were socio-economically disadvantaged, English Learners, and Hispanic. Fairmead additionally has a red indicator for English learners, socio-economically disadvantaged and Hispanic in the area of mathematics. Fairmead Elementary will create a site based leadership team that meets bi-weekly to discuss their PLC cycles, look at specific data formative data in ELA and math. They will place students into appropriate interventions	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		and focus on instructional strategies to increase achievement. These instructional strategies and next steps will be the focus of weekly professional development sessions in increments of 30-45 minutes each Monday. This team will also work in groups to participate in classroom walkthroughs using a jointly created document to take notes and provide feedback. These walkthroughs will give additional data on classroom practices that will assist in the develop of a plan for next steps. The cost of this action will pay for additional time for team members to meet after school, time for planning professional development specific to the needs of these student groups and materials.		
1.10	6109 District Guiding Coalition/Leadership Teams	REQUIRED ACTION: CESD, as a District, has red indicator in ELA and mathematics for English Learners. There are also many red indicators at the site level in ELA and Mathematics. These include the following: English Language Arts: Ronald Reagan Elementary for English learners and Wilson Middle School in mathematics for English Learners, socio-economically disadvantaged and Hispanic. The school district will create a guiding coalition of teachers, classified, coaches and administrators who work together monthly to analyze data for these specific student groups, decide on necessary interventions or academic needs to increase achievement and provide district wide professional development in these areas of necessary growth. The cost of this action will pay for additional time for team members to meet after school, time for planning professional development specific to the needs of these student groups and materials.	$62,000.00	No
1.11	6210 Special Education Guiding Coalition	REQUIRED ACTION: Students with disabilities fell into red on the dashboard in ELA and math at multiple schools. At the District level SWD were red in ELA. At Fairmead,	$6,500.00	No

Action #	Title	Description	Total Funds	Contributing
		Reagan and Wilson SWD all fell into red on the dashboard in ELA. SWD also fell into red in ELA at Educational Services, more specifically the department of special education, will create a guiding coalition consisting of mainstream classroom teachers, special education teachers, RSP teachers, instructional aides, academic coaches and administrators who work together monthly to analyze data for these specific student groups, decide on necessary interventions or academic needs to increase achievement and provide district wide professional development in these areas of necessary growth. This team will additionally dive deeper into the new adoption (HMH Into Reading) to find additional supports for each standard and decide on accommodations or supports that may be needed to increase academic achievement for SWD that provide them better access to the standards. The cost of this action will pay for additional time for team members to meet after school, time for planning professional development specific to the needs of these student groups and materials.		
1.12				

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Suspension Rate (Actions 2.3, 2.4, 2.6, 2.8, 2.9, 2.11, 2.14)	2022-2023 (Dashboard) 7.8% of unduplicated students were suspended compared to 4.6% of all students.			3% or lower of all unduplicated students and of each student group will receive a suspension	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		There was a total of 142 students who received a suspension. Of those 142 students, 108 of them fall into an unduplicated student group.			according to the dashboard data.	
2.2	Chronic Absenteeism (Local and State Data) (Actions 2.2, 2.3, 2.4, 2.5, 2.14)	2022-2023 (Dashboard) 25.6% of students were chronically absent 47.1% of Foster Youth were chronically absent 64.9% of Homeless students were chronically absent 32.8% of Student with Exceptional Needs were chronically absent 27.4% of Socioeconomically Disadvantaged students were chronically absent 20.7% of English Learner students were chronically absent			Each student group will achieve a chronic absentee rate of 10% or lower.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Average number of days absent (Actions 2.2, 2.3, 2.4, 2.5)	2022-2023 (Dashboard) 13 average number of days absent per student Students with Exceptional Needs 16.4 average number of days absent per student English Learner 11.5 average number of days absent per student Socioeconomically Disadvantaged 13.4 average number of days absent per student Foster Youth 11.6 average number of days absent per student Homeless 20.4 average number of days absent per student			The average number of days missed per student will be 10 or less.	
2.4	Expulsion Rate (Actions 2.6)	2022-2023 (Dashboard) 0.4% overall expulsion rate There was a total of 11 students who received an expulsion. Of those			1% or lower of all unduplicated students and of each student group will receive an expulsion.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		11 students, 10 of them fall into an unduplicated student group. English Learners: .1% Foster Students: 5.3% (3 students) Socioeconomically Disadvantaged: .5%				
2.5	Overall measure of safety and school connectedness for parents, staff and community (Actions 2.13, 2.14)	2023-2024 82% of parents overall felt that schools were safe and that they felt connected.			85% of parents overall felt that schools were safe and that they felt connected.	
2.7						
2.8	Facilities maintained as measured by annual FITs	2023-2024 Overall rating of "Good" by Madera County Superintendent of Schools on William's FIT.illiam's FIT			Overall rating of "Good" or higher according to the FIT	
2.9	Overall measure of safety and school connectedness for students (Actions 2.13)	2023-2024 64% of students overall stated they feel safe and connected at school.			80% of students will feel safe and connected at school	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Parent Survey for students with exceptional needs	2023-2024 100% of parents who have students with exceptional needs provided input on the learning and/or social emotional growth of their students.			100% of parents who have students with exceptional needs will provide input on the learning and/or social emotional growth of their students.	
2.11	Middle School Dropout Rate	2023-2024 0 students dropped out of Middle School			dropout rate will be 0	
2.12	Attendance Rate (Actions 2.10)	2023-2024 (Local Data) 94.25% for all students			Local data attendance rate will be 95% or higher	
2.13						

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	6216 Partnerships with Families and Community	Partner with families to build a strong home-to-school connection to increase student engagement in school. Through surveys and educational partner meetings, unduplicated families have expressed that they need support in how to best support their students at home. CESD will use these funds to provide events which bring families on campus and provide activities which will bring school and families and community together. The goal will be to build a positive culture and build relationships that will allow families to be a part of the team. The money budgeted to this action will be used to purchase supplies for the events, pay staff blue sheet for working at the events, provide families with educational resources and pay for outside presenters or vendors to assist in these events.	$14,000.00	Yes
2.2	6302 Health Aides	Provide health aide staffing at each school site to support student physical health, focusing especially on English learners, foster youth and socioeconomically disadvantages students to enable them to increase their attendance rate in school and therefore also providing the opportunity to increase their academic achievement. These student groups lack access to basic services, such as health, which can be an obstacle to accessing education. The health aides are above and beyond the District nurse and District LVN which are paid out of base funding.	$133,673.92	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	6304 Counseling and Social Emotional Supports	Provide counselors at each school site to support social-emotional learning support at the tier 1 level within classrooms as well as specialized support for students experiencing life obstacles that involve their social-emotional well being that need to be a focus for them. This is a total of 5 counselors.	$882,592.70	Yes
2.4	6305 Electives, Interest Clubs and Engaging Activities	Students in rural Chowchilla, especially our unduplicated students, are lacking in the ability to participate in extra curricular types of activities. CESD will use these funds to provide electives, interest clubs and other engaging activities to ensure students are excited to attend school on a regular basis.	$156,822.85	Yes
2.5	6306 Engagement Incentives	The district will continue to provide incentives for engagement to motivate students to make good decisions in the areas of attendance and behavior. These incentives will be given to students for meeting specific criteria within our core values, school PBIS matrix and classroom PBIS matrix.	$26,000.00	Yes
2.6	6307 Positive Behavior Intervention and Supports	REQUIRED ACTION: CESD will provide training, resources, staffing and guidance for school site teams on how to build a comprehensive system focused on a continuum of positive behavior supports and structures. These funds will additionally be used to provide motivational speakers, peer mediator program, character program and materials, and behavior supports and interventions. CESD has a required action for a red indicator in the area of suspension at the district level for foster youth and at Fairmead Elementary School for socio-economically disadvantaged students. The PBIS task force teams will focus on positive behavior interventions and supports for these two students groups as a priority. Data at the student group level and specific student level will be analyzed and discussed each month. If a student in these areas are showing a need for additional supports then the team will work with the student and family to design and implement those supports.	$1,083,726.12	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	6309 Attendance supports, Clothing Closet and Basic Supplies	The District will identify the needs of foster youth and chronically absent unduplicated students on an individual basis. These funds will be used to provide students with materials they need to ensure they are in school and learning. This could include vision glasses, bus pass for transportation or clothes to wear to school. The funds will also pay for the staffing costs of the child welfare and attendance liaison to work with students and families and additional time for site mentors to work with foster youth to build a relationship and provide them with a direct staff member on site to assist them for any of their needs.	$139,542.45	Yes
2.8	6209 Welcoming, safe, culturally responsive learning environment	Through educational partner feedback, surveys, as well as student input, it was found that many of our unduplicated student groups do not feel safe at school. Chowchilla Elementary School District will use these funds to revamp our school to be welcoming and safe in response to State Priorities 5 and 6. We will create a culturally responsive environment where students are personally affirmed, explicitly taught social and emotional skills and receive additional supports to increase engagement in learning as measured by attendance and suspension rates. This will include adding safety measures to schools, methods of engagement including banners and murals to highlight our schools as engaging places of learning where they feel like they belong. These funds will be spent on items above and beyond the base safety measures that are already provided from the District general fund. These safety measured will be items brought up through discussions with educational partners.	$401,135.94	Yes
2.9	6110 STEAM Instruction	Stakeholders indicated that students are the most engaged in school when they are working on projects that allow them to manipulate objects, projects that provide hands-on experiences, and projects that allow them to learn through building. STEAM education is an interdisciplinary approach that combines science, technology, engineering, arts and mathematics. It encourages students to think creatively, solve problems innovatively and make connections between subjects.	$118,900.24	Yes

