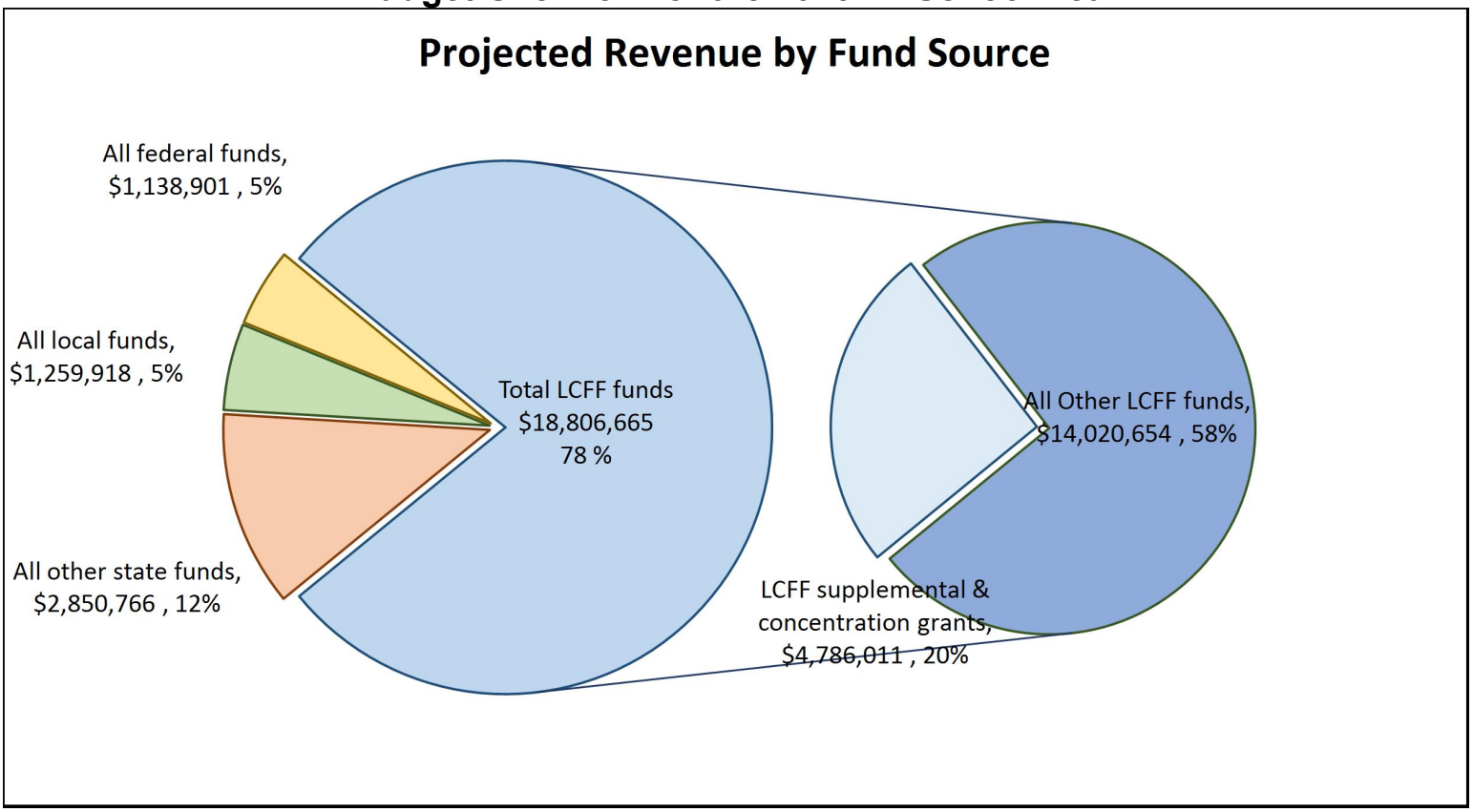
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Chowchilla Union High School District
CDS Code: 20652010000000
School Year: 2026-27
LEA contact information:
Dr. Justin Miller
Superintendent
millerj@chowchillahigh.org
559-665-3662

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

Budget Overview for the 2026-27 School Year

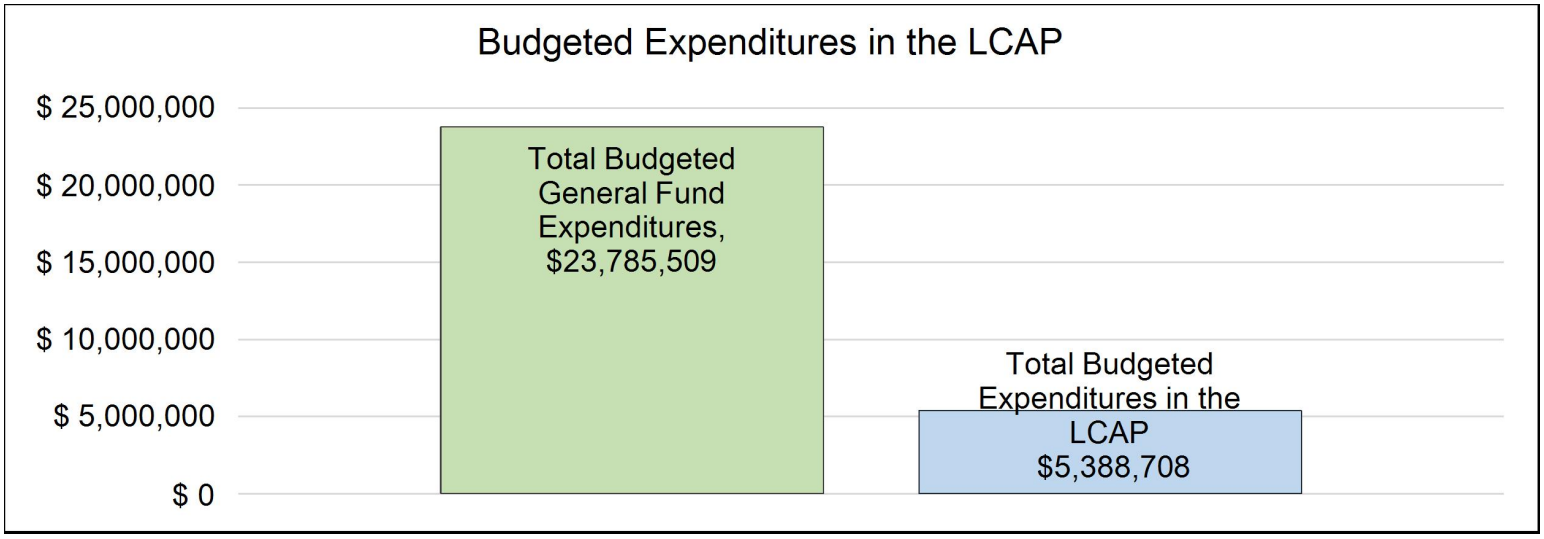


This chart shows the total general purpose revenue Chowchilla Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Chowchilla Union High School District is $24,056,250, of which $18,806,665 is Local Control Funding Formula (LCFF), $2,850,766 is other state funds, $1,259,918 is local funds, and $1,138,901 is federal funds. Of the $18,806,665 in LCFF Funds, $4,786,011 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Chowchilla Union High School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Chowchilla Union High School District plans to spend $23,785,509 for the 2026-27 school year. Of that amount, $5,388,708 is tied to actions/services in the LCAP and $18,396,801 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

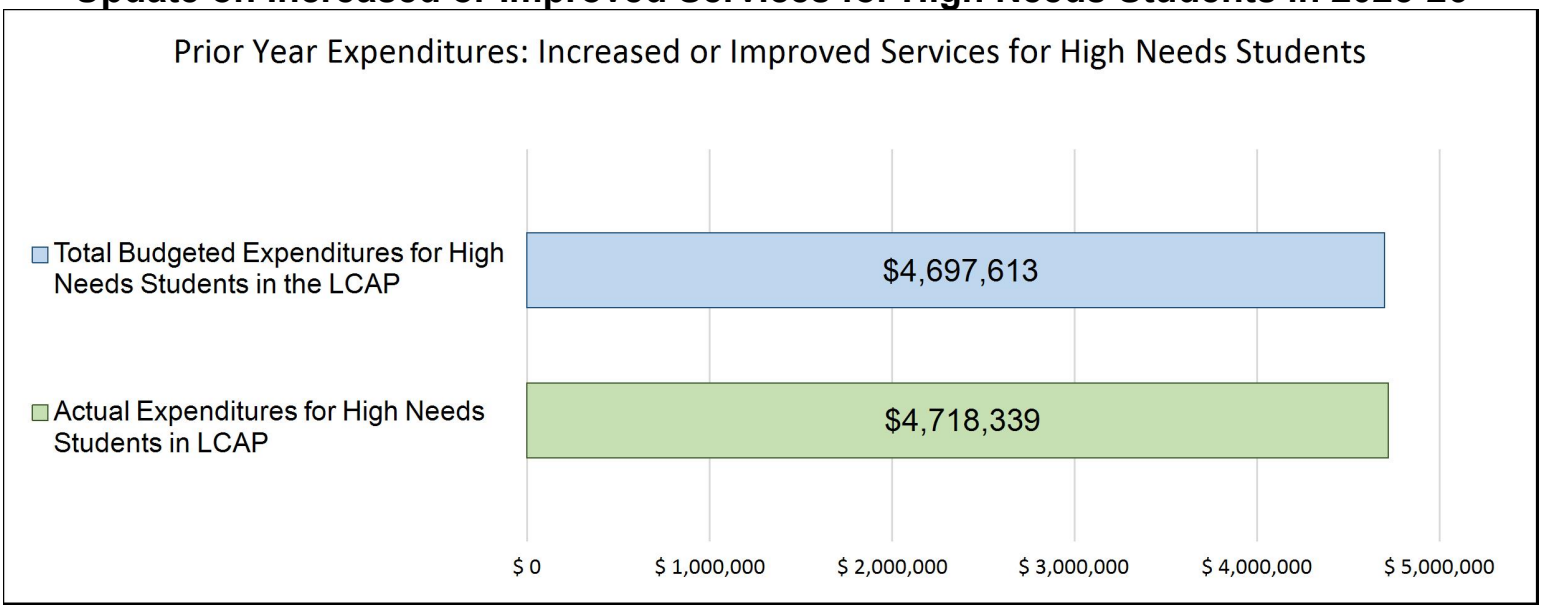
We will allocate the remaining funds toward general operations, regular classroom instruction, and the overall education of our students.

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

In 2026-27, Chowchilla Union High School District is projecting it will receive $4,786,011 based on the enrollment of Foster Youth, English learner, and low-income students. Chowchilla Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Chowchilla Union High School District plans to spend $4,786,011 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Chowchilla Union High School District's LCAP budgeted $4,697,613 for planned actions to increase or improve services for high needs students. Chowchilla Union High School District actually spent $4,718,339 for actions to increase or improve services for high needs students in 2025-26.

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 Union High School District	Dr. Justin Miller Superintendent	millerj@chowchillahigh.org 559-665-3662

Plan Summary [2026-27]

General Information

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

Chowchilla Union High School District (CUHSD) is composed of one comprehensive site (Chowchilla Union High School) with an independent studies program that runs through alternative education and one continuation school site (Gateway High School). As of Census Day (October 1, 2025), Chowchilla Union High School had a total enrollment of approximately 1006 students on a main campus in grades nine through twelve. Moreover, the independent studies program showed an enrollment of about 32 students. Gateway High School provides students with a way to continue their education in an alternative setting and has a total enrollment of 53 students.

The District enrollment by grade level is as follows: 9th grade (270 students), 10th grade (288 students), 11th grade (271 students), and 12th grade (263 students). The District Demographics include the following students groups: 149 English Learners (13.6%), 10 Foster Youth (0.9%), 16 Homeless (1.5%), 916 Socioeconomically Disadvantaged (83.9%), 23 Title III Eligible Immigrants (2.1%), 31 Title I Part C Migrant Students (2.8%), 81 Students with Disabilities served within the district and 37 non-district placements served by Madera County Superintendent of Schools programs or Non-Public Schools (10.8%). The students' race/ethnicity includes Black/African American (1.4%), American Indian/Alaskan Native (0.6%), Asian (1.7%), Filipino (0.5%), Hispanic (71.7%), Two or more races (2.1%), and White (21.9%).

Two school districts serve the overall student population for the city of Chowchilla, including Alview-Dairyland Union School District (ADUSD) and Chowchilla Elementary School District (CESD), which both feed students into the Chowchilla Union High School District programs with an estimated average class size of 300 students each year. Both ADUSD and CESD are K-8 programs. ADUSD represents approximately 10% of the incoming 9th-grade population, and CESD represents approximately 90% of the incoming 9th-grade population. A small

percentage of incoming 9th-grade students come from other districts and private schools in the surrounding area, and these numbers vary from year to year.

Gateway High School will receive Equity Multiplier funding due to its low stability rate and percentage of low-income students enrolled.

Reflections: Annual Performance

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

Chowchilla Union High School District remains committed to academic excellence by maintaining a strong focus on improving student outcomes across key performance areas. The district continues to prioritize growth in CAASPP English Language Arts (ELA) and Math scores, as well as performance on the California Science Test (CAST). A key area of emphasis includes providing targeted supports to English Learners to accelerate their progress in language acquisition, with the ultimate goal of achieving timely reclassification. In addition, the district is dedicated to fostering equity and collaboration by continuing to embed Professional Learning Communities (PLCs) into the campus culture at Chowchilla Union High School, ensuring that educators work collectively to support all students in reaching their full academic potential. Lastly, the District is dedicated to expanding its College and Career Indicator (CCI) performance by broadening student access to a diverse curriculum that balances rigorous academic pathways, such as Advanced Placement and dual enrollment, with immersive, hands-on opportunities in Career Technical Education (CTE).

The District had an enrollment of 1092 students in 2025. Of these students, 83.9% were considered Socioeconomically Disadvantaged, 13.6% were English Learners, and 0.9% were Foster Youth. Over the last three years, the District has established an administrative team that has championed various initiatives on campus, leading to positive progress on the California School Dashboard. However, the District also recognizes continued areas of growth and has plans and programs to make improvements as needed.

