

Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
CALIENTE UNION ELEMENTARY SCHOOL DISTRICT	Dr. Robin Shive Superintendent/Principal	rshive@calienteschooldistrict.org 6618672301

Goal 1

Goal Description

All students will improve academically as measured by common core state standards mastery and other formative assessments and will be prepared to be successful in high school.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Priority 2A Classroom Walkthroughs Source: CA State Standards Implementation Matrix	During the 2023-24 school year, as per administrative walk throughs, observations and lesson plans that aligns with the newly installed pacing guide, the district is implementing CA Academic and Performance Standards at the "Developing Awareness" stage	2024-25 "Full Awareness" stage implementing CA Academic and Performance Standards.	Full Awareness and implementation of California Academic and Performance Standards are observed during the Walk through and observations.	The walk through observation and lesson plans review show that the 3 teachers are striving to teach the Standards. Two new teachers started this year and have multiple grade levels. The two teachers are NOT fully credentialled and are learning as they go. The seasoned teacher continues to have full awareness of the CA State Standards Implementation Matrix while the other 2 teachers are implementing the state standards as documented in lesson plans and in observations. .	2026: 100% of the teachers will follow the ELA and Math pacing guide that was developed in 2024. As per administrative walk through observations the district will progress to "Full Awareness" stage as per the CA State Standards Implementation Matrix.
1.2	Priority 2B: How programs/services enable English Learners to access CCSS and ELD standards for academic content knowledge and English Source: Administrative review of class schedules and lesson plans	2023-24. Currently we have one English learner student. 100% of ELs have access to Integrated and Designated ELD	100% of ELs have access to Integrated and Designated ELD	100% of ELs have access to Integrated and Designated ELD.	There are 2 English Language learners in the school district. We have coordinated ELAPC testing and training with DI Giorgio school district to address needs and for compliance with CDE requirements. This outcome is met.	2026: 100% of ELs have access to Integrated and Designated ELD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.3	Priority 4A Average Distance from Standard on CAASPP English Language Arts Assessment Source: CA School Dashboard/KIDS	2023-24 ELA: 53 Points Below Standard Per KIDS: SED: 62 Points Below Standard SWD: 75 Points Below Standard	2024 Dashboard All students: 30.9 Points Below Standard SED: 36 Points Below Standard SWD: No data reported due to low number of students in this student group	2025 Dashboard ELA All students: 12.4 Points Below Standard SED: 19.3 Points Below Standard SWD: No data reported due to low number of students in this student group	Currently the CAASPP data shows that 27 students were tested. WE met and exceeded our 2026 goal.ELA All students: 12.4 Points Below Standard SED: 19.3 Points Below Standard SWD: No data reported due to low number of students in this student group	2026: ELA: 40 Points Below Standard SED: 49 Points Below Standard SWD: 62 Points Below Standard
1.4	Priority 4A Average Distance from Standard on CAASPP Math Assessment Priority 4A Pupil Achievement Statewide Assessments - Science Source: CA School Dashboard/KIDS	2023-24 Math: 84.8 Points Below Standard SED: 103 Points Below Standard SWD: 113 Points Below Standard Science 5.88% Exceeded/Met standard	2024 Dashboard All students: 83 points below standard SED: 81.2 points below standard SWD: No data reported due to low number of students in this student group Science 30.77% Met/Exceeded	2025 Dashboard Math All students: 46 points below standard SED: 48.9 points below standard SWD: No data reported due to low number of students in this student group Science 30.77% Met/Exceeded	Currently the math test scores from CAASPP showed that 27 students were tested. The desired outcome has been exceeded. All students: 46 points below standard SED: 48.9 points below standard	2026: Math: 60 Points Below Standard SED: 79 Points Below Standard SWD: 89 Points Below Standard Science: 10% Exceed/Met Standard
1.6	Priority 4B: % pupils who have successfully completed courses that satisfy the requirements for career technical education sequences and programs of study that align with SBE-approved career technical education standards an	NA	N/A		N/A	NA
1.7	Priority 4C:	NA	N/A		N/A	NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	% pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks.					
1.8	Priority 4D: % of pupils who have successfully completed both types of courses described in subparagraphs (B) and (C).	NA	N/A		N/A	NA
1.9	Priority 4E: % of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC). Source: California School Dashboard	During the 2023-24 school year, there is one Kindergarten EL at Level 1 in overall summary. 2023 Dashboard No data reported due to the low number of students in the EL student group	2024 Dashboard No data reported due to low number of students in the EL student group	2025 Dashboard No data reported due to low number of students in the EL student group	Both students have been tested. One student is at Level 2 and the other is at Level 1.	2026: Level 2 by the end of year 3 2026: No Data available with which to set target outcome
1.10	Priority 4F: The English learner reclassification rate Source: ELPAC	During the 2023-24 school year we currently serve one English learner student. Level 1 overall summary. 0% Reclassification	0% as reported in KIDS	0% as reported in KIDS	Not acquired at this time.	2026: 0% Based on the two students (K and 2nd grade) Reclassification will occur at the end of 2026.
1.11	Priority 4G: % of pupils who have passed an advanced placement examination with a score of 3 or higher	NA	N/A		N/A	NA
1.12	Priority 4H: % of pupils who demonstrate college preparedness pursuant to	NA	N/A		N/A	NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	the Early Assessment Program or any subsequent assessment of college preparedness.					
1.13	Priority 7A Percentage of students having access to and are enrolled in a broad course of study Source: Class schedule	2023- 24: 80%	2024-25: 100%	100%	Students continue to have 100% access to and are enrolled in a broad course of study including guitar, Spanish, graphic art, and music appreciation.	2026: 100% of students will have access to and are enrolled in a broad course of study as identified by 6th- 8th grade students will have wheel electives that include music, foreign language, and art.
1.14	Priority 7B Percentage of students having access and are enrolled in programs/services for unduplicated pupils Source: Class schedule	2023-24 100% of all unduplicated students are enrolled in the core subjects of ELA, Math, Social Studies and Science required by the State and District.	2024-25 100% of all unduplicated students are enrolled in the core subjects of ELA, Math, Social Studies and Science required by the State and District.	2025-2026 100% of all unduplicated students are enrolled in the core subjects of ELA, Math, Social Studies and Science required by the State and District.	100% of all unduplicated students are still enrolled in the core subjects of ELA, Math, Social Studies and Science required by the State and District.	2026: Maintain 100% of all unduplicated students are enrolled in the core subjects of ELA, Math, Social Studies and Science required by the State and District.
1.15	Priority 7C Programs and services developed and provided to students with disabilities. Source: Class Schedule	2023-24 Maintain 100% of all unduplicated students are enrolled in the core subjects of ELA, Math, Social Studies and Science required by the State and District.	2024-25 100% of all unduplicated students are enrolled in the core subjects of ELA, Math, Social Studies and Science required by the State and District. Percent of SWD participating in general education as part of their educational day:	2025- 2026 100% of all unduplicated students are enrolled in the core subjects of ELA, Math, Social Studies and Science required by the State and District. Percent of SWD participating in general education as part of their educational day:	100% of students with disabilities still participate in programs and receive services developed to provide additional supports as per IEP review.	2026: Percent of SWD participating in general education as part of their educational day: At least 80%-100% of the day - 100%
1.16	Priority 8: Pupil Outcomes Acadience Learning Reading: Curriculum Based Measurement	2023- 24 K - average 47 - Well below benchmark	2024-25 K - Average - 110 Below benchmark	Acadience 24-25 EOY Average Composite Scores	DIBELS 25-26 MOY Average Composite Scores	2026: All grade levels will average in the category of at or