Action #	Title	Description	Total Funds	Contributing
2.10	6308 Attendance Task Force	REQUIRED ACTION: CESD has a required action in the area of chronic absenteeism for students with disabilities and white at Wilson Middle School . Wilson middle school will create a site based attendance task force comprised of teachers, attendance clerk, classified mentor, and vice principal to focus on these two student groups in the area of chronic absenteeism to create an early detection system. The money will be used to pay for additional time for the site mentors to work with students and to purchase supplies and incentives for specific students within this student group who are showing low rates of attendance and high rates of chronic absenteeism.	$2,000.00	No
2.11	6207 Attendance Mentors	REQUIRED ACTION: This is a required action in the area of chronic absenteeism for Stephens Elementary School. Stephens Elementary school will implement a personalized attendance plan for EL students who are facing difficulties, involving teaches, counselors, and parents to address the root cause and provide necessary support. This action will require funds to pay for student incentives, supplies and blue sheet costs for mentors and translators.	$10,000.00	Yes
2.12	6212 Behavior Supports	REQUIRED ACTION: CESD site PBIS task force teams from Educational Services and Wilson Middle School will come together once a month to review specific student data for each of the student groups which had red indicators on the dashboard. These red indicators for suspension were at the District level for homeless and African American. Red indicators for suspension were at the site level for SWD and Hispanic at Wilson Middle School. The funds will be used to pay for any supplies, materials, incentives or additional time for staff to be present at meetings and work with staff.	$5,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This broad goal was developed to build actions that lead to a high-quality workforce. The District believes that "Good First Teaching" from staff makes an educational impact for students. Goal 1 and 2 are supported by Goal 3. Without a quality workforce, the District could not maximize student achievement and operate with efficiency and effectiveness. This goal was developed to ensure we hire and maintain quality staff.

The highly qualified staff will be provided ongoing and rigorous professional development opportunities that will directly impact student learning at all instructional levels. CESD works to teach the WHOLE child through academic support as well as social-emotional learning. The District works to build capacity within all school sites, at all levels. Each school site has an Academic Coach that will provide robust professional development. The Academic Coach will maintain academic supports within classrooms by modeling lessons and coaching teachers to strengthen their own practices.

CESD utilizes a comprehensive database to hold and measure the implementation of state standards. This data archived at each school site, across the District, is regularly dis-aggregated and discussed during Professional Learning conversations. Teachers are provided with time to work collaboratively with their departments or grade levels to analyze student data. The collaborative meetings are also used to help design lessons and implement best instructional practices in delivering of the lesson. Opportunities to review data allows the school sites to identify areas of strength and areas of needed improvement as it relates to the implementation of the state-approved curriculum. Additionally, teachers in year one and year two are provided with site mentors. These mentors help foster new staff through the new instructional requirements and many implementation challenges. The training of new and veteran staff is a cornerstone to the implementation of the districts instructional plan. All staff benefit from immediate assistance and effective coaching practices.

In addition, the District ensures that all teaching staff is provided with the most advanced and up-to-date technology equipment and educational resources. These advanced resources help supplement best teaching
practices and support a college to career philosophy. The ability for students to have access to current technology is an imperative. The district takes pride in finding solutions, and having students obtain access to technology,
that will allow them to be competitive in the ever changing technology driven workforce.

It is an ongoing district priority that all students, regardless of income, have adequate access to technology based resources and connectivity.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Properly credentialed teachers with no misassignments nor vacancies as measured by credentials (Action 3.4)	2023-2024 100% of teachers were correctly assigned			100% of teachers will be correctly assigned	
3.2	Provide professional development (Action 3.6)	2023-2024 100% of teachers were offered the opportunity to participate in Professional Development			100% of teachers will be offered the opportunity to participate in Professional Development	
3.3	Teacher vacancies (Action 3.4)	2023-2024 100% of teaching positions were filled with no teacher vacancies.			100% of teaching positions will be filled with no teacher vacancies.	
3.4	State board adopted standards	2023-2024 100% of all students had access to state board adopted			100% of all students will have access to state board adopted academic content	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		academic content and performance standards			and performance standards	
3.5	Percent of students who met or exceeded standard on ELA CAASPP assessment	2022-2023 17.76% of unduplicated student met or exceeded the standard compared to 28.10% of all students met or exceeded on the ELA CAASPP assessment.			40% of unduplicated students will meet or exceed on the ELA CAASPP assessment.	
3.6	Percent of students who met or exceeded standard on Math CAASPP assessment	2022-2023 11.33% of unduplicated student met or exceeded the standard compared to 19.43% of students met or exceeded on the MATH CAASPP assessment.			40% of unduplicated students will meet or exceed on the Math CAASPP assessment.	
3.7	Percent of students in Grades TK-8 who met or exceeded grade level standard in ELA on local benchmark assessments	2023-2024 (Local NWEA Data) 18.5% of unduplicated students met or exceeded on the NWEA local math benchmark assessment.			40% of unduplicated students will meet or exceed on the NWEA local math benchmark assessment.	
3.8	Percent of students in Grades TK-8 who met or	2023-2024 (Local NWEA Data)			40% of unduplicated	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	exceeded grade level standard in mathematics on local benchmark assessments	18.72% of unduplicated students met or exceeded on the NWEA local ELA benchmark assessment.			students will meet or exceed on the NWEA local ELA benchmark assessment.	
3.9						
3.10						

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	6201 Collaborative Data Teams-PLC	As a Professional Learning Community, the District will provide time for staff to work collaboratively to analyze student data to increase achievement for low income, English learner and foster youth. This data will be used to evaluate student learning, find key components of standards that are not yet understood, and modify curriculum or supplement instruction both whole class and small group to increase achievement levels. The District will provide time for PLC Teams to meet both as grade level professional learning communities, department based groups, and intervention lab teams for both ELA and mathematics. Both certificated and classified support staff working in the Reading Lab and Mathematics Lab will participate in weekly planning meetings. At a minimum of once a month, the intervention teams will also meet with classroom teachers to compare student instructional levels, analyze data and discuss identified instructional student learning gaps. The focus of these collaboration sessions is to ensure that there is instructional alignment between activities taking place in the classroom and those activities being provided during interventions to our unduplicated students.	$44,000.00	Yes
3.2	6310 New Teacher Supports	New teacher support and mentor-ship is a top priority for the District. All first and second year teachers are provided a support mentor at their respective school sites. The purpose of this mentor is to provide specific strategies and lesson planning design to meet the specific needs of our unduplicated students. Together they new teacher and mentor will look at classroom data on common formative assessments and determine next steps and target areas of differentiation for our English learner, foster youth and low-income students.	$22,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Additionally, as a rural community, Chowchilla Elementary is presented with ongoing challenges in both attracting and retaining highly qualified teachers. To effectively address the academic struggles of our foster youth, low-income and English learners, it is critical that the District provide the appropriate supports and training for our new teachers. The District mentor teacher program is designed to support the daily struggles associated with being a new teacher, while still ensuring that our unduplicated students receive the highest quality instructional program possible. An additional, positive, by-product to a strong mentoring program is the Districts ability to retain new staff during these rigorous first years of training through professional development and supports.		
3.3	6101 Maintain competitive salaries	The most targeted and effective strategy is putting highly trained staff in the classroom. These highly trained staff members will support the delivery and provide student access to quality instruction daily to increase achievement for our unduplicated students. To obtain the most highly qualified teaching and instructional staff, the District will continue to offer highly competitive salaries. Competitive salaries encourage staff to stay with the district as well as encourage highly trained staff to seek us out for employment in our District. Quality instructional staff support improved student outcomes in academic performance and school engagement. It also helps the District close gaps on state and local measures. In addition, CESD will continue to attend job fairs to recruit the mostly highly qualified staff to support our unduplicated students. Research has clearly established that the effectiveness of the classroom teacher is directly linked and a key to a child's academic success. The District has faced challenges in hiring credentialed, skilled and diverse teachers. Establishing competitive salaries will allow the District to attract highly qualified new hires, retain those new hires, and support the recruitment of highly qualified veteran teachers. When a veteran staff members is hired, the District allows them to transfer all of their service years. In many districts there is a cap on the number of years accepted. CESD greatly appreciates and supports the recruitment of highly trained,	$1,411,284.81	Yes

Action #	Title	Description	Total Funds	Contributing
		veteran staff. Our ability to maintain competitive salaries allows us to many times get the best of the best from surrounding school districts. CESD has 66% of our teachers who commute to work in Chowchilla due to the small rural nature of our community. Prior to using LCAP to support a small portion of salaries the retention rate of teachers was low. With the use of LCAP funds, the retention rate has risen, and our unduplicated students are able to receive instruction from an experienced and highly qualified teacher. In a survey, certificated staff who commute from out of town indicated that the number one reason they continue to work in CESD and do not seek out Districts closer to home is because of the salary. They stated that even though this is a fabulous District to work for they do not know if they would continue to incur the costs of commuting to Chowchilla if they weren't receiving the salary that they currently receive. For this reason, this funding is extremely important to our unduplicated students to ensure that they will continue to make academic growth under the instruction of highly qualified and trained staff.		
3.4	6204 Academic Coaches	To increase achievement for our unduplicated students, the District will provide an Academic Coach at each of our 5 school sites. The Academic Coach will coordinate professional learning communities, provide various professional development opportunities, model lessons within rooms, facilitate classroom based coaching, implement standards and support services principally directed towards our unduplicated students. The various training and support activities will help staff acquire the skills needed to effectively address and strategically close the achievement gap for students in the content areas of English Language Arts (ELA) and mathematics. The additional benefit of the site Academic Coach will be their ability to effectively support both the school site and district Professional Learning Communities. The Academic Coaches support both the teacher and site	$728,390.52	Yes