SUCCESSES AND IMPROVEMENTS:

--English Learner Progress increased District-wide by 10.2%, leading to 54.4% of students making progress toward English language proficiency. Socio-economically disadvantaged students saw an increase of 52.3 points, while students with disabilities increased by 7.1 points in EL proficiency. English Learner Progress Indicators increased by 16.8% to 48% at Gateway High School and by 9.7% to 55.8% at Chowchilla Union High School.

--Chowchilla Union High School District's graduation rate is considered Blue and increased in 24-25 to 93.1% (86.8% of students graduated in 23-24 at CUHS) according to the California School Dashboard. English Learners increased by 4.6%, while LTELs saw an increase of 6.5%, low-income students increased by 5.9%, and students with disabilities increased by 6.8%. Graduation rates also increased by 16.5% to 76% at Gateway High School and by 4.2% to 97.1% at Chowchilla Union High School.

--College and Career Readiness also improved for the District when compared to 2024 on the California School Dashboard. District-wide, 40.8% of students were considered prepared, an increase of 0.7% (49.6% at CUHS (an increase of 2.6%) and 0% at Gateway High School). And although GHS continues to show 0% on the CCI, it experienced success offering hands-on CTE classes for the second year in a row. This is completely new to the District's alternative education setting, and students are responding well to it based on Educational Partner

feedback sessions. At the District level, several student groups experienced similar growth: EL (8.5%), LTEL (10.3%), and students with disabilities (11.9%). Low-income students maintained overall, with a small decrease of 1.3%.

--Mathematics CAASPP Results increased by 5.3 points (5.5 points at CUHS and 18.2 points at Gateway High School), leading to a status of 118.2 points below standard (105.7 points below standard at CUHS and 203.5 points below standard at Gateway High School). When disaggregating student groups at the District level, ELs, LTELs, and low-income students experienced growth as well: EL (25.9 points), LTEL (21.8 points), and low-income (9 points). Students with disabilities maintained a small growth of 2.6 points.

--English CAASPP Results increased by 50.9 points (50.5 points at CUHS and 74.7 points at Gateway High School), leading to a status of 14.8 points below standard (1.2 points above standard at CUHS and 111.3 points below standard at Gateway High School). When disaggregating student groups at the District level, ELs, LTELs, and low-income students experienced growth as well: EL (45.5 points), LTEL (46.9 points), low-income (52.3 points), and students with disabilities (7.1 points).

--CAASPP English EAP scores increased from 7.3% of students who scored a Standard Exceeded (Level 4) in 23-24 to 14.1% in 24-25. According to DataQuest, in 24-25, 12.6% of low-income students and 2.8% of English Learners scored a Standard Exceeded (Level 4). Due to the size of the group, DataQuest did not report data for Foster Youth.

--A-G Completion Rates increased slightly by 0.1% to 28.6% overall at the District level. ELs increased by 2.4% and LTELs by 1.3%.

--CTE Completion Rates rose from 45.4% to 52.1%, and CTE Certifications saw a notable jump from 19.1% to 25.8%. When disaggregating student groups at the District level, ELs, LTELs, and low-income students experienced growth as well: EL (13.8%), LTEL (17%), low-income (6.2%), and students with disabilities (20.5%)

--Student engagement also improved, as evidenced by a 94.1% Attendance Rate in 24-25. Disaggregated data by student group is not available.

--There was a reduction in Dropout Rates, which fell from 9.3% to 5.2% when comparing 23-24 and 24-25. While disaggregated data is limited. DataQuest showed that all of these students were Hispanic in 24-25.

--Additionally, the district improved its staffing stability, increasing the percentage of fully credentialed teachers to 76.5%.

--Lastly, and something promising, is that although CAST scores decreased overall, ELs increased by 3.3 points, LTELs increased by 2.2 points, and students with disabilities increased by 9.1 points when comparing 23-24 and 24-25 data.

OPPORTUNITIES FOR GROWTH:

--Suspension Rates have increased District-wide by 1.3% (1% at CUHS and 6% at Gateway High School), leading to a 5.6% suspension rate district-wide and a 4.8% suspension rate at Chowchilla Union High School and a 15.3% suspension rate at Gateway High School. Previously, the District had student groups that were Red on the California Dashboard for the District; the 24-25 Dashboard reflects that this is no longer

the case. This is also not the case for Chowchilla Union High School. However, Gateway High School's suspension rate is Red overall and also Red for Hispanic and Socioeconomically Disadvantaged Students.

--AP Passage Rates dropped from 61.3% to 54.3% in 24-25. Low-income students decreased by 3.1%. Other student group data is not available.

--While A-G Completion rates improved slightly overall, students with disabilities decreased by 2.6%, and low-income students by 1% in 24-25.

--CAASPP Math EAP scores dipped to a low of 2.4% of students who scored a Standard Exceeded (Level 4) in 24-25. According to DataQuest, in 24-25, 2.5% of low-income students scored a Standard Exceeded (Level 4). There weren't any Foster Youth or English Learners who scored a Standard Exceeded (Level 4).

--Science proficiency (CAST) also saw a sharp decrease, falling from 20.2% to 13.7% of students meeting or exceeding standards in 24-25 or 44.4 points overall in 24-25. Low-income students maintained with a small decrease of 1.1 points.

--Even though the District is happy with the growth is has made on several Dashboard metrics, it is aware that the suspension rate at GHS and the CAASPP Math results at the District level for Hispanic, Long-Term English Learners and Socioeconomically Disadvantaged Students is Red on the California Schools Dashboard and has actions planned in the 26-27 LCAP that will have a direct and positive influence on these metrics.

Based on previous Dashboard data, the 2023 California School Dashboard has identified Suspension rates at the District level (8.8%) and at the site level at CUHS (9.1%) as Red Indicators. At the District level, the following student groups are also considered Red groups on the Dashboard: English Learners (11.7%), Homeless Students (21.1%), Students who are Economically Disadvantaged (9.4%), Students with Disabilities (15.3%), and White students (9.3%) (Goal 3, Action 7). At the site level at CUHS, the following student groups are also considered Red groups on the Dashboard: English Learners (12.2%), Economically Disadvantaged Students (9.7%), Students with Disabilities (18.3%), and White students (9.8%). The 2023 California School Dashboard has also identified that at the District level, CAASPP ELA achievement is Red for English Learners (106.1 points below standard) (Goal 2, Action 1).

REQUIRED ACTIONS:

Chowchilla Union High School District has made significant progress related to the lowest performing indicators (Red) outlined above from the 2023 CA Dashboard to the 2025 CA Dashboard:

At the District level Red in Suspension Rate (Action 1.3 and 2.2):
All Students: 9.1% (2023) to 5.6% (Orange in 2025)
English Learners: 11.7% (2023) to 4.1% (Green in 2025)
Homeless Students: 21.1% (2023) to 12.5% (Orange in 2025)
SED Students: 9.4% (2023) to 6.0% (Orange in 2025)
SWD: 15.3% (2023) to 7.1% (Orange in 2025)

White Students: 9.3% (2023) to 3.8% (Orange in 2025)

At the Site level Red in Suspension Rate (Action 1.3 and 2.2):
English Learners: 12.2% (2023) to 2.9% (Green in 2025)
SED Students: 9.7% (2023) to 5.1% (Orange in 2025)
SWD: 18.3% (2023) to 7.7% (Orange in 2025)
White Students: 9.8% (2023) to 3.6% (Orange in 2025)

District Level CAASP ELA improved from 106.1 points below standard in 2023 to 1.2 points above standard (Green) in 2025 (Action 2.1).

The district successfully expanded student access to high-quality instruction through Action 1.1's dual enrollment growth and Action 1.4's achievement of near-universal digital equity, with over 98% of students reporting consistent internet and device access. These efforts were bolstered by targeted academic interventions that led to dramatic CAASPP score gains, particularly in English Language Arts, where scores rose by 50.8 points. Furthermore, Gateway High School saw a transformative 16.5% increase in its graduation rate, reaching 76% following the implementation of dedicated CTE photography classes and increased site support (4.1).

Despite these academic and vocational successes, the district navigated challenges related to staffing stability and school climate. While attendance rates improved to 94.1% and suspension rates for high-need groups like Homeless and English Learner students dropped significantly, overall district suspension rates remained an area of concern. High staff turnover in Information Technology (Goal 1, Action 4) and leadership positions, such as the Activities Director (Goal 2, Action 2), occasionally stalled the momentum of programs like the Renaissance initiative and digital support services. Nevertheless, the district effectively integrated "whole-child" supports through its Wellness Center and Tribe Pantry (Goal 2, Action 4)—which served over 600 students by early 2026—and utilized professional development through Solution Tree to embed data-driven instructional shifts that are currently closing achievement gaps for socio-economically disadvantaged and long-term English learner populations.

Goal 5 uses Learning Recovery Emergency Block Grant (LREBG) funds through 2027–2028 to remove key barriers to student learning, directly aligning with state-authorized allowable uses—specifically increasing instructional learning time, expanding mental health supports, addressing basic student needs, and providing targeted professional development. To recover lost instructional time and boost graduation rates, the district offers Saturday School (Goal 5, Action1), Guided Study (Goal 5, Action 1), and Credit Recovery (Goal 5, Action 3), while Wi-Fi hotspots (Goal 5, Action 2) and supplemental meals (Goal 5, Action 2) tackle digital divide and food insecurity issues. Student mental health and family engagement are expanded Goal 5, Action 2) through an intern psychologist, a social worker, and college-partnered parent classes. Finally, an Ag Farm Manager provides hands-on support for CTE pathways, while Solution Tree training equips teachers to use data-driven PLC strategies to directly address classroom learning gaps at CUHS (funded via Educator Effectiveness Block Grant).

With the District holding anywhere from 13 to 15 educational partner feedback sessions a year, it is an integral part of previous iterations of the LCAP as well as the current 26-27 LCAP. It serves as a guide for what the community wishes to see the District offer in the form of programs and services for students. The feedback sessions for the 2026-27 LCAP highlighted a strong community and staff desire for modernized facilities and the expansion of Career Technical Education (CTE) pathways (Action 1.2), such as photography and public safety, to boost student engagement. These requests directly influenced Action 4.1, which maintains a third teacher at Gateway High School to provide hands-on, project-based electives as an alternative to digital-only coursework. Furthermore, staff feedback regarding the necessity of

"wraparound" services like the Wellness Center and supplemental transportation ties into the continuation of Goal 5 actions, which utilize recovery funds to address learning loss and student stability. While the district has seen a 16.5% improvement in graduation rates at Gateway through these targeted efforts, a slight decline in attendance rates has led the district to classify these ongoing actions as partially effective, prompting a reduction in graduation credit requirements to make success more achievable for credit-deficient students.

Reflections: Technical Assistance

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

The District is no longer eligible for Technical Assistance in the 2026-2027 school year.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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
Chowchilla Union High School District Staff (CTA and CSEA)	January 29, 2026, at 8:00 am (Multi-Purpose Room) A one-hour in-person meeting was held on campus, and participants sat through a presentation of the 2025 CUHSD California School Dashboard Indicators before being asked to give feedback on the local indicator topics and what they believed the District should prioritize for students through the LCAP. At this session, mostly teachers were in attendance, but some front office staff and other campus and District support staff (CSEA) as students were not present on campus due to a late start schedule. Teachers shared significant emphasis on expanding CTE pathways, electives, and career readiness. This includes funding for student certifications, competition costs, and memberships (such as FFA and Ag programs). There is also a strong desire to maintain robust AP and Dual Enrollment opportunities, ensuring that exam costs are covered and that students have access to tutoring and credit recovery programs. A major theme was the need to modernize and maintain campus facilities. There is a clear call for increased personnel, particularly Supplemental Transportation (including early morning routes) and Contracted Substitutes. The group also identified a need for more specialized support staff, including Special Education or bilingual

Educational Partner(s)	Process for Engagement
	aides, Campus Liaisons, and a TAPS Coordinator to bridge the gap between school and community. Ensuring equitable access to technology remains a priority, specifically by providing Chromebooks, hotspots, and dedicated technicians. Additionally, the members advocated for "wraparound" student services, such as supplemental meals during breaks and increased transportation via new vehicles. This session included members from the District's bargaining units (Chowchilla Union High School Teachers Association and California School Employees Association for CUHSD).
Chowchilla Union High School District Staff (CSEA)	February 2, 2026, at 2:15 pm (Multi-Purpose Room) A one-hour in-person meeting was held on campus, and participants sat through a presentation of the 2025 CUHSD California School Dashboard Indicators before being asked to give feedback on the local indicator topics and what they believed the District should prioritize for students through the LCAP. This session was mostly attended by members of the CSEA union of Chowchilla Union High School, though the Directors of Business Services, Food Services, Maintenance, Operations, and Transportation were present for at least part of the session. This session was scheduled at a time of day that is more convenient for staff who help support transporting and feeding students throughout the day. Highlights from this feedback session focused heavily on the operational and logistical health of the campus, with a particular emphasis on staffing, transportation, and student wellness services. The group highlighted a critical need to expand the transportation department to keep up with a growing fleet. Key suggestions included hiring a Mechanic Assistant who could double as a late-afternoon driver and purchasing higher-capacity 9-seater vans or a new diesel

Educational Partner(s)	Process for Engagement
	bus. Maintaining bus driver stipends was also identified as a "super important" factor for staff retention. There was strong support for the two-day custodians, who, according to meeting attendees, are credited with keeping the campus noticeably cleaner. However, the group suggested adding one more custodian to assist with the Multi-Purpose Room (MPR) during late-start Thursdays. Additionally, members inquired about continued funding for weight room repairs and requested extra funds to fix the gymnasium and purchase more golf carts for campus use. The Pantry and Wellness Center were described as vital resources for the student body. The group praised the impact of the Social Worker and Campus Liaisons, noting that students trust these figures to keep them out of trouble. Discussions regarding Goal 5.2 clarified that supplemental meals (supper and summer programs) are essential, and there is a need to ensure transportation is available for students attending these meal times. A creative "farm-to-school" initiative was proposed, where the Cafeteria would coordinate with the Ag Farm Manager to utilize school-grown products. The group advocated for the continuation of Bilingual Student Support and access to technology. New ideas included implementing a Math Intervention Program or specialized math nights to boost test scores. Regarding campus safety, there was a specific request to add a staff member dedicated to monitoring bathrooms to prevent vandalism. Several parents of students in the District were in attendance at this session. Student groups include low socio-economic status and students with Individualized Education Plans. This session included members from the California School Employees Association for CUHSD.
Chowchilla Union High School Students	February 3, 2026, at 1:10 pm (CUHS Sachem Building)