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
Source: Acadience		1st - Average 94 - Well Below benchmark	1st - Average- 111 Below benchmark	K 110 below benchmark	DIBELS 25-26 MOY Average	above the benchmark for students (K-2, 3-5, 6-8) as per Acadience/ Dibels data analysis.
		2nd - Average 102 - Well below benchmark	2nd - Average- No 2nd graders enrolled	1 111 below benchmark	Composite Scores - SED	
		3rd - Average 220 - Well Below benchmark	3rd - Average 365 At benchmark	2 None enrolled	DIBELS 25-26 MOY Average	
		4th - Average 254 - Well below benchmark	4th - Average 303 Well below Benchmark	3 365 at benchmark	Composite Scores - SWD	
		5th - Average 296 - Well Below benchmark	5th - Average- 367 Below benchmark	4 303 well below benchmark	K 365 below benchmark	
		6th - Average 477- At or above benchmark	6th - Average 381 At benchmark	5 367 below benchmark	K 353 well below benchmark	
		7th - Gate 1 = Average 597= At or above benchmark	7th Gate 1 - Average 568 At or above benchmark	6 381 at benchmark	K No SWD	
		7th Gate 2 = Average 604.7 = At or above benchmark	7th Gate 2 - 571 Below benchmark	7 568 at or above benchmark	1 408 at benchmark	
		8th - Gate 1 = Average 614 = At or above benchmark	8th Gate 1 - 685 At or above benchmark	8 571 below benchmark	1 408 at benchmark	
			8th Gate 2- 690 At or above benchmark		1 444 above benchmark (1 student)	
			SED Students		2 382 below benchmark	
					2 382 below benchmark	
					3 382 below benchmark	
					3 No SWD	
					3 None enrolled	
					3 None enrolled	
					3 None enrolled	
					4 418 at benchmark	
					4 417 at benchmark	
					4 373 well below benchmark (1 student)	
			3rd - Average 365 At benchmark		5 365 well below benchmark	
					5 365 well below benchmark	
					5 365 well below benchmark	
					5 365 well below benchmark	
					5 365 well below benchmark	
					5 365 well below benchmark	
					5 365 well below benchmark	
					5 365 well below benchmark	
					5 365 well below benchmark	
					5 365 well below benchmark	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			7th Gate 1 - Average 563 At or above benchmark 7th Gate 2 - 589 Below benchmark 8th Gate 1 - 664 At or above benchmark 8th Gate 2 - 690 At or above benchmark		362 well below benchmark 5 302 well below benchmark (2 students) 6 377 below benchmark 6 377 below benchmark 6 No SWD 7 376 below benchmark 7 371 well below benchmark 7 No SWD 8 380 well below benchmark 8 374 well below benchmark 8 348 well below benchmark (1 student)	
1.17	Pupil 8 Pupil Outcomes IABs and curriculum benchmarks - ELA and math Source: Local Reporting	23-24 none	24-25 3rd- Math (4): ELA (4) 4th- Math (4): ELA (4) 5th- Math (4): ELA (4) 6th- Math (4): ELA (4) 7th- Math (4): ELA (4) 8th- Math (4): ELA (4)	2025-2026 Students will complete 3 Go Math levels and 3 writing benchmarks for ELA with an average % score of 65% in writing and 73% in math.	2025-2026 K- Proficient- Avg. 77% BOY and 83% MOY 1st- 54% BOY and 73% MOY (proficient) 2nd 60% BOY and 71% MOY (almost proficient) 3rd- na 4th BOY 38% and 61% MOY	2026: 3rd- 8th grade levels will complete three GoMath in math three writings in ELA .