Action #	Title	Description	Total Funds	Contributing
		administrator in data analysis, implementation of best instructional practices, program design, and cognitive coaching meetings.		
3.5	6206 Professional Development	In order to ensure highly effective teachers are working with our unduplicated students to increase achievement, the District will provide continuous professional development in each of the key areas of student learning toward the needs of our unduplicated students. These key elements will include training in both targeted areas specific to instructional content as well as social-emotional learning for students. All professional development will be principally directed towards areas of need for our foster youth, low-income and English learners.	$800,783.95	Yes
3.6	6205 Lead Teachers Model Classrooms	CESD will utilize lead teachers (content specific) to develop professional communities of practice, relevant to the state academic content and ELD standards. The lead teachers will establish supports for mutually agreed-upon student learning goals, instructional practices and outcomes for our unduplicated students, review data and discuss professional development. Lead teachers will also use their classrooms as "modeled classrooms". A modeled classroom, implementing the many district resources, will allow staff to visit and observe classroom lessons and district practices in action.	$19,300.00	Yes
3.7	6312 Digital Programs	CESD unduplicated students would benefit from a data management system that stores and organizes student data to inform teachers of academic success and learning needs. Teachers will use the data to allow for increased opportunities for individualized instruction to better meet the learning needs of students. Students would benefit from adaptive digital software that will assist in meeting each student's current needs while the teacher is working with a designated groups of students for differentiated learning.	$446,205.47	Yes

Action #	Title	Description	Total Funds	Contributing
3.10				

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$8,970,575	$1,155,183

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
40.699%	0.000%	$0.00	40.699%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** 6202 Lower class size initiative **Need:** The California School Dashboard data shows that our EL, SED and Foster youth are performing below that of ALL students. In the area of English Language Arts (ELA) and mathematics, these 3 unduplicated student	This action will provide more direct time with the teacher for differentiated instruction to increase academic achievement for unduplicated student groups. It provides small group instruction more frequently in which specific areas of achievement can be addressed to close instructional gaps. This actions also allows the teacher to build strong relationships with students, due to less students to work with, which will also improve student engagement in school.	This action will be measured for effectiveness using CAASPP scores and NWEA local benchmark scores. The district will additionally use chronic absentee data and suspension data to determine if the lower class size benefits

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	groups had a total of 9 red dashboard indicators. There were 2 additional red indicators for English learners for the English Language Progress Indicator (ELPI). On the 2022-2023 dashboard EL students achieved 10.42% of students meeting or exceeding grade level in ELA and 5.73% in math. Our foster youth do not have data due to having less than 11 students in this student group. Our socio-economically disadvantaged student group achieved 25.28% in ELA and 17.18% in math. This data is lower than that of "All" students who achieved 28.10% in ELA and 19.43% in math. There is a high need to focus on our unduplicated student groups to increase achievement and increase their likelihood for long term success in college and career. Chowchilla Elementary School District has found success with lower class sizes as shown in the following data: Chronic absenteeism for English learners decreased from 41.3% in 2021-2022 to 20.7% in 22-23. ELA CAASPP scores for socio-economically disadvantaged students increased from 24.16% meeting or exceeding in 2021-2022 to 25.28% in 2022-2023. Math CAASPP scores for socio-economically disadvantaged students increased from 16.24% meeting or exceeding in 2021-2022 to 17.18% in 2022-2023. Unduplicated students show an increase in achievement data when they are in rooms with smaller class sizes in which they can receive more direct instructional time with the teacher.		academics as well as students ability to build better relationships with teachers and additional supports for behavior to decrease suspension rates.

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	This additionally allows teachers to build stronger relationships with the small number of students in their rooms. These relationships engage and motivate students to come to school which decreases chronic absenteeism and increases attendance rates. **Scope:** Schoolwide		
1.3	**Action:** 6106 Academic Incentives **Need:** The California School Dashboard data shows that our EL, SED and Foster youth are performing below that of ALL students. In the area of English Language Arts (ELA) and mathematics, these 3 unduplicated student groups had a total of 9 red dashboard indicators. There were 2 additional red indicators for English learners for the English Language Progress Indicator (ELPI). On the 2022-2023 dashboard EL students achieved 10.42% of students meeting or exceeding grade level in ELA and 5.73% in math. Our foster youth do not have data due to having less than 11 students in this student group. Our socio-economically disadvantaged student group achieved 25.28% in ELA and 17.18% in math. This data is lower than that of "All" students who achieved 28.10% in ELA and 19.43% in math.	This action will provide incentives including, but not limited to, extra recess, lunch with the principal or teacher, $5 gift card or small treasure chest toy items. This process was followed in our differentiated assistance work with Madera County Superintendent of Schools the previous year and showed large success rates for decreasing the rates of chronic absenteeism. While this action is principally directed towards the needs of unduplicated students, all CESD students may benefit.	This goal will be measured for effectiveness using CAASPP ELA and Math scores and local benchmark data from NWEA.

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	There is a high need to focus on our unduplicated student groups to increase achievement and increase their likelihood for long term success in college and career. Unduplicated student groups have shown an increase in local data from 2022-2023 (above) to the 2023-2024 school year. In 2023-2024 local data shows that English learner scores increased to 10.24% in ELA and math increased to 11.89%. Educational partner feedback from families, staff and students each year state that the incentives are one of the main motivating factors for students. The incentives are decided upon with students during the goal setting process. Students then work towards growth or meeting achievement levels/goals to earn the incentives. **Scope:** LEA-wide		
1.4	**Action:** 6103 Supplemental Instructional Supplies, Resources & Materials **Need:** The California School Dashboard data shows that our EL, SED and Foster youth are performing below that of ALL students. In the area of English Language Arts (ELA) and mathematics, these 3 unduplicated student groups had a total of 9 red dashboard indicators. There were 2 additional red	This action will provide supplemental learning materials and resources, beyond base, to increase achievement for our unduplicated students to ensure that all learning modalities are addressed. Students all learn in different ways and need to ensure multiple modalities of learning for the highest results according to research on the Science of Reading. These resources and tools can include, but are not limited to, translation tools such as translation pens or flexible seating options. While this action is principally directed towards the needs of unduplicated students, all CESD students may benefit.	This action will be measured for effectiveness using CAASPP ELA and Math scores, as well as local benchmark assessment data (NWEA) in ELA and Math.

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	indicators for English learners for the English Language Progress Indicator (ELPI). On the 2022-2023 dashboard EL students achieved 10.42% of students meeting or exceeding grade level in ELA and 5.73% in math. Our foster youth do not have data due to having less than 11 students in this student group. Our socio-economically disadvantaged student group achieved 25.28% in ELA and 17.18% in math. This data is lower than that of "All" students who achieved 28.10% in ELA and 19.43% in math. There is a high need to focus on our unduplicated student groups to increase achievement and increase their likelihood for long term success in college and career. There is a need to provide additional learning materials and resources for students and teachers to ensure that the needs of our unduplicated students are met. The data above shows there is a discrepancy between the data of our unduplicated students groups and that of ALL students. These additional materials and resources allow teachers and students to have the necessary tools for instructional purposes. **Scope:** LEA-wide		
1.5	**Action:** 6301 Academic Partnerships with Families and Community	This action will provide input from families that can be used to specifically address the needs of our unduplicated students. It is important to understand the home life of our students and the needs from the perspective of our families. This	This goal will be measured for effectiveness using CAASPP ELA and Math scores and local benchmark data

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	Need: The California School Dashboard data shows that our EL, SED and Foster youth are performing below that of ALL students. In the area of English Language Arts (ELA) and mathematics, these 3 unduplicated student groups had a total of 9 red dashboard indicators. There were 2 additional red indicators for English learners for the English Language Progress Indicator (ELPI). On the 2022-2023 dashboard EL students achieved 10.42% of students meeting or exceeding grade level in ELA and 5.73% in math. Our foster youth do not have data due to having less than 11 students in this student group. Our socio-economically disadvantaged student group achieved 25.28% in ELA and 17.18% in math. This data is lower than that of "All" students who achieved 28.10% in ELA and 19.43% in math. There is a high need to focus on our unduplicated student groups to increase achievement and increase their likelihood for long term success in college and career. Through educational partner feedback and survey results, the data shows that families do not feel prepared to teach their children at home in many grade levels due to a lack of understanding of the content themselves. There is a need to provide detailed communication on classroom learning to partner with families for a higher success rate for student learning. Research shows that students achieve higher and at a faster rate	action will also provide instructional sessions to our families so they are fully aware of what the focus at school is and how they can support this focus at home. While this action is principally directed towards the needs of unduplicated students, all CESD students may benefit.	

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	when families and schools truly partner and work on the same standards for alignment. **Scope:** LEA-wide		
1.6	**Action:** 6112 Multi-Tiered Systems of Support **Need:** The California School Dashboard data shows that our EL, SED and Foster youth are performing below that of ALL students. In the area of English Language Arts (ELA) and mathematics, these 3 unduplicated student groups had a total of 9 red dashboard indicators. There were 2 additional red indicators for English learners for the English Language Progress Indicator (ELPI). On the 2022-2023 dashboard EL students achieved 10.42% of students meeting or exceeding grade level in ELA and 5.73% in math. Our foster youth do not have data due to having less than 11 students in this student group. Our socio-economically disadvantaged student group achieved 25.28% in ELA and 17.18% in math. This data is lower than that of "All" students who achieved 28.10% in ELA and 19.43% in math. There is a high need to focus on our unduplicated student groups to increase achievement and increase their likelihood for long term success in college and career.	All students learn at different levels, at different speeds and have varying needs. This MTSS model of support allows a team of admin, teachers, counselors, psychologists and support staff to decide on the specific needs of a student who is not showing growth. This action will provide staffing, programs, materials and professional development sufficient to a Multi-Tiered System of Support (MTSS) program that serves students at all three tiers. This would include our primary Tier II intervention system in the elementary schools addressing early literacy. Students are assessed using a screener and those that qualify are then assessed using a diagnostic that places them into targeted intervention groups intended to improve decoding, fluency and comprehension.	This action will be measured for effectiveness using CAASPP and local benchmark data in ELA and Math scores.