Educational Partner(s)	Process for Engagement
	A half-hour in-person meeting was held on campus, and participants shared feedback on what they believed the District should prioritize for students through the LCAP after a brief review of the LCAP's purpose and an explanation of what is funded via LCAP for the 25-26 school year. Students focused heavily on diversifying the curriculum, improving the quality of student life on campus, and addressing specific athletic and facility deficiencies. A primary focus for this group was the restoration and expansion of CTE (Career Technical Education) programs. Students advocated for the return of Computer Science, Video/Audio Production, and Automotive programs, while also proposing new pathways for Cosmetology and Firefighting. Furthermore, there is a strong desire to extend the Public Safety program to a full four-year track and to establish a Debate Club that exists independently of the FFA. The group expressed significant frustration regarding the state of campus facilities, particularly the girls' restrooms, which they reported are frequently under-supplied with soap and menstrual products. There were also pointed questions regarding why certain bathrooms remain locked. Additionally, students and staff highlighted a critical need for improved air conditioning, noting that classrooms are often uncomfortably hot. There is a call for a wider variety in sports, such as Men’s Volleyball, along with targeted funding for existing teams. Specifically, the Wrestling team needs more support, and the Aquatics area requires updated equipment, including the diving box. The group also noted that the Softball team is facing delays with uniforms and that CTE Music programs require higher-quality equipment to remain effective. Regarding campus life, the group requested better lunch options with more variety and the return of specific items like Cup of Noodles to the snack bar. They also noted a logistical conflict where the Supper Program interferes with the after-school program (ASP) transportation. Finally, there was a recommendation to better

Educational Partner(s)	Process for Engagement
	publicize the Driver's Education program, as many students are currently unaware of its availability.
Chowchilla Union High School District Administration (Including Site Principals)	February 4, 2026, at 10:30 am (CUHSD Board Room) A one-hour in-person meeting was held on campus, and participants sat through a presentation of the 2025 CUHSD California School Dashboard Indicators before being asked to give feedback on the local indicator topics and what they believed the District should prioritize for students through the LCAP. Among the feedback shared at this session, the District administration focused on reinforcing existing support systems while advocating for specific administrative shifts and the expansion of the agricultural program. The group identified Pupil Services, the Pantry, and the Wellness Center as essential pillars of the campus that must be maintained. There is strong support for the Campus and Community Liaisons, with members also requesting a designated space specifically for Counseling Department workshops. Additionally, the group emphasized the importance of continuing wraparound services like supplemental meals, the After School Program (ASP), and providing students with necessary supplies, like backpacks and technology. There was a clear mandate to continue and expand CTE programs, specifically at the Gateway campus, alongside Dual Enrollment and AP support at CUHS. The members highlighted the need for robust Summer School and Saturday School options to ensure student success. Furthermore, the group suggested implementing a Math Intervention program and maintaining funding for College Field Trips to keep students on a path toward higher education. A major point of discussion involved the growth of the school farm. In addition to supporting the Ag Farm Manager, the group proposed hiring an Assistant to the Ag Farm Manager to handle the increasing workload. They also expressed a strong interest in establishing a

Educational Partner(s)	Process for Engagement
	Farm to School Program, which would integrate farm production with the campus cafeteria. In terms of operations, the group remains committed to Transportation training and stipends to ensure a stable driving staff, as well as the acquisition of additional golf carts. They expressed support for the roles of the Assistant Principal, Alt Ed Clerk, and TAPS Coordinator. The group categorized Facility and Classroom upgrades as "pivotal" to the school's mission. This includes the continued presence of additional custodians to maintain the campus and the general improvement of learning environments to support modern instruction. This session included administrators for the site and District levels, in addition to site principals.
Independent Study Students and Staff	February 10, 2026, at 11:00 am (Google Meet) A 45-minute meeting was held online, and participants sat through a presentation of the 2025 CUHSD California School Dashboard Indicators before being asked to give feedback on the local indicator topics and what they believed the District should prioritize for students through the LCAP. Feedback from this session was limited as students did not share any commentary out loud, but did comment in the chat. Students focused on the flexibility of the Independent Study (IS) curriculum, the balance between digital and physical learning, and the quality of the student experience. A major point of discussion was the need for a more diverse selection of Independent Study electives. Students requested a broader range of subjects, including Patient Care, Medical, Business, and Music classes for those with instruments at home. There was a specific call to offer Spanish 2 at the Independent Study level, as students feel it is currently unfair that they must take it as a high-stakes Dual Enrollment college course. Furthermore, they advocated for additional language options beyond Spanish.

Educational Partner(s)	Process for Engagement
	While students appreciate the access to technology and the fact that digital work is harder to lose or damage, they highlighted significant frustrations with current restrictions. They reported that excessive website blocking often prevents them from accessing articles and links required by their teachers. Additionally, some students expressed a desire for more paperwork options, noting that Wi-Fi issues can completely halt their ability to complete digital assignments. The group suggested several practical improvements to daily school operations: -Saturday School: Members recommended making these sessions shorter to better accommodate families' weekend schedules. -Schedule Changes: Students requested a longer "grace period" at the start of the term to determine if a class is a good fit before finalizing their schedules. -Sustainability: There was a strong interest in a community garden that could provide fresh produce for use in the school cafeteria. -Personalization: Students expressed a desire to regain simple digital personalization features, such as the ability to set profile pictures and wallpapers. The feedback regarding physical resources centered on health and representation. Students suggested that the Pantry would be more effective if it offered healthier food options. In the realm of extracurriculars, they emphasized the need for new uniforms for sports teams to boost school spirit and professionalism. Finally, the group concluded with a positive note, explicitly stating their appreciation for how the teachers treat them.
Chowchilla Parents and Community Members	February 2, 2026, at 12:00 pm in English (Google Meet) February 4, 2026, at 7:00 pm in English (Google Meet) February 11, 2026, at 7:00 pm in Spanish (Google Meet)

Educational Partner(s)	Process for Engagement
	Three one-hour meetings were held (online), and participants sat through a presentation of the 2025 CUHSD California School Dashboard Indicators before being asked to give feedback on the local indicator topics and what they believed the District should prioritize for students through the LCAP. Parents of unduplicated students attended the feedback sessions. They focused heavily on curriculum modernization, student safety in athletic spaces, and improving communication with the parent community. A primary concern for this group was the perceived lack of advanced technology and professional pathways. Members strongly advocated for the return of AP Computer Science, noting that the rise of AI makes this subject essential. They also requested the addition of Robotics classes and clubs, as well as new CTE pathways in high-demand fields such as Architecture, Law, and Accounting. There was a specific call to increase STEM CTE outreach for Hispanic and female students to ensure diverse representation in those fields. The group raised several questions regarding the current AP course offerings and the scheduling conflicts that prevent students from taking multiple advanced classes. There was also a notable request to bring back course advancement during Summer School, allowing students to get ahead in their credits rather than just focusing on remediation. While the group appreciates that the After School Program (ASP) weight room is open to all, they expressed serious concerns regarding student safety. They emphasized that the weight room should be supervised by a qualified strength and conditioning professional or a personal trainer—rather than general staff—to prevent injuries and teach proper lifting techniques. Suggestions included adding bigger-capacity vehicles and a diesel bus to the fleet. Support for driver retention stipends and Supplemental Transportation Services for college trips was also noted. Feedback emphasized the importance of After School Program

Educational Partner(s)	Process for Engagement
	(ASP) meals, credit recovery, and expanded support for Gateway students. There was a recommendation to provide stipends or support for night crew custodians who supervise students performing community service. The group identified several operational needs, including fixing the front gate (a carry-over request from the previous year) and utilizing rebate programs to acquire Clean Air Vehicles equipped with proper heating and air conditioning. Finally, they stressed the importance of hiring appropriately credentialed staff to ensure the high quality of these proposed programs.
Chowchilla Union High School and Alternative Education Site Councils (SSC)	February 18, 2026, at 3:30 pm (Google Meet) A one-hour meeting was held (online), and participants sat through a presentation of the 2025 CUHSD California School Dashboard Indicators before being asked to give feedback on the local indicator topics and what they believed the District should prioritize for students through the LCAP. The School Site Councils at CUHS and Gateway High School met and broke into a Parent Advisory Committee within the same agenda meeting the requirements for a Parent Advisory Committee (PAC) under EC 52063 (A)(3). Two students were present throughout this meeting and provided input. Parents of students in Special Education and/or those considered to be of low socio-economic status attended various feedback sessions, including the PAC/SSC session, as members. This session also included student members from CUHS and GHS. They expressed strong support for CTE programs and supplies, specifically highlighting Photography and Culinary Arts. There is a desire for more outreach regarding trades and vocational careers, including job shadowing and professional visits to campus. High priority was placed on maintaining the Nurse, Psychologist, and the Wellness Center. Staff also emphasized the importance of the Homeless & Foster Liaison and providing supplemental meals.

Educational Partner(s)	Process for Engagement
	Feedback supported the continuation of Summer School, Guided Study, Saturday School, and AP/Dual Enrollment opportunities. There was also a specific request to continue to have a third teacher and more CTE course additions at Gateway. The group advocated for permanent substitutes and various transportation-related needs, including services, driver training, and driver retention stipends. Students highlighted the value of student leadership conferences, ASB, and Link Crew. They also supported Parent University workshops covering topics like English as a Second Language, financial aid, and college applications A formal response from the superintendent regarding feedback received was presented to the ELAC/DELAC Committee on April 13, 2026, and the CUHS and Alternative Education School Site Councils in the spring of 2025 (CUHS: May 21, 2026, and Alt Ed: May 4, 2026). A brief review of the 25-26 LCAP was presented to the ELAC DELAC Committee on October 27, 2025; the Alternative Education SSC on October 15, 2025; and the CUHS SSC on December 18, 2025. A draft of the 26-27 LCAP was presented to the School Site Councils for Alternative Education (May 4, 2026) and Chowchilla Union High Schools (May 21, 2026), as well as the District's ELAC/DELAC Committee (April 13, 2026).
Chowchilla Union High School District ELAC/DELAC	February 23, 2026, at 5:00 pm (Google Meet) A one-hour meeting was held online, and participants sat through a presentation of the 2025 CUHSD California School Dashboard Indicators before being asked to give feedback on the local indicator topics and what they believed the District should prioritize for students through the LCAP. Several parents of students in the District were in attendance at this session. Student groups include low socio-economic status and English Learners.

Educational Partner(s)	Process for Engagement
	Interpretation between Spanish and English was provided orally at the ELAC/DELAC meeting. Members expressed that the current programs at CUHSD are comprehensive and specifically highlighted the benefits of AP classes and Dual Enrollment for students. Additionally, there was a strong recommendation to promote team-based learning, as participants noted that working in groups for assignments is highly beneficial for student success. A formal response from the superintendent regarding feedback received was presented to the ELAC/DELAC Committee on April 13, 2026, and the CUHS and Alternative Education School Site Councils in the spring of 2025 (CUHS: May 21, 2026, and Alt Ed: May 4, 2026). A brief review of the 25-26 LCAP was presented to the ELAC DELAC Committee on October 27, 2025; the Alternative Education SSC on October 15, 2025; and the CUHS SSC on December 18, 2025. A draft of the 26-27 LCAP was presented to the School Site Councils for Alternative Education (May 4, 2026) and Chowchilla Union High Schools (May 21, 2026), as well as the District's ELAC/DELAC Committee (April 13, 2026).
Gateway High School Students and Staff	February 24, 2026, at 10:00 am and 2:20 pm (Gateway High School) Two one-hour in-person meetings were held on campus, and participants sat through a presentation of the 2025 CUHSD California School Dashboard Indicators before being asked to give feedback on the local indicator topics and what they believed the District should prioritize for students through the LCAP. The District also based the development of the Equity Multiplier plan (Goal 4) on educational partner feedback at LCAP sessions at Gateway High School with both students and parents/staff. All of these feedback sessions happened in the Spring of 2026 and are directly linked to the development of this goal and its action.

Educational Partner(s)	Process for Engagement
	Students and staff at Gateway High School highlighted a strong desire for expanded academic and vocational opportunities. Students and staff expressed high satisfaction with the Photography CTE course. They requested additional pathways in Medical/Nursing, Home Economics, and Business/Finance (specifically focusing on real-life skills like taxes). There was also significant interest in increasing access to Dual Enrollment and After School Programs (ASP) specifically for Gateway students. Support services and student wellness were central themes across both meetings. Participants advocated for the continuation of the Food Pantry and Wellness Center supports and for on-site Psychologists or Social Workers at Gateway. Additionally, there were calls for increased staff supervision to improve campus safety and a strong emphasis on providing better food options, including a snack bar and healthier selections like salads and fruit. A major portion of the feedback focused on immediate facility and infrastructure improvements. Specific requests included: --Climate Control: Fixing AC/Heating units that are currently too loud or non-adjustable. --Restrooms: Adding more bathrooms, providing restrooms for the new portable classrooms, and ensuring separate male/female facilities. --Outdoor Spaces: Installing outdoor shading, tables, benches, and a grassy area. --Equipment & Utilities: Providing working water fountains in every classroom, adding more electronics chargers/cables, and installing exercise equipment like a bench press.
Chowchilla Union High School District CTE Advisory Committee	March 5, 2026, at 3:30 pm A one-and-a-half-hour meeting was held on campus, and participants were asked to give feedback on the local indicator topics and what they believed the District should prioritize for students through the LCAP.