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					5th BOY 40% and 67% MOY 6th BOY 30% and 41% MOY 7th BOY 14% and MOY 33% 8th BOY 25% and MOY 21% Writing K na 1st 72 BOY and 74 MOY (proficient) 2nd MOY 73 3rd na 4th 65 BOY and 63 MOY (proficient) 5th 76 BOY and 76 MOY 6th 23 BOY and 70% MOY 7th 63% BOY and 65 % MOY 8th 47% BOY and 75% MOY proficient	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Professional Learning - CCSS Contract with KCSOS for supplemental academic coaching and instructional support and planning in order to fully implement state standards to enhance the quality of education	Yes	Partially Implemented	Rolinda (KCSOS) has been on campus 4 times this year to help	Lesson plans are more organized - especially in the morning where ELA and Math are taught.	\$108,000.00	\$26,254

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	<p>that unduplicated students receive. This will include the purposeful identification of priority standards in ELA and Math.</p> <p>As part of the 2025–26 LCAP, Caliente Union School District has designated the following currently existing action to be funded with \$54,000 of Learning Recovery Emergency Block Grant (LREBG) funds: Action 1.1 Professional Development CCSS. This action has been prioritized based on the findings of the district's required needs assessment, which identified low academic performance in English Language Arts (ELA) and Math, particularly for Socioeconomically Disadvantaged (SED) and White students. The district will continue their contract with the Kern County Superintendent of Schools (KCSOS) for targeted instructional coaching and planning support. This action aligns with the allowable uses of LREBG funds, specifically: providing additional academic services and accelerated learning supports through evidence-based practices (Education Code Section 32526(c)(2)). The contract will fund two academic coaches (one in ELA and one in Math) for a total of 76 days to deliver high-impact services, including classroom-based modeling, direct professional development, planning support, and guidance on identifying and teaching priority standards aligned with California State Standards.</p> <p>This coaching model is supported by extensive research, including a meta-analysis by Kraft, Blazar, and Hogan (2018), which found that instructional coaching significantly improves teacher practice and student outcomes—making it one of the most effective methods for professional learning. Coaching that incorporates modeling, feedback, and data-informed decision-making is especially critical for districts like Caliente that face staffing constraints and serve students in multi-grade classrooms.</p>			<p>with TK-1st grade instruction. Mandy has been on campus 12 times this year for ELA and Science of Reading. Tim and Sumeet have been on site and taught a workshop in math strategies. Lesson plans are more organized - especially in the morning where ELA and Math are taught.</p>			

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	To measure the impact of this investment, the district will monitor student progress using CAASPP Distance from Standard data in ELA and Math, disaggregated by student group (Metric 1.3 and 1.4), alongside local benchmark assessments (Metric 1.16). These data points will help evaluate whether coaching support improves instructional quality and reduces the achievement gap for the intended student groups. In alignment with the district's LCAP goals and the intended outcomes of the LREBG.						
1.2	Reduce grade spans within classrooms. Class sizes will be maintained at a number to permit teachers to provide more small group instruction and better meet the needs of individual students, including low-income students, foster youth, and English learners. This is especially important because we are a K-8 district with roughly 60 students. The additional teacher provides for an ability to narrow curricula so that the needs of our unduplicated students and all students may be met via teaching and learning to state standards.	Yes	Fully Implemented	Class sizes are 23 to 1 ratio. Each teacher has an aide. The multiple grade levels make it difficult to differentiate instruction and the school has moved to Walk to Learn in math and ELA.	Lesson plans show organization aligned to coaching. Observation in classrooms shows strategies are being used.	\$80,000.00	\$44,000
1.3	CBM and Formative Assessments purchase and training Acadience Reading, Math, and Data Services and training for teachers and staff in order to be able to identify where students are school wide and identify and receive instructional supports to close achievement gaps in reading and math.	No	Partially Implemented	A formative benchmark 3 times a year is needed. The math coach is helping us with finding this assessment and	Acadience data is done twice a year.	\$2,000.00	\$2,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.4	Class observations & benchmark tests Support staff in classrooms due to multiple grade levels within each class and to help with differentiation for students of SED, SWD, and EL. Additional staff for evidence based interventions serving students that have not achieved mastery on CAASPP (met or exceeded).	Yes	Partially Implemented	the Early Childhood Development coach is helping with an early assessment.	PLC agendas / classroom walkthroughs 2x month, review of lesson plans as noted by Google Doc notes.	\$90,000.00	\$40,000
1.5	Common Core State Standards Mastery assistance, sustainability of plans Additional principal time to support staff, daily leadership, connection with the community, especially SED.	No	Fully Implemented	Follow pacing guide, compare lesson plans to pacing guide.	lesson plans, benchmark scores		\$0
1.6	Fully credentialed teachers employed and maintain quality support staff Salary and benefit expense- including dental - increase for all employees in order to hire and retain school site administration, classified staff, and fully credentialed and appropriately assigned certificated teachers. Due to our remote location and limited funding, the district has not been able to keep pace with salaries of neighboring districts for employees which has resulted in extreme difficulties in recruiting, hiring, and retaining qualified staff.	Yes	Fully Implemented	Additional compensation added to salary schedule for a more competitive compensation.	pay checks	\$59,120.00	\$26,903