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	From 2021-2022 to 2022-2023, data shows that our English learner suspension rates increased from 2.7% to 2.8%. It additionally shows that our socio-economically disadvantaged suspension rates increased from 3.9% to 4.6%. There is a need to align the work being accomplished through the multi-tiered systems of support to ensure that all unduplicated students who are in need of additional supports for instruction are receiving them and that they are specific to that student. **Scope:** LEA-wide		
1.8	**Action:** 6203 Instructional and Operational Technology **Need:** The California School Dashboard data shows that our EL, SED and Foster youth are performing below that of ALL students. In the area of English Language Arts (ELA) and mathematics, these 3 unduplicated student groups had a total of 9 red dashboard indicators. There were 2 additional red indicators for English learners for the English Language Progress Indicator (ELPI). On the 2022-2023 dashboard EL students achieved 10.42% of students meeting or exceeding grade level in ELA and 5.73% in math. Our foster youth do not have data due to having less than 11 students in this student group.	This action will provide technology to every unduplicated student and to ensure the classroom is also equipped with the necessary technology to model and teach students. While this action is principally directed towards the needs of unduplicated students, all CESD students may benefit.	This goal will be measured for effectiveness using CAASPP ELA and Math scores and local benchmark data

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	Our socio-economically disadvantaged student group achieved 25.28% in ELA and 17.18% in math. This data is lower than that of "All" students who achieved 28.10% in ELA and 19.43% in math. The majority of our unduplicated student groups are unable to provide their students technology to use at home for academic or social-emotional purposes. There is a high need to provide technology for our unduplicated student groups to ensure they have access to technology to prepare for the 21st century. **Scope:** LEA-wide		
2.1	**Action:** 6216 Partnerships with Families and Community **Need:** CAASPP and local benchmark scores (NWEA) show that our unduplicated student groups are performing below that of ALL students. The data further shows that they have a higher rate of chronic absenteeism and suspension. The 2022-2023 data shows that All students are chronically absent 25.6% compared to socio-economically disadvantaged at 27.4% and foster youth at 47.1%. Additionally, there was a red indicator in the area of chronic absenteeism for English Learners at Stephens Elementary at a rate of 21.8%.	This action will provide activities and events to partner with families to increase student engagement in school. The goal will be to build a positive culture and build relationships that will allow families to be a part of the team. The money budgeted to this action will be used to purchase supplies for the events, pay staff blue sheet for working at the events, provide families with educational resources and pay for outside presenters or vendors to assist in these events.	This action will be measured for effectiveness using the chronic absentee rate and suspension rate of students.

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	There is a need to partner with families to increase student engagement and build a positive culture for student achievement. Increased attendance will lead to increased achievement and more engagement in school which will also support a decrease in suspension rates. The 2022-2023 dashboard data shows that ALL students in CESD are suspended 4.6% compared to socio-economically disadvantaged at 4.8% and foster youth at 15.8%. Additionally, in the area of suspension both foster youth and socio-economically disadvantaged students had red indicators for suspension rates. **Scope:** LEA-wide		
2.2	**Action:** 6302 Health Aides **Need:** CAASPP and local benchmark scores (NWEA) show that our unduplicated student groups are performing below that of ALL students. The data further shows that they have a higher rate of chronic absenteeism and suspension. The 2022-2023 data shows that All students are chronically absent 25.6% compared to socio-economically disadvantaged at 27.4% and foster youth at 47.1%. Additionally, there was a red indicator in the area of chronic absenteeism for English Learners at Stephens	This action will provide basic health supports to families on a daily basis, as needed, to families to provide information and to assist their students in returning to school as soon as possible to resume their learning. Many of our families keep students home for extended periods of time due to the inability to transport their child to a doctor or the lack of finances to pay a doctor bill. This action provides families someone to talk to and receive low level medical support. The district will additionally purchase a virtual doctor portal that will provide medical doctor support to our families from school or home. This will allow families to have instant access to medication needs or advice that will allow them to either remain in school or return to school at a faster rate.	This action will be measured for effectiveness using the chronic absentee rate of students.

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	Elementary at a rate of 21.8%. Students must first be present at school and feel safe, in order for learning to occur at the highest rate possible. Increased attendance will lead to increased achievement and more engagement in school which will also support a decrease in suspension rates. The 2022-2023 dashboard data shows that ALL students in CESD are suspended 4.6% compared to socio-economically disadvantaged at 4.8% and foster youth at 15.8%. Additionally, in the area of suspension both foster youth and socio-economically disadvantaged students had red indicators for suspension rates. There is a need for a health aide at each school site to assist families with the care of their children and increase attendance rates. Staff stated that health were needed to provide care for students so they were not just sent home when they said they don't feel well. **Scope:** LEA-wide		
2.3	**Action:** 6304 Counseling and Social Emotional Supports **Need:** CAASPP and local benchmark scores (NWEA) show that our unduplicated student groups are performing below that of ALL students. The	This action provides one counselor at each school site to provide services to students as well as social-emotional instruction. Our unduplicated families to not have the finances or transportation to take their children to see an outside counselor for mental health supports. Additional counselors on school sites allows more students to receive services to support their mental health or have someone to talk to when there is an incident in which they need to talk to someone for support.	This action will be measured for effectiveness using the chronic absentee rate and suspension rate of students.

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	data further shows that they have a higher rate of chronic absenteeism and suspension. The 2022-2023 data shows that All students are chronically absent 25.6% compared to socio-economically disadvantaged at 27.4% and foster youth at 47.1%. Additionally, there was a red indicator in the area of chronic absenteeism for English Learners at Stephens Elementary at a rate of 21.8%. Increased attendance will lead to increased achievement and more engagement in school which will also support a decrease in suspension rates. The 2022-2023 dashboard data shows that ALL students in CESD are suspended 4.6% compared to socio-economically disadvantaged at 4.8% and foster youth at 15.8%. Additionally, in the area of suspension both foster youth and socio-economically disadvantaged students had red indicators for suspension rates. There is a need to provide counseling and social emotional supports to students to ensure that their safety and well being is taken care of. When these basic needs are met, students are able to focus on their learning. **Scope:** LEA-wide		
2.4	**Action:** 6305 Electives, Interest Clubs and Engaging Activities	This action will provide students classes such as, but not limited to, cooking, photography, art, strategy games, painting, STEAM, sports, digital music and golf (small sample of class opportunities). While this action is principally	This action will be measured for effectiveness using the chronic absentee rate of students.

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	Need: CAASPP and local benchmark scores (NWEA) show that our unduplicated student groups are performing below that of ALL students. The data further shows that they have a higher rate of chronic absenteeism and suspension. The 2022-2023 data shows that All students are chronically absent 25.6% compared to socio-economically disadvantaged at 27.4% and foster youth at 47.1%. Additionally, there was a red indicator in the area of chronic absenteeism for English Learners at Stephens Elementary at a rate of 21.8%. Increased attendance will lead to increased achievement and more engagement in school which will also support a decrease in suspension rates. The 2022-2023 dashboard data shows that ALL students in CESD are suspended 4.6% compared to socio-economically disadvantaged at 4.8% and foster youth at 15.8%. Additionally, in the area of suspension both foster youth and socio-economically disadvantaged students had red indicators for suspension rates. There is a need to provide opportunities for students to increase their engagement and social-emotional well being through interest clubs and elective opportunities. Parent and student survey data shows that one of the key factors students come to school for are these types of classes and activities. Unduplicated students in the small rural community of Chowchilla rarely have opportunities to leave the area to participate in activities above and beyond the educational day. Interest clubs and electives offer opportunities for students to	directed towards the needs of unduplicated students, all CESD students may benefit.	

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	learn and engage in school in other meaningful ways. **Scope:** LEA-wide		
2.5	**Action:** 6306 Engagement Incentives **Need:** CAASPP and local benchmark scores (NWEA) show that our unduplicated student groups are performing below that of ALL students. The data further shows that they have a higher rate of chronic absenteeism and suspension. The 2022-2023 data shows that All students are chronically absent 25.6% compared to socio-economically disadvantaged at 27.4% and foster youth at 47.1%. Additionally, there was a red indicator in the area of chronic absenteeism for English Learners at Stephens Elementary at a rate of 21.8%. Increased attendance will lead to increased achievement and more engagement in school which will also support a decrease in suspension rates. The 2022-2023 dashboard data shows that ALL students in CESD are suspended 4.6% compared to socio-economically disadvantaged at 4.8% and foster youth at 15.8%. Additionally, in the area of suspension both foster youth and socio-economically disadvantaged students had red indicators for suspension rates.	This action will provide incentives to students who are meeting the goals for behavior and attendance. It will also provide incentives to students who are currently not meeting the requirement to empower them to make growth towards a new goal. While this action is principally directed towards the needs of unduplicated students, all CESD students may benefit.	This action will be measured for effectiveness using the chronic absentee rate and suspension rate of students.

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	There is a need to support our unduplicated student groups in being more engaged and motivated to attend school. Many of our students have informally reported to their teachers that is doesn't matter if they go to school, or that their parents don't care if they stay home for a day here or there. These incentives have shown to motivate and engage students in school, therefore increasing their attendance rates and lowering incidents of suspension and referrals. **Scope:** LEA-wide		
2.6	**Action:** 6307 Positive Behavior Intervention and Supports **Need:** CAASPP and local benchmark scores (NWEA) show that our unduplicated student groups are performing below that of ALL students. The data further shows that they have a higher rate of chronic absenteeism and suspension. The 2022-2023 data shows that All students are chronically absent 25.6% compared to socio-economically disadvantaged at 27.4% and foster youth at 47.1%. Additionally, there was a red indicator in the area of chronic absenteeism for English Learners at Stephens Elementary at a rate of 21.8%. Increased attendance will lead to increased achievement and more engagement in school	This action will allow educators to utilize evidence-based practices to establish predictable, positive, effective, and equitable teaching and learning environments where all students can receive the level of support at any tier (1,2,3) . The PBIS team will analyze data monthly and teach specific lessons to students around topics that show up in the data as an issue that is causing discipline occurrences. This system focuses on preventative strategies instead of reactive. Data shows that our unduplicated students are at higher risk of behavior incidents at school. This action will focus on teaching and re-teaching appropriate school behaviors that students may not have ever learned rather than punitive actions for an incident. Without teaching and/or reteaching the appropriate behavior our unduplicated students have repeated incidents of the same nature that PBIS will work to minimize.	This action will be measured for effectiveness using the suspension rate of students.