Educational Partner(s)	Process for Engagement
	Educational partner feedback emphasizes a strong commitment to expanding Career Technical Education (CTE) and hands-on student experiences. Meeting attendees praised the Ag Farm Manager, Dual Enrollment, and the Wellness Center, while advocating for continued funding for field trips, CTSO competitions, and AP tests. Some of the key themes for the feedback included: --CTE & Academic Enrichment: Support remains high for the expansion of programs like Medical, Photography, and Public Safety, with specific requests for a CNA state testing lab and the addition of business and finance courses. --Staffing & Consistency: The permanent contracted substitute teachers are viewed as a huge asset for classroom consistency, while the addition of a second administrator and the work of Campus Liaisons are seen as major benefits to campus culture. --Student Services & Facilities: Partners highlighted the necessity of the Wellness Center and requested improved maintenance of female restrooms, specifically regarding the consistent supply of menstrual products. --Operations & Transportation: While the District's efforts to provide transportation for competitions (FFA, Sports Med) are valued, there is a continued need for bus driver training, stipends, and storage solutions for program equipment.
CUHSD Students Survey Chowchilla Parents and Community Survey CUHSD Staff Survey	LCAP feedback surveys were created in the following languages: Spanish, English, and Punjabi for CUHSD Students and Parents/Community Members. Surveys were also available to staff in English and Spanish. Surveys were created online using Qualtrics. Parent/Community surveys were posted on social media and ParentSquare on January 6, 2026, and follow-up reminder messages were also posted on January 11, 2026; January 21, 2026; January 28, 2026; and February 3, 2026. Staff surveys were posted on social media and ParentSquare on December 9, 2025, and follow-up reminder messages were also posted on December 15, 2025, January 9, 2026, and February 3, 2026. Students were allotted time in the instructional day district-wide to complete their surveys on

Educational Partner(s)	Process for Engagement
	December 15, 2025. Questions for each of the state priorities were included. Examples of questions included suggestions of what they would like included in the LCAP. The LCAP parent/community survey collected 89 parent/community member responses; 104 staff survey responses were collected, and 626 student survey responses were gathered. STUDENTS Of the 626 student survey responses, 39.3% were English Learners, 1.6% were Foster Students, 67% were on Free or Reduced Lunch, and 2.5% were considered Homeless Students. Also, when disaggregating for gender, 50.8% were female, and 49.2% were male. When looking at race and ethnicity, 59.2% were Hispanic/Latino, 11.2% were American Indian or Indian Native, 1.1% were Asian Indian, 3% were Black or African American, 1.1% were Filipino, 0.2% were Homong, 0.2% were Japanese, 0.3% were Korean, 0.5% were Laotian, 0.5% Other Asian, and 2.4% Intentionally Left the Field Blank. Student Survey data was positive regarding school culture, with at least about 36%-49% of students indicating they either Strongly Agree or Agree with the following statements: -At my school, I feel close to people (49%) -I am happy to be at my school (37%) -At my school, I feel like I am part of it (38%) -At my school, the teachers treat the students fairly (42%) -At my school, I feel safe (47%) -At my school, the teachers communicate with parents/guardians about what students are expected to learn in class (46%) -At my school, parents feel welcome to participate (42%) -At my school, the school staff takes parental concerns seriously (45%) -At my school, it is hard for me to stay focused when doing my schoolwork (36%)

Educational Partner(s)	Process for Engagement
	However, student survey data also indicated a prevalence of neutrality, meaning that about 36%-49% of responses were neutral on Likert Scales for the same statements indicated above. -Written feedback from English Learners and low-income students reflected a variety of responses to the question Is there anything else you can share with us about your school experience: "I like the school. I'm grateful to have a lot of freedom at this school too." "It's clean and organized." "I personally believe that additional engaging sports should be incorporated into the Physical Education district, and it would be beneficial for instructors to make learning more stimulating to prevent students from becoming disengaged." "It has been a good school experience for me." Feedback provided in Spanish: "I believe this school is very good because I have learned a lot of things, and it is good." "My school experience has been really good, and I can't wait to graduate and take the next step in my future." "High school isn't bad at all. The staff here cares for you and will help you out for the 4 years you are here." STAFF Staff survey responses showed the following trends: Of the 105 survey responses, 55 came from instructional staff, 4 came from school-level administrators, 4 came from district-level administrators, 18 came from other school-level staff, and 7 came from other district-level staff, with 17 respondents not identifying their role with the District.

Educational Partner(s)	Process for Engagement
	About 40% of survey responses came from staff who have been with the District for 7 years or more. About 69% of the survey responses came from Chowchilla Union High School or the Chowchilla Union High School Independent Studies, with the rest of the survey responses coming from the District Office (6%), Gateway Continuation School (2%), the Maintenance, Operations, Transportation, and Grounds Department (2%), and the Food Services Department (6%). When responding to the following statement: Students at CUHSD are motivated to learn, 66% Agree, and 6% Strongly Agree with the statement, with 8% indicated they Disagree, while 2% indicated they Strongly Disagree, and 18% indicated they Neither Agree nor Disagree. When responding to the statement: Students come to class prepared, 2% Strongly Agree, 52% Agree, while 35% Neither Agree nor Disagree, and 11% Disagree, with the statement. When responding to the following statement: Under-performing students receive the resources and support they need, 65% of staff Agree or Strongly Agree with the statement. When asked similar questions about English Learners and Students in Special Education, 84% and 83%, respectively, Agreed or Strongly Agreed. When asked to respond to the following statement: Students feel safe at school, 89% of staff Agreed or Strongly Agreed, while 12% Neither Agree nor Disagree. When asked to respond to the following statement: Our schools are clean and well maintained, 97% of staff Agreed or Strongly Agreed, while 2% Neither Agree nor Disagree. When staff were asked what would help parents become more involved in Chowchilla Union High School District, a majority of staff ranked the following as the highest: 1. More participation opportunities at the school level. 2. More information on how to support students at home.

Educational Partner(s)	Process for Engagement
	When asked to rank what they believed the District should prioritize concerning each of the eight state priorities, a majority of staff ranked the following as the highest: -State Priority 1: Basic Services 1. Teacher recruitment, selection, retention, and new teacher support 2. Access to physical and mental health services for student/, families/guardians 3. Technology (e.g., laptops, wiring, and internet speed at school sites) -State Priority 2: Implementation of CCSS 1. Classroom resources and instructional supplies for teachers 2. Access to high-quality curriculum and supporting materials 3. Professional development for teachers & administrators -State Priority 3: Parent Engagement 1. Ongoing Parent/Family/Guardian Communication 2. Parent/Family/Guardian Resources Centers; Parent Liaisons at school sites 2. Access to technology and the internet outside of school -State Priority 4: Student Achievement 1. Increased academic supports for students 2. Career and Technical (CTE) Pathways 2. Increase opportunities for after-school tutoring and enrichment classes -State Priority 5: Student Engagement 1. Incentives and celebrations focused on increased academic achievement and attendance 2. Extracurricular activities, clubs, events, and programs 3. Transportation -State Priority 6: Student Climate 1. Mental health resources and behavioral intervention teams 2. Positive school culture programs & activities

Educational Partner(s)	Process for Engagement
	3. Social & emotional learning (curriculum, restorative justice, circle of friends -State Priority 7: Access to a Broad Course of Study 1. Family/Guardian resources focused on college and career readiness for students 2. Students' ability to enroll and participate in dual enrollment classes 3. Challenging and engaging courses that prepare students for college-level work -State Priority 8: Other Student Outcomes 1. Connecting classroom learning to real-world & job-based skills & experiences 2. Advanced Placement (AP) courses (courses that provide college credit) 3. Dual Enrollment classes that allow students to earn college credits while in high school PARENTS Of the 89 responses collected, 93% were from parents/guardians/family members, while 7% were from community members. Respondents indicated that their student(s) attended Chowchilla Union High School (88%), CUHS Independent Studies (3%), and Gateway Continuation (9%). Grade breakdowns indicated their students were in 9th (29%), 10th (23%), 11th (17%), 12th (26%), 12th+ (5%). When respondents were asked to rate the following: My student(s) has/have access to high-quality textbooks and instructional materials (including technology resources). 31% indicated they Strongly Agree 51% indicated they Somewhat Agree 7% indicated they Neither Agree nor Disagree 6% Somewhat Disagree 4% Strongly Disagree My student's teachers provide high-quality instruction.

Educational Partner(s)	Process for Engagement
	26% indicated they Strongly Agree 48% indicated they Somewhat Agree 13% indicated they Neither Agree nor Disagree 7% Somewhat Disagree 6% Strongly Disagree My student(s) know how to access academic support opportunities. 32% indicated they Strongly Agree 48% indicated they Somewhat Agree 7% indicated they Neither Agree nor Disagree 8% Somewhat Disagree 4% Strongly Disagree Chowchilla Union High School District is effective in creating a safe, professional learning environment. 33% indicated they Strongly Agree 67% indicated they Somewhat Agree I believe my student(s) is/are treated respectfully by school staff. 40% indicated they Strongly Agree 60% indicated they Somewhat Agree I believe my student(s) school is well-maintained and in good repair. 38% indicated they Strongly Agree 63% indicated they Somewhat Agree I believe my student(s) feel(s) safe at his/her school. 37% indicated they Strongly Agree 63% indicated they Somewhat Agree
Chowchilla Union High School District Board of Trustees and Madera-Mariposa SELPA	The District consulted with the Madera-Mariposa SELPA in March of 2026 regarding the goals and actions in this LCAP. The SELPA's feedback focused on shifting from basic compliance to long-term student success and integration: --Improvement of Post-Secondary Outcomes: A primary recommendation was to enhance the support systems that transition students with disabilities from high school to college or career. This

Educational Partner(s)	Process for Engagement
	involves ensuring these students have equal access to the district's growing Career Technical Education (CTE) pathways. --Expansion of Inclusive Electives: The SELPA feedback lobbied for more "hands-on" elective opportunities. This directly supports Goal 4, which introduces courses like Photography at Gateway High School, providing alternative ways for students with diverse learning needs to engage with the curriculum outside of traditional digital platforms. --Focus on Literacy and Language: The SELPA emphasized the need for targeted interventions in English Language Arts (ELA) and English language acquisition, noting that these are critical areas where students with disabilities often require more specialized, small-group instruction. The District held its public hearing for the budget and LCAP for 26-27 on June 8, 2026, during a regularly scheduled board meeting, and the plan and budget were approved and adopted on June 22, 2026 at the same board meeting during which local indicators were presented.

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

The 2026-27 LCAP for Chowchilla Union High School District was significantly influenced by diverse feedback from staff, students, parents, and administrators. The feedback emphasized:
1. Modernizing Facilities
2. Expanding Career Pathways
3. Bolstering Student Support Services

The following sections describe how specific educational partner feedback influenced the district’s priorities:

1. CURRICULUM AND CAREER TECHNICAL EDUCATION (CTE)
Educational partners across all groups prioritized the expansion and modernization of academic programs:
--CTE Expansion: Teachers and students both advocated for more robust CTE pathways. Students specifically requested the return of Computer Science, Video/Audio Production, and Automotive programs, and new pathways for Cosmetology and Firefighting (Goal 1, Action 2).
--Advanced Academics: Parents and staff emphasized maintaining and expanding Advanced Placement (AP) and Dual Enrollment opportunities, including funding for exam costs and tutoring (Goal 1, Action 1).

--Independent Study Variety: Students in Independent Study requested a more diverse selection of electives, such as Patient Care, Medical, and Music classes.
--STEM Outreach: Parents called for increased STEM and CTE outreach specifically for Hispanic and female students to ensure diverse representation (Goal 1, Action 2; Goal 1, Action 3).

2. FACILITIES AND OPERATIONS
Significant feedback focused on the physical environment and logistical health of the campuses:
--Facility Maintenance: A major theme was the need to modernize facilities, specifically addressing air conditioning issues in classrooms and the state of the girls' restrooms (supplies and accessibility) (Goal 3, Action 1; Goal 3, Action 4).
--Athletic Spaces: Parents and students identified needs for the weight room (supervised by professionals to ensure safety), gymnasium repairs, and updated equipment for the wrestling and aquatics teams (Goal 3, Action 1; Goal 3, Action 3).
--Transportation: Staff and parents highlighted a critical need to expand the transportation fleet with higher-capacity vans or buses and to maintain bus driver stipends for retention (Goal 3, Action 2).

3. STUDENT WELLNESS AND WRAPAROUND SERVICES
The district's commitment to "whole-child" support was reinforced by partner input:
--Support Centers: Administration and staff identified the Wellness Center, the Pantry, and the Liaisons as essential pillars that must be maintained (Goal 2, Action 4; Goal 3, Action 5; Goal 5, Action 2).
--Food Security: Feedback clarified that supplemental meals (supper and summer programs) are essential. A "farm-to-school" initiative was proposed to integrate school-grown products into the cafeteria (Goal 5, Action 2).
--Personnel: There was a clear call for more specialized support staff, including bilingual aides, Campus Liaisons, and a TAPS (Teacher Assisted Program for Students) Coordinator to bridge school-community gaps (Goal 2, Action 1; Goal 2, Action 3; Goal 2, Action 4; Goal 3, Action 5;

4. TECHNOLOGY AND COMMUNICATION
--Digital Access: Staff and students emphasized equitable access to technology, including Chromebooks and hotspots. However, students also requested a reduction in excessive website blocking that hinders research (Goal 1, Action 4; Goal 5, Action 2)
--Parent Engagement: Parents requested better information sharing regarding the 8th-grade transition, college tours, and awareness of the Seal of Biliteracy (Goal 5, Action 2)

The primary objective of Goal 4 is to improve academic outcomes and engagement at Gateway High School, which receives Equity Multiplier Funds due to low stability rates and its low-income student population.
The district is funding a Photography CTE class (Proposition 28: Arts, Music, and Instructional Materials Block Grant Funded) and partially funding a third teacher (1.0 FTE) at Gateway High School (Equity Multiplier Funded). This action (Goal 4, Action 1) is designed to:
--Provide hands-on, project-based learning to build real-world career skills.
--Lower class sizes to facilitate individualized instruction for at-risk students.
--Increase enrollment capacity to allow credit-deficient students to transfer to alternative education earlier in the year.