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.7	Broad Course of Study for 6th-8th grade. Lengthen the school day for 4th-8th grade 8:00-3:15- Wheel Electives: 3 teachers - hourly rate of \$45 x180x3= \$24,300, 3 paras \$22x3x180=\$11,880. TOTAL \$36,180	No	Fully Implemented	All 4th-8th grade receive Spanish, graphic design, and guitar for one semester	All 4th-8th grade receive Spanish, graphic design, and guitar for one semester	\$30,000.00	\$18,000
1.8	Afterschool hold for TK-3rd Grade Younger students will have a release time of 2:30 and will stay at the school for bus transportation, which results in staff offering homework club.	No	Fully Implemented	TK-3rd grade may stay afterschool or be picked up by parent at 2:30. 87% of the students stay for the "hold" period and receive art, music, dance or homework help.	Sign out sheets	\$6,200.00	\$33500
1.9	Intersession and summer school, afterschool instruction, 30 days of instruction for students. Priority 1 - absences and not meeting standards, Priority 2, absences, Priority 3 - students who would like to come. Afterschool for parents who need child care - STEM, music, art, dance and homework help. Include teacher's aid, teacher, and principal. \$4000 resources	No	Fully Implemented	30 days of instruction are offered with intersession break, summer school and afterschool instruction.	Sign in sheets for 10 days so far	\$45,000.00	\$16,000