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	which will also support a decrease in suspension rates. The 2022-2023 dashboard data shows that ALL students in CESD are suspended 4.6% compared to socio-economically disadvantaged at 4.8% and foster youth at 15.8%. Additionally, in the area of suspension both foster youth and socio-economically disadvantaged students had red indicators for suspension rates. There is a need to support our unduplicated students in learning appropriate behaviors at school to reduce the number of behavior incidents on campus. There is also a need to ensure students are being retaught behaviors as necessary to support them through positive interactions prior to assigning disciplinary consequences. **Scope:** LEA-wide		
2.7	**Action:** 6309 Attendance supports, Clothing Closet and Basic Supplies **Need:** CAASPP and local benchmark scores (NWEA) show that our unduplicated student groups are performing below that of ALL students. The data further shows that they have a higher rate of chronic absenteeism and suspension. The 2022-2023 data shows that All students are chronically absent 25.6% compared to	This action will ensure that the basic needs of our unduplicated students are met to allow them to come to school each day without the stress of standing out or looking different than their peers. This action may provide, but is not limited to, basic clothing necessities, school supplies, eye glasses or transportation assistance to ensure they are able to come to school each day and focus on their learning.	This action will be measured for effectiveness using the chronic absentee rates of unduplicated students.

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	socio-economically disadvantaged at 27.4% and foster youth at 47.1%. Additionally, there was a red indicator in the area of chronic absenteeism for English Learners at Stephens Elementary at a rate of 21.8%. Increased attendance will lead to increased achievement and more engagement in school which will also support a decrease in suspension rates. The 2022-2023 dashboard data shows that ALL students in CESD are suspended 4.6% compared to socio-economically disadvantaged at 4.8% and foster youth at 15.8%. Additionally, in the area of suspension both foster youth and socio-economically disadvantaged students had red indicators for suspension rates. Due to Chowchilla Elementary School District being 90% unduplicated, there is a need to ensure that our unduplicated students have their basic needs met to allow them to focus on their learning and to remove any barriers that create a difference between them and All students. **Scope:** LEA-wide		
2.8	**Action:** 6209 Welcoming, safe, culturally responsive learning environment **Need:**	This action will provide materials and improvements, above base that create a safe and welcoming environment to ensure students, families and community are confident in coming to our schools each day. These items can include, but are not limited to, banners, furniture, school engagement projects and supplies.	This action will be measured for effectiveness using the chronic absentee rate and suspension rate of unduplicated students.

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	CAASPP and local benchmark scores (NWEA) show that our unduplicated student groups are performing below that of ALL students. The data further shows that they have a higher rate of chronic absenteeism and suspension. The 2022-2023 data shows that All students are chronically absent 25.6% compared to socio-economically disadvantaged at 27.4% and foster youth at 47.1%. Additionally, there was a red indicator in the area of chronic absenteeism for English Learners at Stephens Elementary at a rate of 21.8%. Increased attendance will lead to increased achievement and more engagement in school which will also support a decrease in suspension rates. The 2022-2023 dashboard data shows that ALL students in CESD are suspended 4.6% compared to socio-economically disadvantaged at 4.8% and foster youth at 15.8%. Additionally, in the area of suspension both foster youth and socio-economically disadvantaged students had red indicators for suspension rates. This data shows that there is a need to ensure our unduplicated students and their families feel safe and welcome at school and to remove any barriers that cause them to feel unsafe. Culturally responsive environments in schools can help students feel safe, seen and understood, and can lead to better academic performance as well as higher attendance rates. A safe and welcoming environment at school is important for student to feel comfortable, learn and succeed. It can also help prevent bullying and promote social and emotional learning. This will ensure that all		

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	students feel that school is a place they are cared about and valued of who they are. **Scope:** LEA-wide		
2.9	**Action:** 6110 STEAM Instruction **Need:** CAASPP and local benchmark scores (NWEA) show that our unduplicated student groups are performing below that of ALL students. The data further shows that they have a higher rate of chronic absenteeism and suspension. The 2022-2023 data shows that All students are chronically absent 25.6% compared to socio-economically disadvantaged at 27.4% and foster youth at 47.1%. Additionally, there was a red indicator in the area of chronic absenteeism for English Learners at Stephens Elementary at a rate of 21.8%. Increased attendance will lead to increased achievement and more engagement in school which will also support a decrease in suspension rates. The 2022-2023 dashboard data shows that ALL students in CESD are suspended 4.6% compared to socio-economically disadvantaged at 4.8% and foster youth at 15.8%. Additionally, in the area of suspension both foster youth and socio-economically disadvantaged students had red indicators for suspension rates.	This action will provide students in grades 3-8 STEAM instruction from a designated teacher as well as the necessary tools, materials and supplies.	This action will be measured for effectiveness using the chronic absentee rate, suspension rate, and CAST scores of unduplicated students.

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

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	The 2022-2023 data shows that All students are chronically absent 25.6% compared to socio-economically disadvantaged at 27.4% and foster youth at 47.1%. Additionally, there was a red indicator in the area of chronic absenteeism for English Learners at Stephens Elementary at a rate of 21.8%. Increased attendance will lead to increased achievement and more engagement in school which will also support a decrease in suspension rates. The 2022-2023 dashboard data shows that ALL students in CESD are suspended 4.6% compared to socio-economically disadvantaged at 4.8% and foster youth at 15.8%. Additionally, in the area of suspension both foster youth and socio-economically disadvantaged students had red indicators for suspension rates. There is a need at Stephens Elementary school to to implement an attendance plan for English learners due to a red indicator on the dashboard in 2023. Data at Stephens for English learners showed that they were 29.9% chronically absent in 2022-2023 and 30% chronically absent in 2021-2022. This data is in comparison to the data for English learners at all sites which **Scope:** Schoolwide		
3.1	**Action:** 6201 Collaborative Data Teams-PLC	This action will provide additional time, materials, supplies, and supports to ensure teams can meet to complete this work and have the necessary tools to complete each learning cycle.	This goal will be measured for effectiveness using CAASPP ELA and Math scores and local

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: The California School Dashboard data shows that our EL, SED and Foster youth are performing below that of ALL students. In the area of English Language Arts (ELA) and mathematics, these 3 unduplicated student groups had a total of 9 red dashboard indicators. There were 2 additional red indicators for English learners for the English Language Progress Indicator (ELPI). On the 2022-2023 dashboard EL students achieved 10.42% of students meeting or exceeding grade level in ELA and 5.73% in math. Our foster youth do not have data due to having less than 11 students in this student group. Our socio-economically disadvantaged student group achieved 25.28% in ELA and 17.18% in math. This data is lower them that of "All" students who achieved 28.10% in ELA and 19.43% in math. There is a high need to focus on our unduplicated student groups to increase achievement and increase their likelihood for long term success in college and career. There is a need for teams of teachers, instructional staff and admin to work together to review the data for unduplicated students, find the areas showing a need for direct instruction, discuss and plan lesson, reteach and look at data again. This PDSA (Plan, Do, Study, Act) learning cycle is important for us to ensure that we are meeting the needs of our unduplicated student groups to close the achievement gap.		benchmark data of our unduplicated students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.2	**Action:** 6310 New Teacher Supports **Need:** The California School Dashboard data shows that our EL, SED and Foster youth are performing below that of ALL students. In the area of English Language Arts (ELA) and mathematics, these 3 unduplicated student groups had a total of 9 red dashboard indicators. There were 2 additional red indicators for English learners for the English Language Progress Indicator (ELPI). On the 2022-2023 dashboard EL students achieved 10.42% of students meeting or exceeding grade level in ELA and 5.73% in math. Our foster youth do not have data due to having less than 11 students in this student group. Our socio-economically disadvantaged student group achieved 25.28% in ELA and 17.18% in math. This data is lower them that of "All" students who achieved 28.10% in ELA and 19.43% in math. There is a high need to focus on our unduplicated student groups to increase achievement and increase their likelihood for long term success in college and career. There is a need to ensure that new teachers are prepared as much as possible to teach	This action will increase achievement for our unduplicated students by ensuring that new teachers have all of the instructional supports to assist them in learning about the craft of teaching at a quicker rate. This will additionally ensure that all of our new teachers become highly qualified teachers at a faster rate. This action will provide training days prior to the beginning of the school year and many hours of support throughout the year that are additional time. This will also provide additional hours for a site mentor to meet with the new teacher each week to provide support. This action will also pay for any materials for new teachers above and beyond the base that are needed.	This goal will be measured for effectiveness using CAASPP ELA and Math scores and local benchmark data of our unduplicated students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students. When teachers first enter the teaching field there is a need to provide support with classroom management, instruction, formative assessment data, and so many other pieces. There is a need to provide as much support as possible to new teachers in the first two years on the job to help them get caught up to the rest of the teaching staff as soon as possible. **Scope:** LEA-wide		
3.3	**Action:** 6101 Maintain competitive salaries **Need:** The California School Dashboard data shows that our EL, SED and Foster youth are performing below that of ALL students. In the area of English Language Arts (ELA) and mathematics, these 3 unduplicated student groups had a total of 9 red dashboard indicators. There were 2 additional red indicators for English learners for the English Language Progress Indicator (ELPI). On the 2022-2023 dashboard EL students achieved 10.42% of students meeting or exceeding grade level in ELA and 5.73% in math. Our foster youth do not have data due to having less than 11 students in this student group. Our socio-economically disadvantaged student group achieved 25.28% in ELA and	This action will provide 10% towards salary costs for teachers to ensure that our salaries remain competitive with larger cities and that the staff we are training and working with on implementation of these actions do not leave the District.	This goal will be measured for effectiveness using CAASPP ELA and Math scores and local benchmark data of our unduplicated students compared to the data of "All" students.