The development of this goal and its specific actions were directly lobbied for during Spring 2026 feedback sessions:

--Staff and administrators across the district identified that students at Gateway High School needed more than just online coursework. They advocated for Career Technical Education (CTE) and hands-on electives as essential tools for building language skills and reinforcing vocabulary in authentic contexts for English Learners.
--At the Gateway High School sessions, students repeatedly requested hands-on, project-based, engaging electives to supplement their Edgenuity online work. Staff and parents at these sessions supported these requests, linking such initiatives to improved student engagement and a stronger commitment to graduating.

The Madera-Mariposa County SELPA's feedback reinforces the district's shift toward reduced class sizes and the hiring of additional staff (such as the third teacher at Gateway and the Intern Psychologist mentioned in Goal 5). By lobbying for these services, the SELPA would like to ensure that the wraparound supports—like the Wellness Center and social-emotional interventions—are designed to be accessible and effective for the district's most vulnerable learners.

Although Learning Recovery Emergency Block Grant funds are included in Goal 5 of the LCAP, the actions in this goal are not marked as contributing towards increased or improved services for students. Even so, the actions in this goal are influenced by educational partner feedback just as much as those that are marked as contributing. As a direct result of community member feedback (Staff (CSEA and CTA) and Administrators and Directors), the District funded an Ag Farm Manager position (Goal 5, Action 2) to improve the educational learning environment for students in those programs. Also, because grade distribution reports show fluctuations from year to year, particularly in core classes, such as mathematics and science, the District continues to need to offer summer school and credit recovery options for students (Goal 5, Action 3), both of which are funded through Learning Recovery Emergency Block Grant (LREBG) funds.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will be provided high quality instruction and learning opportunities that will prepare them for college and career readiness.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Local and state data for the District reflect a need to focus on high-quality instruction and learning opportunities to raise students' college and career readiness. The District believes in offering a broad range of exposure for students to classes that can influence their career paths and motivate them to do well in core subject classes, as well as offer a source of school connectedness.

AP pass rates (54.3% in 2024-2025, with a 7% decrease compared to 2023-2024) are an area of focus for the District, as there are 9 classes for students to choose from in the program. In 24-25, Socioeconomically Disadvantaged students made up about 82.2% of the overall student population in 24-25 and took 65.3% of the AP exams completed in May 2025, with a pass rate of only about 51%. This is in contrast to those students who were not eligible for an AP exam fee waiver, who completed 34.7% of the total exams proctored but had a pass rate of 62.7%.

The District is not only focused on raising its graduation rate (93.1% CUHSD; 97.1% CUHS; 76% Gateway High in 2024-2025) but also on ensuring that students graduate with the skills necessary for life after high school by increasing the CTE pathway completion rate (52.1% in 24-25 with an increase of 6.7% when compared to 23-24 pass rates). Disaggregated data for graduation rates and CTE completion rates reveal similar disproportionality to that of the AP program. Of the students who completed a CTE pathway in 23-34, disaggregated data showed the following percentages for student groups: 50.5% (Hispanic); 59.2% (White); 41.9% (English Learners); 43.8% (LTEL); 50.8% (Socioeconomically Disadvantaged); 45.5% (Students with Disabilities); 30.8% (Homeless Students).

The disaggregated graduation rate data on the 2025 California Dashboard showed the following percentages for student groups: 90.4% for the District and 96.2% for CUHS (Hispanic); 98.6% for the District and 98.4% for CUHS (White); 90.5% for the District and 94.8% for CUHS (English Learners); 92.2% for the District and 96% for CUHS (LTEL); 92.4% for the District and 97% for CUHS (Socioeconomically Disadvantaged); 81.8% for the District and 88.9% for CUHS (Students with Disabilities); 69.2% for the District (Homeless Students). Although most student groups show high rates of graduation, it is apparent that Students with Disabilities and those who are considered Homeless face more barriers in their ability to graduate.

Efforts to increase equity and access for English Learners, low-income students, and foster youth can only be achieved through a focus on high-quality instruction as reflected in Goal 1.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English Learner Progress Indicator	According to the California School Dashboard, 49.8% of students in the District are making progress toward English proficiency in the 2022-2023 school year.	According to the California School Dashboard, 44.3% of students in the District are making progress toward English language proficiency in the 2023-2024 school year.	According to the California School Dashboard, 54.4% of students in the District are making progress toward English language proficiency in the 2024-2025 school year.	By the 2026-2027 school year, 70% of English Learners will make progress toward English proficiency as measured by the ELPAC according to the California School Dashboard.	The current difference from baseline is an increase of 4.6% in students in the District making progress toward English proficiency.
1.2	Physical Fitness Indicators	According to Local District Indicators, 95.6% of freshmen students (241 of 252 students) participated in Physical Fitness Testing in the Spring of 2023.	According to Local District Indicators, 96.3% of freshmen students (262 of 272 students) participated in Physical Fitness Testing in the Spring of 2024.	According to Local District Indicators, 98.6% of freshmen students (278 of 282 students) participated in Physical Fitness Testing in the Spring of 2025.	By the 2026-2027 school year, 100% of students participate in Physical Fitness Testing according to Local District Indicators.	The current difference from baseline is an increase of 3% for freshmen students who participated in Physical Fitness Testing.
1.3	Attendance Rates	According to the Student Information System, Aeries, the 22-23 Attendance Rate for CUHSD was 83.2% (CUHS: 94.3%; Independent Studies: 76.5%; Gateway High School: 81%).	According to the Student Information System, Aeries, the District's attendance rate in 2023-2024 was 91.2%.	According to the Student Information System, Aeries, the District's attendance rate in 2024-2025 was 94.1%.	According to the Student Information System, Aeries, the District's attendance rate will be 90% in the 2026-2027 school year.	The difference from baseline for the District's attendance rate is a growth of 10.9%. For Chowchilla Union High School it is an increase of 0.3%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Chowchilla Union High School was at 92.7% while the Independent Studies Program was at 60.4% and Gateway High School was at 72%. Data is pulled monthly and averaged across sites to reflect yearly average.	Chowchilla Union High School was at 94.6% while the Independent Studies Program was at 86.3% and Gateway High School was at 81.2% Data is pulled monthly and averaged across sites to reflect yearly average.	CUHS's will be 96%. Independent Studies' will be 84%. Gateway High School's will be 89%.	For the Independent Studies Program it is an increase of 9.8%. For Gateway High School it is an increase of 0.2%.
1.4	Student Completion of CTE Pathways	According to DataQuest, 34.4% of students successfully completed a CTE Pathway in the 2022-2023 school year. Disaggregated data showed the following percentages for student groups: 30.4% (Hispanic); 48.5% (White); 21.6% (English Learners); 32.8% (Socioeconomically Disadvantaged); 3.7% (Students with Disabilities); 6.3% (Homeless Students).	According to DataQuest, 45.4% of students successfully completed a CTE Pathway in the 2023-2024 school year. Disaggregated data showed the following percentages for student groups: 45.5% (Hispanic); 47.9% (White); 28.1% (English Learners); 26.8% (LTEL); 44.6% (Socioeconomically Disadvantaged); 25% (Students	According to DataQuest, 52.1% of students successfully completed a CTE Pathway at CUHSD in the 2024-2025 school year. Disaggregated data showed the following percentages for student groups: 50.5% (Hispanic); 59.2% (White); 41.9% (English Learners); 43.8% (LTEL); 50.8% (Socioeconomically Disadvantaged);	According to DataQuest, the District's rate of CTE Pathway Completion will be 50% in 2026-2027. Disaggregated data will also show the following percentages for student groups: 45% (Hispanic); 65% (White); 40% (English Learners); 35% (LTEL); 55% (Socioeconomically Disadvantaged); 25% (Students with Disabilities); 25% (Homeless Students).	The current difference from baseline shows an increase of 17.7% of students who successfully completed a CTE Pathway. Disaggregated data showed the following differences from baseline for student groups: Increases of 20.1% (Hispanic); 10.7% (White); 20.3% (English Learners); 18% (Socioeconomically Disadvantaged);