Goal 2

Goal Description

Provide for safe and well maintained facilities and a positive learning environment that supports the social emotional needs of students so that students attend school regularly to engage in their education and all stakeholders feel welcome to participate in and contribute to the school community.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Priority 1A: Teachers appropriately assigned and fully credentialed as per California Credentialing. Source: CALPADS	2023-24 100 % of teachers are appropriately assigned. 33% are fully credentialed.	2024-25 100 % of teachers are appropriately assigned. 50% are fully credentialed.	2025-2026 100 % of teachers are appropriately assigned. 33% are fully credentialed.	100 % of teachers are appropriately assigned. 50% are fully credentialed.	2026: Maintain 100% teachers appropriately assigned 100% fully credentialed in the subject area
2.2	Priority 1B: Pupil access to standards aligned materials as measured the school inventory list. Source: Textbook/Chromebook Inventory	2023-24 100% of students have access to standards aligned materials.	2024-25 100% of students have access to standards aligned materials.	2025 100% of students have access to standards aligned materials.	100% of students still have access to standards aligned materials.	2026: 100% of students still have access to standards aligned materials.
2.3	Priority 1C: School facilities maintained in good repair as per FIT.	2023-24 School facilities are maintained in "good" repair.	2024-25 School facilities are maintained in "good" repair.	2025 School facilities are maintained in "good" repair	School facilities are still maintained in "good" repair	2026: School facilities in excellent repair.
2.4	Priority 3A: The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site. Source: Sign-in sheets	During the 2023-24 school year, 100% of parents of students receive invitations to give input for school wide decision making through automated phone calls, flyers, and school website.	During the 2024-25 school year, 100% of parents of students receive invitations to give input for school wide decision making through automated phone calls, flyers, and school website.	During the 2025 school year, 100% of parents of students receive invitations to give input for school wide decision making through automated phone calls, flyers, and school website.	100% of parents of students continue to receive invitations to give input for school wide decision making through automated phone calls, flyers, school events, and the district website.	2026: 100% of parents will have access in paper and through social media.
2.5	Priority 3B: How the school district will promote participation in programs for parents of students for low income, English learner, and foster youth pupils;	During the 2023-24 school year, 100% of parents of unduplicated students will be invited to all campus student and parent events via	During the 2024-25 school year, 100% of parents of unduplicated students will be invited to all campus student and parent events via	During the 2025 school year, 100% of parents of unduplicated students will be invited to all campus student and parent events via	100% of parents of unduplicated students still will be invited to all campus events via additional notification and phone call	2026: 100% of parents will have access in paper and through social media.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Source: Documentation of use of automatic dialer and newsletters.	additional notification and phone call reminders/emails/electronic text messaging.	additional notification and phone call reminders/emails/electronic text messaging.	additional notification and phone call reminders/emails/electronic text messaging.	reminders/emails/electronic text messaging.	
2.6	Priority 3C: How the school district will promote participation in programs for parents of students with disabilities. Source: Documentation of use of automatic dialer and newsletters. IEP attendance	During the 2023-24 school year, 100% of parents of students with disabilities receive additional reminders and notifications of their student's PT conferences, and IEPs (this includes by making confirmation phone calls and being flexible by making time for necessary meetings.)	During the 2024-25 school year, 100% of parents of students with disabilities receive additional reminders and notifications of their student's PT conferences, and IEPs (this includes by making confirmation phone calls and being flexible by making time for necessary meetings.)	During the 2025 school year, 100% of parents of students with disabilities receive additional reminders and notifications of their student's PT conferences, and IEPs (this includes by making confirmation phone calls and being flexible by making time for necessary meetings.)	100% of parents of students with disabilities still receive additional reminders and notifications of their student's PT conferences, and IEPs (this includes by making confirmation phone calls and being flexible by making time for necessary meetings.)	2026: 100% of parents will have access in paper and through social media.