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
	17.18% in math. This data is lower them that of "All" students who achieved 28.10% in ELA and 19.43% in math. There is a high need to focus on our unduplicated student groups to increase achievement and increase their likelihood for long term success in college and career. There is a need for Chowchilla Elementary School District to keep this action to maintain competitive salaries. Chowchilla is a small rural community that lacks any major retail stores that draw families to area of entertainment and things to do. Due to this, along with also housing two state prisons, the area is not attractive to staff as a place they want to live. The majority of our staff drive from a surrounding city (approx. 70%) and have stated in survey data that they only continue to work in Chowchilla because we have competitive salaries that help them to cover the cost of their commute and childcare hours. **Scope:** LEA-wide		
3.4	**Action:** 6204 Academic Coaches **Need:** The California School Dashboard data shows that our EL, SED and Foster youth are performing below that of ALL students. In the	This action will provide 6 academic coaches for the district that focus on increasing achievement for our unduplicated students by working side by side with teachers on instructional practices that best supports the specific students within the classroom to increase achievement. Coaches work with all new teachers for a requirement of 2 full years and after that they work through learning cycles with them along with all other permanent	This goal will be measured for effectiveness using CAASPP ELA and Math scores and local benchmark data of our unduplicated students compared to the data of "All" students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	area of English Language Arts (ELA) and mathematics, these 3 unduplicated student groups had a total of 9 red dashboard indicators. There were 2 additional red indicators for English learners for the English Language Progress Indicator (ELPI). On the 2022-2023 dashboard EL students achieved 10.42% of students meeting or exceeding grade level in ELA and 5.73% in math. Our foster youth do not have data due to having less than 11 students in this student group. Our socio-economically disadvantaged student group achieved 25.28% in ELA and 17.18% in math. This data is lower them that of "All" students who achieved 28.10% in ELA and 19.43% in math. There is a high need to focus on our unduplicated student groups to increase achievement and increase their likelihood for long term success in college and career. There is a need to increase achievement of unduplicated students. In order for this to happen, there is a need to maintain academic coaches at each site to work with teachers at all levels to ensure they are reviewing data and making progress towards closing the achievement gap. **Scope:** LEA-wide	teachers. The coaches model lessons and provide professional development around specific areas of need for academic growth.	
3.5	**Action:** 6206 Professional Development	These funds will be used to pay additional time to teachers to attend training after school hours or on non-work days. It will also be used to provide contracted service agreements with outside	This goal will be measured for effectiveness using CAASPP ELA and Math scores and local

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: The California School Dashboard data shows that our EL, SED and Foster youth are performing below that of ALL students. In the area of English Language Arts (ELA) and mathematics, these 3 unduplicated student groups had a total of 9 red dashboard indicators. There were 2 additional red indicators for English learners for the English Language Progress Indicator (ELPI). On the 2022-2023 dashboard EL students achieved 10.42% of students meeting or exceeding grade level in ELA and 5.73% in math. Our foster youth do not have data due to having less than 11 students in this student group. Our socio-economically disadvantaged student group achieved 25.28% in ELA and 17.18% in math. This data is lower them that of "All" students who achieved 28.10% in ELA and 19.43% in math. There is a high need to focus on our unduplicated student groups to increase achievement and increase their likelihood for long term success in college and career. There is a need to provide professional development to all staff each year focused on instruction of unduplicated students. With the constant changes in education with curriculum and teaching strategies, such as the Science of Reading, it is important to maintain up to date with research and provide professional development. The majority of the research and professional development is provided by the district academic coaches with some	companies for specific professional development that meets the criteria above and pay for supplies or materials.	benchmark data of our unduplicated students compared to the data of "All" students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	additional professional development provided by our county office of education or other entities outside the school district staffing. **Scope:** LEA-wide		
3.6	**Action:** 6205 Lead Teachers Model Classrooms **Need:** The California School Dashboard data shows that our EL, SED and Foster youth are performing below that of ALL students. In the area of English Language Arts (ELA) and mathematics, these 3 unduplicated student groups had a total of 9 red dashboard indicators. There were 2 additional red indicators for English learners for the English Language Progress Indicator (ELPI). On the 2022-2023 dashboard EL students achieved 10.42% of students meeting or exceeding grade level in ELA and 5.73% in math. Our foster youth do not have data due to having less than 11 students in this student group. Our socio-economically disadvantaged student group achieved 25.28% in ELA and 17.18% in math. This data is lower them that of "All" students who achieved 28.10% in ELA and 19.43% in math. There is a high need to focus on our unduplicated student groups to increase achievement and increase their	This action will provide additional time for lead teachers to attend leadership meetings outside of their duty day and provide substitutes to cover classrooms to allow teachers to work together and observe model lessons.	This goal will be measured for effectiveness using CAASPP ELA and Math scores and local benchmark data of our unduplicated students compared to the data of "All" students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	likelihood for long term success in college and career. There is a need to give new teachers and veteran teachers a model classroom that can be visited as needed to watch lesson instruction. There is a need to provide a model of instruction that is difficult to create through only words and research. A variety of teachers and coaches teach the lessons depending on the data and subject area. There is also a need for lead teachers to work side-by-side with administration to discuss data, instructional cycles, assessments and needs of our unduplicated students. **Scope:** LEA-wide		
3.7	**Action:** 6312 Digital Programs **Need:** The California School Dashboard data shows that our EL, SED and Foster youth are performing below that of ALL students. In the area of English Language Arts (ELA) and mathematics, these 3 unduplicated student groups had a total of 9 red dashboard indicators. There were 2 additional red indicators for English learners for the English Language Progress Indicator (ELPI). On the 2022-2023 dashboard EL students achieved 10.42% of students meeting or exceeding	This action will provide digital platforms for two main purposes. The first is dash collection tools to collect and analyze student data such as Illuminate and ParseGo. These allow teachers and staff to have real time data on what students are learning to ensure they are making academic growth. The second is student platforms that are adaptive. These platforms start students with a diagnostic assessment to find their specific learning needs. Then the fun, engaging and interactive program teaches students what they need at their zone of proximal development to ensure they are continuing to learn while the teacher is teaching small group differentiated instruction to other students.	This goal will be measured for effectiveness using CAASPP ELA and Math scores and local benchmark data of our unduplicated students compared to the data of "All" students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	grade level in ELA and 5.73% in math. Our foster youth do not have data due to having less than 11 students in this student group. Our socio-economically disadvantaged student group achieved 25.28% in ELA and 17.18% in math. This data is lower them that of "All" students who achieved 28.10% in ELA and 19.43% in math. There is a high need to focus on our unduplicated student groups to increase achievement and increase their likelihood for long term success in college and career. There is a need to ensure that all instruction throughout the day is targeted at the specific needs of our unduplicated students. There is also a need to ensure that teachers are working in small groups to reteach standards to students who need more support. During this time, there is a need for unduplicated students to be working independently at their zone of proximal development. **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	**Action:** 6208 Long Term English Learner Supports **Need:** The California School Dashboard data shows that our EL, SED and Foster youth are performing below that of ALL students. In the area of English Language Arts (ELA) and mathematics, these 3 unduplicated student groups had a total of 9 red dashboard indicators. There were 2 additional red indicators for English learners for the English Language Progress Indicator (ELPI). On the 2022-2023 dashboard EL students achieved 10.42% of students meeting or exceeding grade level in ELA and 5.73% in math. Our foster youth do not have data due to having less than 11 students in this student group. Our socio-economically disadvantaged student group achieved 25.28% in ELA and 17.18% in math. This data is lower them that of "All" students who achieved 28.10% in ELA and 19.43% in math. There is a high need to focus on our English learner student group to increase their skills in the English language to ensure they are able to be reclassified prior to becoming a long term English learner.	This action will be provide team members time to focus on specific data for LTEL students at Fairmead, communicating with families, providing specialized professional development, and materials. The specific professional development will be designed to meet the academic needs that the data shows is a need. This process will happen in cycles to ensure there is time to analyze data, determine the need, provide professional development based on the need, design specific lessons as a team, implement the lessons and give another formative assessment to see the growth before starting the cycle again.	CAASPP data for Long Term English Learners in ELA and Math along with ELPI rate.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
1.7	**Action:** 6107 English Learner Supports **Need:** The California School Dashboard data shows that our EL, SED and Foster youth are performing below that of ALL students. In the area of English Language Arts (ELA) and mathematics, these 3 unduplicated student groups had a total of 9 red dashboard indicators. There were 2 additional red indicators for English learners for the English Language Progress Indicator (ELPI). On the 2022-2023 dashboard EL students achieved 10.42% of students meeting or exceeding grade level in ELA and 5.73% in math. Our foster youth do not have data due to having less than 11 students in this student group. Our socio-economically disadvantaged student group achieved 25.28% in ELA and 17.18% in math. This data is lower than that of "All" students who achieved 28.10% in ELA and 19.43% in math. There is a high need to focus on our unduplicated student groups to increase achievement and increase their likelihood for long term success in college and career. Data shows that in 2017 our English learners were 9.35% meeting or exceeding the standards in ELA and in 2022-2023 they were 10.05%. In mathematics the data shows that the number	This action will provide additional direct supports to EL students to increase their academic achievement. It will provide EL students with a small group learning environment in which they feel increased safety to make mistakes, learn content and language skills and ask questions. Classified staff will push into classrooms to work side-by-side with our EL students for a portion of their day to provide further access to the content through small group direct instruction and primary language support.	This goal will be measured for effectiveness using English Learner CAASPP student group data in ELA and math as well as ELPI data.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	of students meeting or exceeding decreased from 7.95% to 5.47%. There is a need to focus on our English learner student group through additional supports. **Scope:** Limited to Unduplicated Student Group(s)		
2.11	**Action:** 6207 Attendance Mentors **Need:** EL students at Stephens have a high rate of chronic absenteeism at a rate of 29.9%. **Scope:** Limited to Unduplicated Student Group(s)	This action will provide specific and targeted supports to each EL student showing difficulties in the area of attendance. Each student will have a meeting with the school and family to build a partnership for success. The plan will have recommended supports from all views at the table. The school site will have a student mentor to communicate with the student and family as well as implement the components of support that are needed. The student will receive incentives of choice as they reach goals decided on within the plan.	This action will be measured for effectiveness using the chronic absentee rate of English Learners at Stephens Elementary. We will use local data, through Aeries Analytics, throughout the year and the state dashboard once at year for final number review of correlation of data tracking.