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Other student group data not available due to small population size.	with Disabilities); 16.7% (Homeless Students). Other student group data not available due to small population size.	45.5% (Students with Disabilities); 30.8% (Homeless Students). Other student group data not available due to small population size.		41.8% (Students with Disabilities); 24.5% (Homeless Students).
1.5	Student Completion of A-G Requirements	According to DataQuest, 25.9% of students completed A-G requirements in the 2022-2023 school year. Disaggregated data showed the following percentages for student groups: 23.2% (Hispanic); 36.4% (White); 15.7% (English Learners); 22.1% (Socioeconomically Disadvantaged); 7.4% (Students with Disabilities); 0% (Homeless Students). Other student group data not available due to small population size.	According to DataQuest, 28.5% of students completed A-G requirements in the 2023-2024 school year. Disaggregated data showed the following percentages for student groups: 27.3% (Hispanic); 26.8% (White); 12.5% (English Learners); 14.3% (LTEL); 25.8% (Socioeconomically Disadvantaged); 7.1% (Students with Disabilities); 8.3% (Homeless Students). Other student group data not	According to DataQuest, 28.6% of students completed A-G requirements at CUHSD in the 2024-2025 school year. Disaggregated data showed the following percentages for student groups: 26.8% (Hispanic); 32.4% (White); 14.9% (English Learners); 15.6% (LTEL); 24.8% (Socioeconomically Disadvantaged); 4.5% (Students with Disabilities); 38.5% (Homeless Students).	The District's rate of A-G Requirements Completion will be 40% in 2026-2027 according to DataQuest. Disaggregated data will also show the following percentages for student groups: 40% (Hispanic); 50% (White); 35% (English Learners); 40% (Socioeconomically Disadvantaged); 20% (Students with Disabilities); 25% (Homeless Students).	The current difference from baseline shows an increase of 2.7% in students who completed A-G requirements. Disaggregated data showed the following differences from baseline for student groups: 3.6% (Hispanic); 4% decrease (White); 0.8% decrease (English Learners); 2.7% decrease (Socioeconomically Disadvantaged); 2.9% decrease (Students with Disabilities); 38.5% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			available due to small population size.	Other student group data not available due to small population size.		(Homeless Students).
1.6	Student Completion of A-G Requirements and CTE Pathways	According to DataQuest, 13.1% of students completed A-G requirements and a CTE Pathway in the 2022-2023 school year. Disaggregated data showed the following percentages for student groups: 10.8% (Hispanic); 22.7% (White); 3.9% (English Learners); 10.3% (Socioeconomically Disadvantaged); 0% (Students with Disabilities); 0% (Homeless Students). Other student group data not available due to small population size.	According to DataQuest, 20% of students completed A-G requirements and a CTE Pathway in the 2023-2024 school year. Disaggregated data showed the following percentages for student groups: 19.1% (Hispanic); 22.5% (White); 4.7% (English Learners); 5.4% (LTEL); 16.9% (Socioeconomically Disadvantaged); 3.6% (Students with Disabilities); 0% (Homeless Students). Other student group data not available due to small population size.	According to DataQuest, 21.7% of students completed A-G requirements and a CTE Pathway in the 2024-2025 school year. Disaggregated data showed the following percentages for student groups: 20.7% (Hispanic); 26.8% (White); 10.8% (English Learners); 10.9% (LTEL); 19.2% (Socioeconomically Disadvantaged); 0% (Students with Disabilities); 30.8% (Homeless Students). Other student group data not available due to small population size.	The District's rate of A-G Requirements and CTE Pathways Completion will be 40% in 2026-2027 according to DataQuest. Disaggregated data will also show the following percentages for student groups: 40% (Hispanic); 50% (White); 35% (English Learners); 40% (Socioeconomically Disadvantaged); 20% (Students with Disabilities); 25% (Homeless Students).	The current difference from baseline is an 8.6% increase in students who completed A-G requirements and a CTE Pathway. Disaggregated data showed the following differences from baseline for student groups: 9.9% (Hispanic); 4.1% (White); 6.9% (English Learners); 8.9% (Socioeconomically Disadvantaged); 0% (Students with Disabilities); 30.8% (Homeless Students).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Passage of AP Exams with a Score of 3 or Higher	According to the CollegeBoard, 56.9% of students passed an AP exam with a score of 3 or higher in the Spring of 2023. Socioeconomically Disadvantaged students made up about 84% of the overall student population in 22-23, and took 77.6% percent of the AP exams completed in May 2023 with a pass rate of only about 54.8%. This is in contrast to those students who were not eligible for an AP exam fee waiver who completed 22.4% of the total exams proctored but had a pass rate of 56%.	According to the CollegeBoard, 61.3% of students passed an AP exam with a score of 3 or higher in the Spring of 2024. Socioeconomically Disadvantaged students made up about 81.8% of the overall student population in 23-24, and took 73% percent of the AP exams completed in May 2024 with a pass rate of only about 54.1%. This is in contrast to those students who were not eligible for an AP exam fee waiver who completed 27% of the total exams proctored but had a pass rate of 64%.	According to the CollegeBoard, 54.3% of students passed an AP exam with a score of 3 or higher in the Spring of 2025. Socioeconomically Disadvantaged students made up about 82.2% of the overall student population in 24-25, and took 65.3% percent of the AP exams completed in May 2025 with a pass rate of only about 51%. This is in contrast to those students who were not eligible for an AP exam fee waiver who completed 34.7% of the total exams proctored but had a pass rate of 62.7%.	The District's AP Passage rate will be 65% in the 2026-2027 school year according to the CollegeBoard. Students Eligible for fee waivers will have a pass rate of 63%.	The current difference from baseline is a decrease of 2.6% of students passed an AP exam with a score of 3 or higher. The differences from baseline for Socioeconomically Disadvantaged students is a decrease of about 1.8% of the overall student population, and the difference from baseline of those who took exams is a decrease of 12.3% with a pass rate decreased difference of 3.8%. This is in contrast to the difference from baseline for completion for those students who were not eligible for an AP exam fee waiver 12.3% and a difference from baseline in passage of 6.7%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Percentage of Students Prepared for College in English Language Arts CAASPP EAP	According to DataQuest, 17.7% of students are considered Prepared for College in English Language Arts CAASPP EAP in 2022-2023. Disaggregated data showed the following percentages for student groups: 17.5% (Hispanic);18% (White); 0% (English Learners); 13.2% (Socioeconomically Disadvantaged); 41.3% (Not Socioeconomically Disadvantaged); 4.2% (Students with Disabilities). Other student group data not available due to small population size.	According to DataQuest, 7.3% of students are considered Prepared for College in English Language Arts CAASPP EAP in 2023-2024. Disaggregated data showed the following percentages for student groups: 6.6% (Hispanic); 8.4% (White); 0% (English Learners); 0% (LTEL); 6% (Socioeconomically Disadvantaged); 12.3% (Not Socioeconomically Disadvantaged); 0% (Students with Disabilities).	According to DataQuest, 14.1% of students are considered Prepared for College in English Language Arts CAASPP EAP in 2024-2025. Disaggregated data showed the following percentages for student groups: 15.6% (Hispanic); 6.5% (White); 2.8% (English Learners); 0% (LTEL); 6% (Socioeconomically Disadvantaged); 20% (Not Socioeconomically Disadvantaged); 0% (Students with Disabilities).	According to DataQuest, the percentage of students who Exceed Standard on the English Language Arts CAASPP and are considered Prepared for College will be 22% in 2026-2027. Disaggregated data will also show the following percentages for student groups: 22% (Hispanic); 22% (White); 8% (English Learners); 18% (Socioeconomically Disadvantaged); 50% (Not Socioeconomically Disadvantaged); 8% (Students with Disabilities).	The current difference from baseline shows a decline of 3.6% in students who are considered Prepared for College in English Language Arts CAASPP EAP. Disaggregated data showed the following differences from baseline for student groups: a decrease of 1.9% (Hispanic); a decrease of 11.5% (White); 2.8% (English Learners); a decrease of 7.2% (Socioeconomically Disadvantaged); a decrease of 21.3% (Not Socioeconomically Disadvantaged); and a decrease of 4.2% (Students with Disabilities).
1.9	Percentage of Students Prepared for College in Mathematics CAASPP EAP	According to DataQuest, 4.5% of students are considered Prepared for College in	According to DataQuest, 3.4% of students are considered	According to DataQuest, 2.4% of students are considered	According to DataQuest, the percentage of students who	The current difference from baseline shows a decline of 2.1% for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Mathematics on the CAASPP EAP. Disaggregated data showed the following percentages for student groups: 3.8% (Hispanic); 4.8% (White); 2% (English Learners); 4.1% (Socioeconomically Disadvantaged); 6.5% (Not Socioeconomically Disadvantaged); 4% (Students with Disabilities). Other student group data not available due to small population size.	Prepared for College in Mathematics CAASPP EAP. Disaggregated data showed the following percentages for student groups: 2.5% (Hispanic); 4.2% (White); 2% (English Learners); 0% (LTEL); 1.3% (Socioeconomically Disadvantaged); 12.3% (Not Socioeconomically Disadvantaged); 0% (Students with Disabilities). Other student group data not available due to small population size.	Prepared for College in Mathematics CAASPP EAP in 2024-2025. Disaggregated data showed the following percentages for student groups: 2.2% (Hispanic); 4.4% (White); 0% (English Learners); 0% (LTEL); 2.5% (Socioeconomically Disadvantaged); 2% (Not Socioeconomically Disadvantaged); 0% (Students with Disabilities). Other student group data not available due to small population size.	Exceed Standard on the Mathematics CAASPP and are considered Prepared for College will be 10% in 2026-2027. Disaggregated data will also show the following percentages for student groups: 10% (Hispanic); 10% (White); 8% (English Learners); 10% (Socioeconomically Disadvantaged); 15% (Not Socioeconomically Disadvantaged); 8% (Students with Disabilities).	students who are considered Prepared for College in Mathematics on the CAASPP EAP. Disaggregated data showed the following differences from baseline for student groups: a decline of 1.6% (Hispanic); a reduction of 0.4% (White); a decrease of 2% (English Learners); a decrease of 1.6% (Socioeconomically Disadvantaged); a decrease of 4.5% (Not Socioeconomically Disadvantaged); a decline of 4% (Students with Disabilities).
1.10	Access to and Enrollment in a Broad Course of Study	All CUHSD students have access to a broad course of study as indicated on the 2023 California School Dashboard.	All CUHSD students have access to a broad course of study as indicated on the 2024 California School Dashboard.	All CUHSD students have access to a broad course of study as indicated on the 2025 California School Dashboard.	All CUHSD students have access to a broad course of study as indicated on the 2026 California School Dashboard.	All CUHSD students have access to a broad course of study as indicated on the 2025 California School Dashboard.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						No difference from baseline.
1.11	Programs and Services Developed and Provided to English Learners, foster students, homeless students, and socioeconomically disadvantaged pupils and Students with Exceptional Needs	According to Local District Indicators, in the 2022-2023 school year, of the students attending the after school program on a daily basis, 87% on average are identified as English Learners, foster students, homeless students, and socioeconomically disadvantaged students, specifically students in ELD or those exceptional needs according to after school program attendance records.	According to Local District Indicators, in the 2023-2024 school year, of the students attending the after school program on a daily basis, 90.4% on average are identified as English Learners, foster students, homeless students, and socioeconomically disadvantaged students, specifically students in ELD or those exceptional needs according to after school program attendance records.	According to Local District Indicators, in the 2024-2025 school year, of the students attending the after school program on a daily basis, 80.1% on average are identified as English Learners, foster students, homeless students, and socioeconomically disadvantaged students, specifically students in ELD or those exceptional needs according to after school program attendance records.	According to Local District Indicators, of the students attending the after school program on a daily basis, 85% on average are identified as English Learners, foster students, homeless students, and socioeconomically disadvantaged students, specifically students in ELD or those exceptional needs.	The difference from baseline is a decrease of 6.9% of students who attend the after school program and are identified as English Learners, foster students, homeless students, and socioeconomically disadvantaged students, specifically students in ELD or those exceptional needs.
1.12	Chronic Absenteeism	According to the Student Information System, Aeries in connection with DataQuest, the District's chronic absenteeism was 27.8% in 2022-2023.	According to the Student Information System, Aeries in connection with DataQuest, the District's chronic absenteeism was 25.9% in 2023-2024.	According to the Student Information System, Aeries in connection with DataQuest, the District's chronic absenteeism was 21.9% in 2024-2025.	According to the Student Information System, Aeries in connection with DataQuest, the District's chronic absenteeism will be 22% in the	All rates below show a decrease unless otherwise specified. The difference from baseline for Chronic Absenteeism is 5.9%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Disaggregated student data shows the following chronic absenteeism rates for: -English Learners: 30% (69/230) -Non-English Learners: Not Available -Socioeconomically Disadvantaged: 29.6% (297/1004) -Not Socioeconomically Disadvantaged: Not Available -Homeless Students: 26.3% (5/19) -Non-Homeless Students: Not Available -Migrant Students: 17.1% (6/35) -Non-Migrant Students: Not Available -Students in Special Education: 29% (29/100) -Students Not In Special Education: Not Available -African American: 45.5% (10/22)	Disaggregated student data shows the following chronic absenteeism rates for: -English Learners: 26.4% (63/239) -Non-English Learners: Not Available -Long-Term English Learners: Not Available -Socioeconomically Disadvantaged: 27.6% (273/989) -Not Socioeconomically Disadvantaged: Not Available -Homeless Students: 54.2% (13/24) -Non-Homeless Students: Not Available -Migrant Students: 2.7% (1/37)	Disaggregated student data shows the following chronic absenteeism rates for: -English Learners: 20.2% (37/183) -Non-English Learners: Not Available -Long-Term English Learners: Not Available -Socioeconomically Disadvantaged: 23.1% (215/929) -Not Socioeconomically Disadvantaged: Not Available -Homeless Students: 45.5% (10/22) -Non-Homeless Students: Not Available -Migrant Students: 6.9% (2/29)	2026-2027 school year. Student group rates will be as follows: -English Learners: 23% -Non-English Learners: 27% -Socioeconomically Disadvantaged: 24% -Not Socioeconomically Disadvantaged: 26% -Homeless Students: 75% -Non-Homeless Students: 36.62% -Migrant Students: 10% -Non-Migrant Students: 27% -Students in Special Education: 30% -Students Not In Special Education: 26%	Disaggregated student data shows the following difference from baseline for chronic absenteeism rates: -English Learners: 9.8% -Non-English Learners: Not Available -Socioeconomically Disadvantaged Students: 6.5% -Not Socioeconomically Disadvantaged Students: Not Available -Homeless Students: 19.2% (increased) -Non-Homeless Students: Not Available -Migrant Students: 10.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-American Indian or Alaska Native: Not Available -Asian: 8.3% (2/24) -Hispanic/Latino: 27.3% (227/832) -White: 28.6% (78/273) -Two or More Races: 42.9% (9/21) Other student group data not available.	-Non-Migrant Students: Not Available -Students in Special Education: 27.8% (25/90) -Students Not In Special Education: Not Available -African American: 33.3% (6/18) -American Indian or Alaska Native: 27.3% (3/11) -Asian: 3.8% (1/26) -Hispanic/Latino: 25.9% (213/822) -White: 25.9% (70/270) Two or More Races: 50% (9/18) Other student group data not available. The District no longer contracts with Attention2Attendance software which served to provide attendance letters and data prior to	-Non-Migrant Students: Not Available -Students in Special Education: 29.1% (25/86) -Students Not In Special Education: Not Available -African American: 30% (6/20) -American Indian or Alaska Native: 27.3% (3/11) -Asian: 12.5% (3/24) -Hispanic/Latino: 21.7% (172/792) -White: 22.1% (56/253) Two or More Races: 35.3% (6/17) Other student group data not available. The District no longer contracts with Attention2Attendance software, which served to provide attendance letters and data before		-Non-Migrant Students: Not Available -Students in Special Education: 0.1% (increased) -Students Not In Special Education: Not Available -African American:15.5% -American Indian or Alaska Native: Not Available -Asian: 4.2% (increased) -Hispanic/Latino: 5.6% -White: 6.5% -Two or More Races: 7.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			the 24-25 school year.	the 23-24 school year.		
1.13	High School Dropout Rate	According to DataQuest, the District's dropout rate in 2022-2023 was 7.9%. Student group data not available due to small population size.	According to DataQuest, the District's dropout rate in 2023-2024 was 9.3%. Of those students, one student graduated with a Certificate of Completion and six were listed of Other Transfers. Student group data not available due to small population size.	According to DataQuest, the District's dropout rate in 2024-2025 was 5.2%. Of those students, one student was listed under Other Transfers and three students were listed as Still Enrolled. Student group data not available due to small population size.	According to DataQuest, the District's dropout rate will be 5% in the 2026-2027 school year.	The difference from baseline for the District's dropout rate shows an increase of 2.7%.
1.14	Suspension Rates	According to the California School Dashboard, the District's suspension rate in 2022-2023 was 8.8%. Disaggregated data showed the following percentages for student groups: 8.3% (Hispanic); 9.3% (White); 11.7% (English Learners); 9.4% (Socioeconomically Disadvantaged); 15.3% (Students with Disabilities); 21.1%	According to the California School Dashboard, the District's suspension rate in 2023-2024 was 4.3%. Disaggregated data showed the following percentages for student groups: 4.6% (Hispanic); 2.2% (White); 5.6% (English Learners); 6.1% (LTEL); 4.6%	According to the California School Dashboard, the District's suspension rate in 2024-2025 was 5.6%. Disaggregated data showed the following percentages for student groups: 5.9% (Hispanic); 3.8% (White); 4.1% (English Learners); 4.4% (LTEL); 6%	The District's suspension rate will be 5% in the 2026-2027 school year according to the California School Dashboard. Target rates for the following student groups will be: 5% (Hispanic); 6% (White); 7% (English Learners); 6% (Socioeconomically Disadvantaged); 9% (Students with	All rates below show a decrease unless otherwise specified. The difference from baseline for the District's suspension rate is 3.2%. Disaggregated student data shows the following difference from baseline for suspension rates

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Homeless); 22.7% (African American); 7.7% (Asian); 13% (Two or More Races). Other student group data not available due to small population size.	(Socioeconomically Disadvantaged); 7% (Students with Disabilities); 19.2% (Homeless); 9.5% (African American); 3.7% (Asian); 15.8% (Two or More Races). Other student group data not available due to small population size.	(Socioeconomically Disadvantaged); 7.1% (Students with Disabilities); 12.5% (Homeless); 22.7% (African American); 0% (Asian); 10.5% (Two or More Races). Other student group data not available due to small population size.	Disabilities); 10% (Homeless); 10% (African American); 4% (Asian); 8% (Two or More Races).	for student groups: 2.4% (Hispanic); 5.5% (White); 7.6% (English Learners); 3.4% (Socioeconomically Disadvantaged); 8.2% (Students with Disabilities); 8.6% (Homeless); 0% indicative of no change (African American); 7.7% (Asian); a decrease of 2.5% (Two or More Races). Other student group data not available due to small population size.
1.15	Expulsion Rates	According to DataQuest, the District's expulsion rate in 2022-2023 was 0.8%. Disaggregated data showed the following percentages for student groups: 0.8% (Hispanic); 0.4% (White); 0.8% (English Learners); 0.9% (Socioeconomically Disadvantaged); 2.9%	According to DataQuest, the District's expulsion rate in 2023-2024 was 0.3%. Disaggregated data showed the following percentages for student groups: 0.4% (Hispanic); 0% (White); 0% (African	According to DataQuest, the District's expulsion rate in 2024-2025 was 0.1%. Disaggregated data showed the following percentages for student groups: 0% (Hispanic); 0% (White); 5% (African	The District's expulsion rate will be 0.5% in the 2026-2027 school year as indicated on DataQuest. Target rates for the following student groups will be: 0.5% (Hispanic); 0.1% (White); 0.5% (English Learners); 0.5%	All rates below show a decrease. The difference from baseline for the District's expulsion rate is 0.7%. Disaggregated student data shows the following difference from