2.7	Priority 5A: School attendance rates. Source: KIDS/SIS	2023-24 Attendance rate: 91.40%	2024-25 Attendance rate: 94.44%	2025 95% attendance	Current to date 95.68%	By 2026: 95%
2.8	Priority 5B: Chronic absenteeism rates. Source: Dashboard	2023-24 60% Chronically Absent White subgroup: 58% chronically absent Socioeconomically Disadvantaged: 56.9% chronically absent	2024 Dashboard All Students: 42.9% White: 45% Socioeconomically Disadvantaged: 44.2%	27.3% All Students improved 15.6%	21% current to date-per KIDS	2026: Decrease at least to 25% for all groups- state level
2.9	Priority 5C: Middle school dropout rates. Source: KIDS/SIS	2023- 24 Middle School Dropout rate: 0%	2024- 25 Middle School Dropout rate: 0%	0%	0%	2026: 0%
2.10	Priority 5D: High school dropout rates.	NA	N/A	N/A	NA	NA
2.11	Priority 5E: High school graduation rates.	NA	N/A	N/A	NA	NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.12	Priority 6A: Pupil suspension rates. Source: Dashboard	2023-24 Suspension rate: 0% Socioeconomically Disadvantaged: 0% suspended White: 0% suspended	2024 Dashboard All students: 9% Socioeconomically Disadvantaged: 10.9% White: 11.6%	2025 Dashboard 0%	0%	2026: 0% SED: 0% White: 0%
2.13	Priority 6B: Pupil expulsion rates. Source: DataQuest	2023-24 Expulsion rate: 0%	2024-25 Expulsion rate: 0%	2025 0%	0%	0%
2.14	Priority 6C: Other local measures of sense of safety and school connectedness. Source: School Safety Survey KIDS STUDENT CONNECTEDNESS SURVEY	2023-24 100% feedback (parents) said their students feel safe and connected to the school. 87% feedback (students) said they feel safe and connected to the school. 100% feedback (school staff) said they feel that students feel safe and connected to the school.	2024-25 88% feedback (parents) said their students feel safe and connected to the school. 62% feedback (students) said they feel safe and connected to the school. (Q-"I feel like my teachers and school staff care about me") 90% feedback (school staff) said they feel that students feel safe and connected to the school.		The LCAP survey has not been given	2026: 100% feedback (parents) said their students feel safe and connected to the school. 100% feedback (students) said they feel safe and connected to the school. 100% feedback (school staff) said they feel that students feel safe and connected to the school.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Parent Liaison Specialist CUSD has hired an engagement/SARB liaison specialist who will do weekly check-ins with	No	Fully Implemented	School Social worker comes 3 times a week.	Referral forms to Social Worker. A survey	\$15,000.00	\$ \$15,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	parents/guardians and students if there are any truancy/absentee concerns focusing on chronic absenteeism metrics. This individual will develop rapport with the parents/guardians and administer PBIS approaches to ensure all students and parents/guardians are welcomed and engaged in their students academic success. This individual will work collaboratively with the administrator to review chronic absenteeism data on a weekly/monthly basis throughout the school year to identify trends positive/negative and establish a plan to address these concerns if any arise. Moreover, this individual will provide critical information to the school social worker so they can provide tier 1, tier 2, and tier 3 interventions. This action was originally developed to address the red indicators for chronic absenteeism and will additionally address high suspension rate among White and SED students.			Student clients are up to 8 students	regarding school safety will go out.		
2.2			Partially Implemented	Ms. Wagner began in January to review SARB and will begin home visits mid-February. She is also coming once a week for ASB and PBIS activities.	Calendar of Events and meeting with Friday Night Live.		\$55,000
2.3			Planned	KCSOS will provide consult days to help with the planning of PBIS and MTSS	none at this time.		\$0
2.4			Planned	Staff will attend KCSOS workshops	none at this time		\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				regarding PBIS / MTSS training.			