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

Throughout the year, Chowchilla Elementary School District had meetings and conversations with educational partners. Together teams reviewed data and discussed the needs of the district. Each time it was evident that there were inequities for English learners. The actions above are designed to specifically meet the needs of our English learners to ensure they are decreasing the achievement gap with content and language skills.

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.

PROMPT 3

Chowchilla Elementary School District is using the additional concentration grant add-on funding we received to provide more direct services to unduplicated students on campuses. The additional funding will be used to:

Provide additional staff at all 5 school sites as well as retain previous years staffing to increase direct services to students for targeted instruction for unduplicated students. These services include intervention support, Language support, counseling, behavior support specialists and more academic support in classrooms through the use of instructional aides. These needs were evident through reviewing data with all educational partner teams. This data included the number of counseling referrals that went unseen, the number of behavior incidents at each site each school year, parent and staff input, the higher demand for social emotional support in classrooms and the increased levels of severe behaviors, tier 3, which required more intensive support of a BCBA to assist at all 5 school sites.

All 5 school sites within the Chowchilla Elementary School District have an unduplicated student count above 55%.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		Stephens Elementary-Classified Ratio 1:21, Fuller Elementary-Classified Ratio 1:25, Reagan Elementary-Classified Ratio 1:32, Fairmead Elementary- Classified Ratio 1:37, and Wilson Middle School- Classified Ratio 1:41
Staff-to-student ratio of certificated staff providing direct services to students		Stephens Elementary-Certificated Ratio 1:14, Fuller Elementary- Certificated Ratio 1:19, Reagan Elementary- Certificated Ratio 1:18, Fairmead Elementary- Certificated Ratio 1:21, and Wilson Middle School-Certificated Ratio 1:20

2024-25 Total 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	22,041,265	8,970,575	40.699%	0.000%	40.699%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$9,056,075.11	$0.00	$0.00	$0.00	$9,056,075.11	$7,011,806.11	$2,044,269.00

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	6202 Lower class size initiative	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Reagan Elementary, Fairmead Elementary, and Wilson Middle School	July 1, 2024 - June 30, 2027	$448,983.51	$0.00	$448,983.51				$448,983.51	
1	1.2	6208 Long Term English Learner Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Fairmead Elementary and Wilson Middle School Grades 5-8	July 1, 2024 - June 30, 2027	$94,020.48	$10,000.00	$104,020.48				$104,020.48	
1	1.3	6106 Academic Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$0.00	$26,000.00	$26,000.00				$26,000.00	
1	1.4	6103 Supplemental Instructional Supplies, Resources & Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$0.00	$304,000.00	$304,000.00				$304,000.00	
1	1.5	6301 Academic Partnerships with Families and Community	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$0.00	$14,000.00	$14,000.00				$14,000.00	
1	1.6	6112 Multi-Tiered Systems of Support	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	July 1, 2024 -	$953,705.19	$71,999.00	$1,025,704.19				$1,025,704.19	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income		June 30, 2027								
1	1.7	6107 English Learner Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 1, 2024 - June 30, 2027	$359,507.96	$10,000.00	$369,507.96				$369,507.96	
1	1.8	6203 Instructional and Operational Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$0.00	$245,000.00	$245,000.00				$245,000.00	
1	1.9	6105 Fairmead Site Based Leadership Team	All Hispanic, SED, EL for Math	No			Specific Schools: Fairmead Elementary 5th and 6th grade students	July 1, 2024 - June 30, 2027	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.10	6109 District Guiding Coalition/Leadership Teams	All Hispanic, English Learners and socio-economically disadvantaged	No			Specific Schools: Reagan Elementary and Wilson Middle School 3/4 and 7/8	July 1, 2024 - June 30, 2027	$0.00	$62,000.00	$62,000.00				$62,000.00	
1	1.11	6210 Special Education Guiding Coalition	Students with Disabilities	No			All Schools	July 1, 2024 - June 30, 2027	$0.00	$6,500.00	$6,500.00				$6,500.00	
2	2.1	6216 Partnerships with Families and Community	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$0.00	$14,000.00	$14,000.00				$14,000.00	
2	2.2	6302 Health Aides	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$73,673.92	$60,000.00	$133,673.92				$133,673.92	
2	2.3	6304 Counseling and Social Emotional Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$846,592.70	$36,000.00	$882,592.70				$882,592.70	

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	2.4	6305 Electives, Interest Clubs and Engaging Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$115,822.85	$41,000.00	$156,822.85				$156,822.85	
2	2.5	6306 Engagement Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$0.00	$26,000.00	$26,000.00				$26,000.00	
2	2.6	6307 Positive Behavior Intervention and Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$1,029,726.12	$54,000.00	$1,083,726.12				$1,083,726.12	
2	2.7	6309 Attendance supports, Clothing Closet and Basic Supplies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$130,542.45	$9,000.00	$139,542.45				$139,542.45	
2	2.8	6209 Welcoming, safe, culturally responsive learning environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$242,253.94	$158,882.00	$401,135.94				$401,135.94	
2	2.9	6110 STEAM Instruction	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Ronald Reagan Elementary, Fairmead Elementary and Wilson Middle School	July 1, 2024 - June 30, 2027	$71,900.24	$47,000.00	$118,900.24				$118,900.24	
2	2.10	6308 Attendance Task Force	Students with Disabilities White	No			Specific Schools: Wilson Middle School 7-8	July 1, 2024-June 30, 2027	$0.00	$2,000.00	$2,000.00				$2,000.00	
2	2.11	6207 Attendance Mentors	English Learners	Yes	School wide Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Stephens Elementary TK-2nd Grades	July 1, 2024-June 30, 2027	$0.00	$10,000.00	$10,000.00				$10,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.12	6212 Behavior Supports	Students with Disabilities Hispanic, African American, Homeless,	No				July 1, 2024-June 30, 2027	$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.15															
3	3.1	6201 Collaborative Data Teams-PLC	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$0.00	$44,000.00	$44,000.00				$44,000.00	
3	3.2	6310 New Teacher Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$0.00	$22,000.00	$22,000.00				$22,000.00	
3	3.3	6101 Maintain competitive salaries	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$1,411,284.81	$0.00	$1,411,284.81				$1,411,284.81	
3	3.4	6204 Academic Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$711,390.52	$17,000.00	$728,390.52				$728,390.52	
3	3.5	6206 Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$467,283.95	$333,500.00	$800,783.95				$800,783.95	
3	3.6	6205 Lead Teachers Model Classrooms	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2021 - June 30, 2024	$0.00	$19,300.00	$19,300.00				$19,300.00	
3	3.7	6312 Digital Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2024 - June 30, 2027	$55,117.47	$391,088.00	$446,205.47				$446,205.47	

2024-25 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
22,041,265	8,970,575	40.699%	0.000%	40.699%	$8,975,575.11	0.000%	40.722 %	**Total:**	$8,975,575.11
								LEA-wide Total:	$7,924,162.92
								Limited Total:	$483,528.44
								Schoolwide Total:	$577,883.75

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	6202 Lower class size initiative	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Reagan Elementary, Fairmead Elementary, and Wilson Middle School	$448,983.51	
1	1.2	6208 Long Term English Learner Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Fairmead Elementary and Wilson Middle School Grades 5-8	$104,020.48	
1	1.3	6106 Academic Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$26,000.00	
1	1.4	6103 Supplemental Instructional Supplies, Resources & Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$304,000.00	

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 (%)
1	1.5	6301 Academic Partnerships with Families and Community	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$14,000.00	
1	1.6	6112 Multi-Tiered Systems of Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,025,704.19	
1	1.7	6107 English Learner Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$369,507.96	
1	1.8	6203 Instructional and Operational Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$245,000.00	
2	2.1	6216 Partnerships with Families and Community	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$14,000.00	
2	2.2	6302 Health Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$133,673.92	
2	2.3	6304 Counseling and Social Emotional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$882,592.70	
2	2.4	6305 Electives, Interest Clubs and Engaging Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$156,822.85	
2	2.5	6306 Engagement Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$26,000.00	
2	2.6	6307 Positive Behavior Intervention and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,083,726.12	
2	2.7	6309 Attendance supports, Clothing Closet and Basic Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$139,542.45	
2	2.8	6209 Welcoming, safe, culturally responsive learning environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$401,135.94	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.9	6110 STEAM Instruction	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Ronald Reagan Elementary, Fairmead Elementary and Wilson Middle School	$118,900.24	
2	2.11	6207 Attendance Mentors	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Stephens Elementary TK-2nd Grades	$10,000.00	
3	3.1	6201 Collaborative Data Teams-PLC	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$44,000.00	
3	3.2	6310 New Teacher Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$22,000.00	
3	3.3	6101 Maintain competitive salaries	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,411,284.81	
3	3.4	6204 Academic Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$728,390.52	
3	3.5	6206 Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$800,783.95	
3	3.6	6205 Lead Teachers Model Classrooms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,300.00	
3	3.7	6312 Digital Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$446,205.47	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$8,809,763.00	$8,839,344.97