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Students with Disabilities); 0% (Homeless); 9.1% (African American); 0% (Asian); 0% (Two or More Races); 0% (Migrant Education). Other student group data not available due to small population size.	American); 0% (Asian). Other student group data not available due to small population size.	American); 0% (Asian). Other student group data not available due to small population size.	(Socioeconomically Disadvantaged); 1% (Students with Disabilities); 0% (Homeless); 5% (African American); 0% (Asian); 0% (Two or More Races); 0% (Migrant Education).	baseline for expulsion rates for student groups: 0.8% (Hispanic); 0.4% (White); 4.1% (African American); 0% (Asian). Other student group data not available due to small population size.
1.16	CTE Certifications at CUHS	According to Local District Indicators, students received CTE Certifications in the following areas during the 2022-2023 school year: Total: 154 students out of a total 1,002 (15.4%) enrollment at CUHS. California Food Handler Card (Culinary Foods): 102 students ServSafe Manager (Culinary Foods): 12 students OSHA-10-Hour General Industry Safety and	According to Local District Indicators, students received CTE Certifications in the following areas during the 2023-2024 school year: Total: 190 students out of a total 997 (19.1%) enrollment at CUHS. California Food Handler Card (Culinary Foods): 101 students ServSafe Manager (Culinary Foods): 3 students	According to Local District Indicators, students received CTE Certifications in the following areas during the 2024-2025 school year: Total: 251 students out of a total 971 (25.8%) enrollment at CUHS. California Food Handler Card (Culinary Foods): 102 students OSHA-10-Hour General Industry Safety and Health	The District's CTE Certification completion rate will be at least 25% in the 2026-2027 school year as shown on Local District Indicators.	All rates below show an increase unless otherwise specified. The difference from baseline for the District's CTE Certifications rate is 10.4%. California Food Handler Card (Culinary Foods): No Change ServSafe Manager (Culinary Foods): 12 students (decrease)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Health (Culinary Foods): 10 students Unity Certified User (Applied Computer Science): 2 students Professional Communications (Agriculture): 10 students Plant Science (Agriculture): 12 students Elanco Fundamentals of Animal Science (Agriculture): 2 students Principles of Floral Design (Agriculture): 4 students In the 23-24 school year, new certifications were added in the fields of International Business; Entrepreneurship & Small Business; Digital Media; Basic Life Saving Skills	OSHA-10-Hour General Industry Safety and Health (Culinary Foods):18 students Digital Video Certifications with Adobe Premiere Pro: 2 students Entrepreneurship and Small Business Certificates: 33 students Unity Certified User (Applied Computer Science): 1 student Principles of Floral Design from Texas A&M (Agriculture): 6 students Basic Life Support Certifications: 26 students In the 23-24 school year, new certifications were added in the fields	(Culinary Foods): 70 students Entrepreneurship and Small Business Certificates: 12 students Principles of Floral Design from Texas A&M (Agriculture): 12 students Basic Life Support Certifications: 44 students Certified Nursing Assistant Certifications: 11 students Peer Counseling Certification: 15 students		OSHA-10-Hour General Industry: 60 students Unity Certified User (Applied Computer Science): 2 students (decrease) Professional Communications (Agriculture): 10 students (decrease) Plant Science (Agriculture): 12 students (decrease) Elanco Fundamentals of Animal Science (Agriculture): 2 students (decrease) Principles of Floral Design from Texas A&M (Agriculture): 8 students Basic Life Support Certifications: 44 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			of International Business; Entrepreneurship & Small Business; Digital Media; Basic Life Saving Skills			Certified Nursing Assistant Certifications: 11 students Peer Counseling Certifications: 15 students
1.17	State Seal of Biliteracy	According to Local District Indicators, the District had 5.9% of its seniors graduate with a State Seal of Biliteracy on their diplomas in 2023 (11 of 186 students).	According to Local District Indicators, the District had 21.1% of its seniors graduate with a State Seal of Biliteracy on their diplomas in 2024 (61 of 289 students).	According to Local District Indicators, the District had 14.7% of its seniors graduate with a State Seal of Biliteracy on their diplomas in 2025 (42 of 284 students).	According to Local District Indicators, the District's State Seal of Biliteracy rate will be at least 20% in the 2026-2027 school year.	The difference from baseline for the District's State Seal of Biliteracy rate is 8.8%.
1.18	Golden State Merit Diploma	According to Local District Indicators, 45% of the District's senior class graduated with Golden State Merit Diplomas in 2023 (84 of 186 students).	According to Local District Indicators, 34.9% of the District's senior class graduated with Golden State Merit Diplomas in 2024 (101 of 289 students).	According to Local District Indicators, 37% of the District's senior class graduated with Golden State Merit Diplomas in 2025 (105 of 284 students).	According to Local District Indicators, the District's Golden State Merit Diploma rate will be at least 54% in the 2026-2027 school year.	The difference from baseline for the District's Golden State Merit Diploma rate shows a decline by 8%.
1.19	College and Career Readiness (CCI) Rates	According to the California School Dashboard, the District's College and Career Readiness rate in 2022-2023 was 32.7% (Low). The rate at CUHS was 37.6% (Low), and at Gateway	According to the California School Dashboard, the District's College and Career Readiness rate in 2023-2024 was 39.5% (Green). The rate at CUHS	According to the California School Dashboard, the District's College and Career Readiness rate in 2024-2025 was 40.8% (Yellow). The rate at CUHS	The District's College and Career Readiness rate will be 55% in the 2026-2027 school year according to the California School Dashboard.	All rates below show an increase unless otherwise specified. The difference from baseline for the District's College and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		High School was 0% (No Performance Color Reported). Disaggregated data showed the following percentages for student groups: 28.2%, Low (Hispanic); 52.3%, Medium (White); 12.2%, Low (English Learners); 28.5%, Low (Socioeconomically Disadvantaged); 4.2%, No Performance Color Reported (Students with Disabilities); 13.3%, Low (Homeless). Other student group data not available due to small population size.	was 46.2% (Green), and at Gateway High School was 0% (No Performance Color Reported). Disaggregated data showed the following percentages for student groups: 41.3%, Green (Hispanic); 31%, Orange (White); 15.6%, Yellow (English Learners); 16.1%, Yellow (Long-Term English Learners); 38.2%, Green (Socioeconomically Disadvantaged); 7.1%, No Performance Color Reported (Students with Disabilities); 25%, No Performance Color Reported (Homeless). Other student group data not available due to small population size.	was 49.6% (Green), and at Gateway High School was 0% (No Performance Color Reported). Disaggregated data showed the following percentages for student groups: 37.6%, Orange (Hispanic); 49.3%, Green (White); 25.7%, Yellow (English Learners); 28.1%, Yellow (Long-Term English Learners); 37.3%, Yellow (Socioeconomically Disadvantaged); 11.9%, No Performance Color Reported (Students with Disabilities); 21.2%, No Performance Color Reported (Homeless). Other student group data not available due to	Target rates for the following student groups will be: 50% (Hispanic); 60% (White); 40% (English Learners); 50% (Socioeconomically Disadvantaged); 20% (Students with Disabilities); 30% (Homeless).	Career Readiness rate is 8.1%. CUHS: 12% Gateway High School: 0% (No change) Disaggregated student data shows the following difference from baseline for College and Career Readiness for student groups: 9.4% (Hispanic); a decrease of 3% (White); 13.5% (English Learners); 8.8% (Socioeconomically Disadvantaged); 7.7% (Students with Disabilities); 7.9% (Homeless). Other student group data not available due to small population size.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				small population size.		
1.20	Dual Enrollment Class Participation	According to Local District Indicators within the SIS (Aeries), 140 students at Chowchilla Union High School enrolled and participated in Dual Enrollment classes in the 2024-2025 school year. Totals based on student group: -Foster Students: 3 -Homeless Students: 2 -Socioeconomically Disadvantaged Students: 104 -English Learners: 4	According to Local District Indicators within the SIS (Aeries), 176 students at Chowchilla Union High School enrolled and participated in Dual Enrollment classes in the 2025-2026 school year. Totals based on student group: -Foster Students: 0 -Homeless Students: 3 -Socioeconomically Disadvantaged Students: 135 -English Learners: 2	No Other Information Available, New Metric	According to Local District Indicators within the SIS (Aeries), 200 students at Chowchilla Union High School enrolled and will have participated in Dual Enrollment classes in the 2026-2027 school year. Totals based on student group will be: -Foster Students: 3 -Homeless Students: 5 -Socioeconomically Disadvantaged Students: 145 -English Learners: 5	The difference from baseline for Dual Enrollment shows: -An overall increase of 36 students -A decrease of 3 Foster students -An increase of 1 Homeless student -An increase of 31 Socioeconomically Disadvantaged students -A decrease of 2 English Learners
1.21	AP Class Participation	According to Local District Indicators within the SIS (Aeries), 94 students at Chowchilla Union High School enrolled and participated in AP	According to Local District Indicators within the SIS (Aeries), 157 students at Chowchilla Union High School enrolled and	No Other Information Available, New Metric	According to Local District Indicators within the SIS (Aeries), 175 students at Chowchilla Union High School enrolled and will	The difference from baseline for Dual Enrollment shows: -An overall increase of 63 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		classes in the 2024-2025 school year. Totals based on student group: -Foster Students: 0 -Homeless Students: 0 -Socioeconomically Disadvantaged Students: 68 -English Learners: 2	participated in AP classes in the 2025-2026 school year. Totals based on student group: -Foster Students: 1 -Homeless Students: 1 -Socioeconomically Disadvantaged Students: 116 -English Learners: 4		have participated in AP classes in the 2026-2027 school year. Totals based on student group will be: -Foster Students: 3 -Homeless Students: 5 -Socioeconomically Disadvantaged Students: 130 -English Learners: 5	-An increase of 1 Foster student -A increase of 1 Homeless students -An increase of 48 Socioeconomically Disadvantaged students -A increase of 2 English Learners
1.22	CTE Class Participation	According to Local District Indicators within the SIS (Aeries), 693 students at Chowchilla Union High School enrolled and participated in CTE classes in the 2024-2025 school year. Totals based on student group: -Foster Students: 9 -Homeless Students: 8 -Socioeconomically Disadvantaged Students: 556 -English Learners: 59	According to Local District Indicators within the SIS (Aeries), 820 students at Chowchilla Union High School enrolled and participated in CTE classes in the 2025-2026 school year. Totals based on student group: -Foster Students: 10	No Other Information Available, New Metric	According to Local District Indicators within the SIS (Aeries), 900 students at Chowchilla Union High School enrolled and will have participated in CTE classes in the 2026-2027 school year. Totals based on student group will be: -Foster Students: 11	The difference from baseline for Dual Enrollment shows: -An overall increase of 127 students -An increase of 1 Foster student -A increase of 3 Homeless students -An increase of 116 Socioeconomically Disadvantaged students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			-Homeless Students: 11 - Socioeconomically Disadvantaged Students: 672 -English Learners: 89		-Homeless Students: 15 - Socioeconomically Disadvantaged Students: 700 -English Learners: 100	-A increase of 30 English Learners
1.23	Dual Enrollment Class Pass Rate	In 2024-2025, Dual Enrollment pass rates were the following: -Overall: 84.8% (219/258) -Socioeconomically Disadvantaged: 85% (154/181) -Non-Socioeconomically Disadvantaged: 90.3% (65/72) -English Learners: 100% (4/4)	No Other Information Available, New Metric	No Other Information Available, New Metric	In 2026-2027, Dual Enrollment pass rates will be the following: -Overall: 90% - Socioeconomically Disadvantaged: 88% -Non-Socioeconomically Disadvantaged: 93% -English Learners: 100%	No Difference from Baseline Information Available, New Metric

Goal Analysis [2025-26]

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

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

1.1 DUAL ENROLLMENT AND ADVANCED PLACEMENT CLASSES
Goal 1, Action 1 was written to include thirteen class sections in Advanced Placement (AP) and Dual Enrollment classes in partnership with local colleges and universities, the cost of AP exam fees, and exam prep sessions leading up to May 2027. All actions were implemented as planned. The addition of nine class sections in AP and Dual Enrollment expanded access for students seeking college-level coursework. Teachers received professional development to align instruction with college expectations, ensuring student readiness. Student participation in AP exam prep sessions decreased slightly from 185 in 23-24 to 147 in 24-25 (a reduction of about 20.5%), and in the same amount of time, AP pass rates have also decreased by about 7%. This action was implemented as planned with no substantive differences.

Successes: The District maintained partnerships with local colleges and universities to ensure access for students to college classes. The District also successfully implemented crash prep sessions for AP exams via the After School Program at CUHS. This included academic instruction paired with snacks for students.

Challenges: A challenge emerged regarding student participation in AP exams by 20.5%, dropping from 185 students in 2023-24 to 147 in 2024-25. Concurrently, AP pass rates declined by approximately 7%, suggesting a correlation between the reduction in prep session attendance and student achievement outcomes.

1.2 CAREER AND TECHNICAL EDUCATION PROGRAMS

Goal 1, Action 2 was written to include 58 class sections in Career and Technical Education (CTE), including program costs and staff salaries. The 58 CTE class sections provided students with hands-on learning experiences, connecting them with industry standards and certifications. Program funding supported updated equipment and materials, enhancing instructional quality. Teachers collaborated with local businesses to provide internship and mentorship opportunities for students. Certification opportunities served as an additional skill that can be listed on students' resumes for future career opportunities. Students were able to expand on their knowledge and skills via pathway classes, providing them with exposure to possible future career paths. All actions were implemented as planned. However, one CTE teacher was on leave for about half the school year, resulting in the need for extended sub coverage until a new credentialed teacher could be secured to continue instruction. This resulted in a substantive difference, particularly in the Agriculture Mechanics Pathway.

Successes: The District successfully provided students with hands-on learning experiences that connected them to industry standards. Program funding allowed for the purchase of updated equipment and materials, enhancing the quality of instruction. Through collaborations with local businesses, students accessed internship and mentorship opportunities, while certification programs provided tangible skills for their resumes. Students successfully utilized these pathway classes to explore future careers.

Challenges: The District faced challenges in expanding Dual Enrollment offerings with the Medical Terminology class because the process has not yet been finalized locally with Merced College. The District plans to pursue partnerships with other local colleges in the future.