Goal 3

Goal Description

By June 2026, Piute Mountain School will reduce suspension rates for both socioeconomically disadvantaged (SED) students and White students to 5% or less, as measured by end-of-year data reported in KiDS, in order to improve school climate.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Priority 6A: Pupil suspension rates. Source: Dashboard	2023-24 Suspension rate: 0% Socioeconomically Disadvantaged: 0% suspended White: 0% suspended	2024 Dashboard All students: 9% Socioeconomically Disadvantaged: 10.9% White: 11.6%	0% suspension	0% suspension	2026: 0% SED: 0% White: 0%
3.2	Priority 5B: Chronic absenteeism rates. Source: Dashboard	2023-24 60% Chronically Absent White subgroup: 58% chronically absent Socioeconomically Disadvantaged: 56.9% chronically absent	2024 Dashboard All Students: 60% +0.9% White: 58% +4.3% Socioeconomically Disadvantaged: 56.9% -9.7%	2025 Dashboard All- 27.3% Chronically absent decreased 15.6% SED- 28.2% decreased 16%	21% All, SED 11%	2026: Decrease at least to 25% for all groups- state level

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	School Social Worker Intern Social worker Intern will focus on Tier I supports by engaging in lessons for all classrooms with an additional focus on identifying and supporting Tier II students. The school social worker will provide teachers and staff with social emotional and trauma informed care practices so that teachers are better prepared to support students in need within the classroom environment. This action was originally developed to address the red indicators for chronic absenteeism and will additionally address high suspension rate	No	Not Implementing		No School Social Worker has been hired	\$30,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	among White and SED students. Since the district faced challenges filling this position in 2024-25, it will explore sharing a school counselor with a neighboring district.						
3.2	PBIS event planner A PBIS event planner will keep track of student behaviors, collected points, assist the engagement liaison with parent contact and communication, plan weekly, monthly, quarterly and EOY activities to encourage students, remind students of the PBIS expectation matrix with creative ideas on how students will learn and be reminded of the PBIS expectations.	No	Fully Implemented	Events are scheduled on the calendar and all are met.	School activity calendar, decrease in detentions and referrals	\$20,000.00	\$10,000
3.3	MTSS/ PBIS professional development Contracted consultant to provide additional MTSS PBIS awareness trainings and ongoing coaching for all school staff on how to implement and support the framework for academic and behavioral frameworks in order to meet the unique needs of our unduplicated students and all students. Introduce all staff to Positive Behavioral Interventions and Supports (PBIS) as a way to better support students to become more successful at school and for school staff to gain knowledge and resources/tools to better support student behavior on campus and within classrooms. MTSS coach - install and implement MTSS plan and 8 hours of PD 3 teachers and 4 paras, 2 bus drivers 1 cafeteria worker Low income, English learners, and foster youth students as well as all students and staff will benefit from a common system and expectations that promote and reward positive behaviors. This action includes a consultant	No	Fully Implemented	Continuing to follow PBIS with full staff training on PBIS and re-check	Contract is on consultant basis. Training at the beginning of the school year and mid-year re-check helps with continuation of PBIS.	\$38,000.00	\$12,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	contract as well as funding for supplies and materials to implement PBIS school wide.						