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**	6111 Provide community with appropriate learning resources	Yes	$197,000.00	244,065.44
1	**1.2**	6202 Lower class size initiative	Yes	$451,000.00	429,163.70
1	**1.3**	6303 Increase participation in Site and District Educational Partner Sessions to Provide Input	No	0	0
1	**1.4**	6110 Adding S.T.E.A.M & S.T.E.M Instruction	No	0	0
1	**1.5**	6301 Provide academic family nights and district and site committees to support home to school connection and increased student outcomes	Yes	$44,000.00	18,263.84
1	**1.6**	6112 Provide student interventions during the school day to address targeted learning gaps	Yes	$1,023,147.00	1,025,704.60
1	**1.7**	6107 Provide English learners with language supports and interventions specific to language acquisition and targeted learning gaps	Yes	$305,000.00	322,285.43

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	1.8	6208 Provide extended learning time interventions (after school hours) to address learning gaps and increase student outcomes	No	$0.00	0
1	1.9	6203 Provide instructional technology for students to increase student outcomes	Yes	$161,000.00	213,579.98
1	1.10	6103 Provide Supplemental Instructional Supplies and Materials	Yes	$309,000.00	315,311.61
1	1.11	6106 Provide academic incentives for students to motivate them towards greater academic outcomes	Yes	$35,000.00	25,717.72
1	1.12	6105 Provide digital platforms directed at student achievement	Yes	$74,000.00	72,940.74
1	1.13	6109 Kinder screening and preparedness	Yes	$21,000.00	11,336.25
1	1.14	6210 Provide extended learning time interventions (Summer School) to address learning gaps and increase student outcomes	No	0	0
2	2.1	6216 Building partnerships with families and community	Yes	$12,000.00	13,424.27
2	2.2	6302 Hire and maintain district liaison site-based health aides	Yes	$84,430.00	85,077.27

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	2.3	6304 Increase/maintain additional counseling supports	Yes	$587,899.00	617,691.25
2	2.4	6305 Increase/Maintain electives at middle school/ P.E and music Specialist for grades 3-6	Yes	$251,305.00	161,967.22
2	2.5	6306 Provide student incentives to reduce chronic absenteeism and incidents of behavior	Yes	$23,000.00	14,964.31
2	2.6	6307 Provide positive behavior intervention and supports	Yes	$988,432.00	1,042,034.85
2	2.7	6308 Provide a Big Brother/Big Sister mentoring program	Yes	$10,000.00	10,598.00
2	2.8	6309 Provide homeless and foster youth mentors and supplies	Yes	$47,887.00	44,780.26
2	2.9	6217 Provide student site mentors to build strong relationships that will decrease discipline occurrences	No	$0.00	0
2	2.10	6213 Develop interest clubs to give students an opportunity to participate in an elective offering of their choice	Yes	$61,000.00	95,474
2	2.11	6220 Provide social emotional learning activities and modeling	Yes	$281,000.00	282,952.02
2	2.12	6212	Yes	$1,000.00	1,012

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)
		Provide parent support classes to improve student outcomes			
2	2.13	6209 Provide a welcoming, safe, culturally responsive learning environment	Yes	$332,671.00	142,016.04
2	2.14	6207 Student & Family Support and Liaison	Yes	$191,484.00	199,732.09
2	2.15	6110 STEM and STEAM Instruction	Yes	$11,000.00	203,805.35
3	3.1	6201 Develop collaborative data teams to improve student outcomes and close achievement gaps	Yes	$15,000.00	35,707.29
3	3.2	6310 Provide a new teacher mentoring program to accelerate proficiency	Yes	$15,000.00	16,602.23
3	3.3	6311 Provide standards aligned supplemental professional learning resources and materials	Yes	$62,000.00	67,769.31
3	3.4	6101 Maintain competitive salaries	Yes	$1,385,513.00	1,440,072.69
3	3.5	6204 Maintain academic coaches to provide curricular support to teachers to increase effectiveness	Yes	$725,273.00	783,640.70
3	3.6	6206 Provide professional development	Yes	$658,000.00	402,923.18
3	3.7	6205	Yes	$10,100.00	15,386.60

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)
		Increase and Improve lead teachers model classrooms			
3	3.8	6312 Maintain Data Warehouse and other digital tools to monitor and analyze student data and decrease achievement gaps	Yes	$92,000.00	268,148.27
3	3.9	6314 Maintain and upgrade operational technology	Yes	$125,000.00	176,251
3	3.10	6313 Director of Educational Services	Yes	$218,622.00	38,945.46

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
8,727,298	$8,809,763.00	$8,839,343.99	($29,580.99)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	6111 Provide community with appropriate learning resources	Yes	$197,000.00	244,065.44		
1	1.2	6202 Lower class size initiative	Yes	$451,000.00	429,163.70		
1	1.5	6301 Provide academic family nights and district and site committees to support home to school connection and increased student outcomes	Yes	$44,000.00	18,263.84		
1	1.6	6112 Provide student interventions during the school day to address targeted learning gaps	Yes	$1,023,147.00	1,025,704.60		
1	1.7	6107 Provide English learners with language supports and interventions specific to language acquisition and targeted learning gaps	Yes	$305,000.00	322,285.43		
1	1.9	6203 Provide instructional technology for students to increase student outcomes	Yes	$161,000.00	213,578.98		
1	1.10	6103	Yes	$309,000.00	315,311.61		

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	1.11	6106 Provide Supplemental Instructional Supplies and Materials Provide academic incentives for students to motivate them towards greater academic outcomes	Yes	$35,000.00	25,717.72		
1	1.12	6105 Provide digital platforms directed at student achievement	Yes	$74,000.00	72,940.74		
1	1.13	6109 Kinder screening and preparedness	Yes	$21,000.00	11,336.25		
2	2.1	6216 Building partnerships with families and community	Yes	$12,000.00	13,424.27		
2	2.2	6302 Hire and maintain district liaison site-based health aides	Yes	$84,430.00	85,077.27		
2	2.3	6304 Increase/maintain additional counseling supports	Yes	$587,899.00	617,691.25		
2	2.4	6305 Increase/Maintain electives at middle school/ P.E and music Specialist for grades 3-6	Yes	$251,305.00	161,967.22		
2	2.5	6306 Provide student incentives to reduce chronic absenteeism and incidents of behavior	Yes	$23,000.00	14,964.31		
2	2.6	6307 Provide positive behavior intervention and supports	Yes	$988,432.00	1,042,034.85		
2	2.7	6308 Provide a Big Brother/Big Sister mentoring program	Yes	$10,000.00	10,598.00		
2	2.8	6309	Yes	$47,887.00	44,780.26		

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)
		Provide homeless and foster youth mentors and supplies					
2	2.10	6213 Develop interest clubs to give students an opportunity to participate in an elective offering of their choice	Yes	$61,000.00	95,474.33		
2	2.11	6220 Provide social emotional learning activities and modeling	Yes	$281,000.00	282,952.02		
2	2.12	6212 Provide parent support classes to improve student outcomes	Yes	$1,000.00	1,012		
2	2.13	6209 Provide a welcoming, safe, culturally responsive learning environment	Yes	$332,671.00	142,016.04		
2	2.14	6207 Student & Family Support and Liaison	Yes	$191,484.00	199,732.09		
2	2.15	6110 STEM and STEAM Instruction	Yes	$11,000.00	203,805.35		
3	3.1	6201 Develop collaborative data teams to improve student outcomes and close achievement gaps	Yes	$15,000.00	35,707.29		
3	3.2	6310 Provide a new teacher mentoring program to accelerate proficiency	Yes	$15,000.00	16,602.23		
3	3.3	6311 Provide standards aligned supplemental professional learning resources and materials	Yes	$62,000.00	67,769		
3	3.4	6101 Maintain competitive salaries	Yes	$1,385,513.00	1,440,072.69		

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)
3	3.5	6204 Maintain academic coaches to provide curricular support to teachers to increase effectiveness	Yes	$725,273.00	783,640.70		
3	3.6	6206 Provide professional development	Yes	$658,000.00	402,923.18		
3	3.7	6205 Increase and Improve lead teachers model classrooms	Yes	$10,100.00	15,386.60		
3	3.8	6312 Maintain Data Warehouse and other digital tools to monitor and analyze student data and decrease achievement gaps	Yes	$92,000.00	268,148.27		
3	3.9	6314 Maintain and upgrade operational technology	Yes	$125,000.00	176,251		
3	3.10	6313 Director of Educational Services	Yes	$218,622.00	38,945.46		

2023-24 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)
21,807,880	8,727,298	0	40.019%	$8,839,343.99	0.000%	40.533%	$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:

  o 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]).

  o 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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o 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.

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.

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.

- 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.

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

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) 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) (California Legislative Information)](#) 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 (California Legislative Information)](#);

    - **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 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

- **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.

  o 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,

  o 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:

  o 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) (California Legislative Information) 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.

  o 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:

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

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

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.

  o 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).

  o 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.

  o Indicate the school year to which the baseline data applies.

  o 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.

  o 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.

  o 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.

  o 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.

  o 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.

  o 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.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o 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.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o 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.

  o 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.

- o 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.

- o 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.

- o 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.

  - o **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
- 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:

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o Professional development for teachers.

  - o 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.

- 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.

- 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.

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.

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

- o 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.

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

  - o 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.

- o **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.

- o **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).

  - o **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.

  - o **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.

o   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%).

  o 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)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o 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)**

- o 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**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - o 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**

  - o 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)**

  - o 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 (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o 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)**

  - o 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 %)**

- o 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)**

  - o 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)**

  - o 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)**

  - o 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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