Goal 4

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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Goal 5

Goal Description	

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds		
LCFF Supplemental/Concentration Grants		

Caliente Balance Tracker

Description	Resource	Carryover from PY	Current Allocation	Spent as of 2/2/26	**Remaining**	Timeline	Notes
LOTTERY	1100	\$13,757.38	\$6,726.00	\$18,026.02	\$2,457.36	Carryover OK	
Expanded Learning Opp	2600	\$38,526.37	\$54,112.00	\$75,342.97	\$17,295.40	One year after earned	
IASA-TL BSC GR LOW INC/NEG	3010	\$0.00	\$39,956.00	\$69,767.93	-\$29,809.93	coverage covered by LCFF equity multiplier	
IDEA ARP	3305	\$0.00	\$0.00	\$0.00	\$0.00		
Special Ed: IDEA Basic Local Assistance Entitlement, P	3310	\$0.00	\$2,363.00	\$0.00	\$2,363.00		
Special Ed Preschool	3315	\$0.00	\$0.00	\$0.00	\$0.00		
TEACHER QUALITY TITLE 2 PART	4035	\$0.00	\$6,512.00	\$636.37	\$5,875.63	One year after earned	
TITLE IV-A STU SUPP ACA ENR	4127	\$0.00	\$10,000.00	\$3,986.94	\$6,011.06	One year after earned	
SMALL SCHOOL ACHIEVEMENT PRO	5801	\$0.00	\$24,052.00	\$28,592.14	\$0.00	One year after earned	NO MORE spending here
Student Support and Professional Development Discret	6019	\$0.00	\$12,999.00	\$0.00	\$12,999.00		
LITERACY COACHES AND READING S	6211	\$0.00	\$450,000.00	\$0.00	\$450,000.00		
**Educator Effectiveness BG	6266	\$0.00	\$0.00	\$0.00	\$0.00		
LOTTERY:INSTRUCTIONAL MATERI	6300	\$12,440.33	\$2,736.00	\$1,980.18	\$13,196.15	Carryover OK	
State Special Ed Grant	6500	\$0.00	\$23,234.00	\$23,793.17	-\$559.17		Overage covered by 0000
State Mental Health-Related	6546	\$0.00	\$4,895.00	\$0.00	\$4,895.00		
**Art, Music, Instruc Mat Dis B	6762	\$10,468.95	\$0.00	\$13,407.91	\$0.00		NO MORE spending here
**The Arts and Music in School	6770	\$20,851.00	\$0.00	\$6,560.27	\$14,290.73	6/30/26	
**2022 KIT Funds	7032	\$0.00	\$0.00	\$643.44	-\$643.44		NO MORE spending here
LCFF Equity Multiplier	7399	\$62,445.78		\$9,325.94	\$53,119.84		
**Learning Recovery Emrgncy BG	7435	\$0.00	\$0.00	\$9,829.00	\$0.00		NO MORE spending here
Fund 13 - Child Nutrition School Program	5310	\$5,929.37	\$63,768.00	\$42,060.89	\$27,636.48		
Fund 17 - Special Reserves Other than Capital Outlay		\$77,655.82	\$1,210.00	\$0.00	\$78,865.82		
Fund 25 - Developer Fees		\$6,432.67	\$1,300.00	\$0.00	\$7,732.67		
Fund 25 - Developer Fees	9010	\$77,789.23	\$1,200.00	\$21.55	\$78,967.66		
Fund 35 - Capital Facilities (UPK)		\$355,592.81	\$556,960.00	\$555,125.28	\$357,427.53		

**One time funds