1.3 STUDENT EXPERIENCES

Goal 1, Action 3 was written to include several student experiences, including college trips, CTE competitions, CUHS Academic Decathlon, CUHS PBIS, and Driver's Education Certificates for students in grades 10-12. All actions were implemented as planned. Students were offered Driver's Education, and the District funded Driver's Education Certificates in an attempt to remove barriers for students who are unable to afford the cost of a certificate. College trips exposed students to a variety of post-secondary options, increasing interest in higher education. Some students visited campuses they had never been to, and some even decided to apply to these campuses for admission based on these visits. CTE competitions allowed students to showcase their technical skills at the regional and state levels. Programs such as the Culinary Foods program were able to compete and place really well while showcasing their skills and knowledge, representing CUHSD. PBIS initiatives aimed to reinforce positive behaviors. This action was implemented as planned with no substantive differences.

Successes: A key success was the District funding of Driver's Education Certificates, effectively removing financial barriers for students. College trips exposed students and many parents who accompanied their students on these trips for the first time ever at CUHS to post-secondary options they had not previously considered, directly influencing admissions applications. Additionally, CTE competitions allowed students to showcase technical skills, with the Culinary Foods program earning regional and state recognition

Challenges: While student experiences were positive, the PBIS (Positive Behavioral Interventions and Supports) initiative was a challenge due to new staff in their positions.

1.4 ACCESS TO TECHNOLOGY
Goal 1, Action 4 was written to fund Chromebooks for all students as well as staffing (2 FTE) to support Computer Technology services offered to students and staff. This action was also written to include computer software used for classroom instruction. According to 2025 student survey data, 98.6% of students reported that they have access to a device, and 98.1% reported they have access to the internet. This is something that previously was not the case for students in the District, particularly those who are socio-economically disadvantaged or those who reside outside city boundaries. In the Spring of 2026, the District lost one Information Technology staff member due to turnover, resulting in a vacancy for several weeks while it was filled. Before that, the Director of IT (not LCAP funded) left the District as well, with MCSOS providing intermittent support for the District. This resulted in a substantive difference and partial implementation of this action, particularly in the Information Technology Department.

Successes: This action funded Chromebooks for all students, classroom software, and two full-time technology support staff. The result was a significant victory for digital equity.

Challenges: As mentioned previously, staffing was a challenge for this action.

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

The following uses a 10% threshold to determine which actions resulted in a material difference between budgeted expenditures and estimated actual expenditures.

Goal 1, Action 3 (Student Experiences) resulted in a material difference. The District expended $74,750 rather than the budgeted $84,943. The difference was due to its use of other funding for college trips and CTE competitions, which were initially planned within this action, leading to unused funds.

Goal 1, Action 4 (Access to Technology) resulted in a material difference. The District spent $90,832.79 less than what was budgeted at LCAP adoption. The difference was due to turnover in the positions of Computer Network Technician and Computer Network Technician. These positions were vacant for some time, leading to unused funds.

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

Dual Enrollment and Advanced Placement Classes, Goal 1, Action 1: This action's effectiveness is tied to AP pass rates and the percentage of students considered Prepared on the California Schools Dashboard. In 24-25, College and Career Readiness slightly increased overall when compared to 23-24 by 1.3%. Low-income students had a slight decrease of 1.3%, English Learners increased by 8.5%, and Long-Term English Learners increased by 10.3%. Homeless students increased by 21.2%. Foster student data is not available for 23-24 and 24-25 due to their small group size. An analysis of AP pass rates showed a decrease of 7% in 24-25 when compared to 23-24. Also, although there was a slight decrease in pass rates for students who are socioeconomically disadvantaged (from 54% to 51%), the District continues to fund AP crash sessions after school for students and increase course offerings for students to have more opportunities to attain college credit while in high school. As time goes on, the District remains hopeful that low-income students will see similar growth to other student groups. For the 26-27 school year and moving forward, the District will add participation rates for Dual Enrollment (1.20) and AP classes (1.21) to better measure the effectiveness. Due to the overall growth the District had in one of the two metrics listed, this action is considered PARTIALLY EFFECTIVE.

Career and Technical Education Programs, Goal 1, Action 2: This action's effectiveness is tied to the College and Career Readiness indicator of the California Schools Dashboard. In 24-25, College and Career Readiness slightly increased overall when compared to 23-24 by 1.3%. Low-income students had a slight decrease of 1.3%, English Learners increased by 8.5%, and Long-Term English Learners increased by 10.3%. Homeless students increased by 21.2%. Foster student data is not available for 23-24 and 24-25 due to their small group size. An analysis of the metric shows that this action is EFFECTIVE.

Student Experiences, Goal 1, Action 3: This action's effectiveness is tied to Driver's Education completion rates as well as Suspension and Attendance rates. Edgenuity data shows a 79.33% completion rate in Driver's Education certifications for 24-25 as of June 2025. Suspension rates in the District increased overall in 24-25 when compared to 23-24 rates of 1.3%. Most student groups showed similar trends: Low-income students (increased by 1.4%), Students with Disabilities (increased by 0.1%), and White students (increased by 1.6%). However, Homeless students declined by 12.5%, English Learners decreased by 1.5%, and LTELs decreased by 1.8%. At the site level at CUHS, suspension rates showed similar trends: All students (increased by 1%), Low-Income (increased by 1.1%), Students with Disabilities (maintained by 0.2%), and White (increased by 1.7%). However, some student groups showed improvement as Homeless students' suspension rates declined by 11.2%, English Learners by 2.3%, and LTELs by 2.9%. According to the Student Information System, Aeries, the District's attendance rate in 2024-2025 was 94.1%. Chowchilla Union High School was at 94.6%, while the Independent Studies Program was at 86.3%, and Gateway High School was at 81.2%. These all indicate improvements in 24-25 when compared to 23-24 (District: 2.9%, CUHS: 1.9%, ISP: 25.9%, GHS: 9.2%). Because two of the three metrics tied to this action (Attendance and Edgenuity rates) have shown improvement, this action was deemed PARTIALLY EFFECTIVE.

Access to Technology, Goal 1, Action 4: This action's effectiveness is tied to academic achievement on the English and Mathematics CAASPP. Performance on the CAASPP ELA improved in 24-25 when compared to the prior year. All students improved by 50.8 points. Low-Income students saw an improvement of 23.6 points, while English Learners increased achievement by 45.5 points, and LTELs by 46.9 points. Foster and Homeless student data is not available due to its small group size. CAASPP Math scores also improved slightly. Overall, student scores improved by 5.3 points. Low-Income students improved with a small growth of 9 points. English Learners increased by 25.9 points, and LTELs by 21.8 points. Due to the growth experienced in these metrics, this action is considered EFFECTIVE.

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

Goal 1, Action 1's metrics will include participation in Dual Enrollment (Metric 1.20) and AP classes (Metric 1.21) moving forward into 26-27 to better measure the effectiveness of the action. It is a fact that as students continue to struggle with AP exam passage, yearly enrollment in Dual Enrollment has increased over time, and it may become a better measure of success for this action in the future. A-G completion rates (Metric 1.5) will also be added to this action to measure its effectiveness.

Goal 1, Action 2's metrics will now include participation for CTE classes (Metric 1.22). As the availability of classes increases, the District needs to know which student groups are benefiting from these classes. Pathway completion rates help the District determine the effectiveness of the action with older high school students (juniors and seniors), while enrollment data shows trends for younger students (freshmen and sophomores).

Metric 1.19 (College and Career Readiness) was added as it is tied to multiple actions in Goal 1 (1.1 and 1.2).

Goal 1, Action 3 will no longer reflect Edgenuity completion rates. Although Driver's Education is run via online asynchronous coursework on Edgenuity, it is voluntary for students and only available to those who will be at least 16 years old during the school year. Educational partner feedback supports the availability of certifications for Driver's Education, but also reflects a desire for increased advertising to students about the availability of the class. Completion rates do not offer a complete picture of the effectiveness of this program (data appears skewed due to small population size), as it remains unknown to most students on both campuses. Increased advertising is necessary for the completion rate to be a true indication of its success. This action will also include chronic absenteeism (Metric 1.12) instead of attendance rates (Metric 1.3), as that was used to identify a need.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Dual Enrollment and Advanced Placement Classes	This action item will fund 13 class sections in the AP program. This includes any exam costs that would otherwise be the responsibility of the student, teacher salaries for the specific class sections, curriculum for these classes, and other classroom materials and supplies. This also includes exam prep sessions leading into the testing days in May of 2027. Students, especially those with increased barriers such as EL and low-income, benefit from extra academic support and a nutritious snack at each session. This action item will also fund teacher salaries related to Dual Enrollment class sections, program fees associated with the partnerships and	$424,199.00	Yes

Action #	Title	Description	Total Funds	Contributing
		articulations in place through the local institutions of higher education, curriculum for these classes, and other classroom materials and supplies.		
1.2	Career and Technical Education Programs	This action will fund 58 elective sections within the CTE program at CUHS, including teacher salaries for the specific class sections in the master schedule, textbooks for new pathways; classroom supplies and materials for all classes; hands-on experiences outside the classroom related to the pathway class content; and certification costs.	$1,246,000.00	Yes
1.3	Student Experiences	This action will fund a variety of experiences that enhance student classroom experiences, such as college trips, Career and Technical Education Competitions, the Chowchilla Union High School Academic Decathlon team, Supplementary Driver's Education Certificates for students in grades 10th-12th, and the Chowchilla Union High School Positive Behavioral Interventions and Supports Program. This is an action that is aimed at addressing suspension rates, a previously Red Indicator on the California School Dashboard. District-Wide, suspension rates were Red on the California School Dashboard for English Learners, Homeless Students, and Low-Income Students in 22-23. Chowchilla Union High School's suspension rates were Red on the California School Dashboard for English Learners and Low-Income Students. The 24-25 California Schools Dashboard indicated that suspension rates were Orange at the District level (5.6%, up 1.3% from 23-24) and at the site level at CUHS (4.8%, up 1% from 23-24). Gateway High School's suspension rate was Red (15.3%), an increase of 6% compared to 23-24.	$90,000.00	Yes
1.4	Access to Technology	This action item will fund Chromebooks and parts for Chromebook repairs (hotspots for those who need connectivity support at home will be funded as well (LCAP 5.2)) and Information Computer Technology Technicians (2 FTE) to provide support for students and staff in and outside the classroom. This action item will also fund instructional software for classroom and student use, as well as backpacks and headsets for students who have not received one recently. Lastly, this action will fund	$507,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		MFA keys for students who do not own a mobile device when they need to identify themselves via Multi-Factor Authentication.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Improve student outcomes by equipping high-quality staff with the necessary tools and professional development that improves student outcomes.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The District believes strongly that it has a need for teachers to be equipped with the necessary tools to address and mitigate learning loss among students since the return to in-person instruction. As will be explained below, the District's local and state student achievement data reflect a need for teachers to receive professional development opportunities that support them as they, in turn, support students in the classroom. The data also suggests the need for more targeted, data-driven approaches campus-wide to instruction, remediation, and supplemental supports.

According to the California Dashboard, in 2024-2025, the District is 14.8 points below standard on the CAASPP English Language Arts. Chowchilla Union High School students were 1.2 points below standard, while Gateway High School students were 111.3 points below standard. For comparison, the California state average for all students was 8.1 points below standard. Disaggregated data for the District showed the following for student groups:
-16.2 (Hispanic)
-10 (White)
-74.5 (English Learners)
-107.5 (LTEL)
-23.6 (Socioeconomically Disadvantaged)
-141.2 (Students with Disabilities)
Negative numbers indicate below-standard status.
Other student group data not available due to small population size.

According to the California Dashboard, the District is 118.2 points below standard on the CAASPP Mathematics in the 2024-2025 school year. Chowchilla Union High School students were 105.7 points below standard, while Gateway High School students were 203.5 points below standard. For comparison, the California state average for all students was 42.4 points below standard. Disaggregated data for the District showed the following for student groups:

-118 (Hispanic)
-122.2 (White)
-149.2 (English Learners)
-183.1 (LTEL)
-128.1 (Socioeconomically Disadvantaged)
-205.1 (Students with Disabilities)
Negative numbers indicate below-standard status.
Other student group data not available due to small population size.

According to DataQuest on the California Science Test, of the 506 students tested, 2% of students Exceeded Standard and 11.7% of students Met Standard (13.7% combined) on the California Science Test in the 2024-2025 school year.

Of the 467 students tested at Chowchilla Union High School, 2.2% of students Exceeded Standard and 12.7% Met Standard (14.8% combined). At Gateway High School, of the 39 students tested, 0% Exceeded Standard and 0% Met Standard. For comparison, in California, 11.2% of students Exceeded Standard and 21.5% of students Met Standard. Disaggregated data showed the following for student groups in the District:

Socioeconomically Disadvantaged: 1.9% Exceeded Standard and 10.2% Met Standard (12.1% combined)
Not Socioeconomically Disadvantaged: 2.4% Exceeded Standard and 18.8% Met Standard (21.1% combined)
Students with Disabilities: 0% Exceeded Standard and 0% Met Standard (0% combined)
Hispanic: 2.2% Exceeded Standard and 10.1% Met Standard (12.3% combined)
White: 0% Exceeded Standard and 14.7% Met Standard (14.7% combined)
English Learners: 0% Exceeded Standard, and 0% Exceeded Standard (0% combined)
Long-Term English Learners (LTEL): 0% Exceeded Standard, and 0% Exceeded Standard (0% combined)
Other student group data is not available due to the small population size.

The actions tied to this goal focus on data-driven decision-making through the PLC process and an ongoing partnership with Solution Tree (Educator Effectiveness Block Grant funded) and will help address these areas of need as well as equip teachers with the tools for high-quality instruction that leads to positive and improved student outcomes. Also, professional development aimed at meeting the instructional needs of English Learners, socioeconomically disadvantaged students, and students in foster care will be essential in providing targeted and timely in-class support as needed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP English Language Arts	According to the California School Dashboard, the District	According to the California School Dashboard, the	According to the California School Dashboard, the	In 2026-2027, the District will be 10 points below	All rates below show an improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		is 30.5 points below standard on the CAASPP English Language Arts in the 2022-2023 school year. Chowchilla Union High School students were 5.6 points below standard while Gateway High School students were 177.7 points below standard. For comparison, the California state average for all students was 13.6 points below standard. Disaggregated data showed the following for student groups: -31.7 (Hispanic); -29.4 (White); -106.1 (English Learners); -42.8 (Socioeconomically Disadvantaged); -74 (Students with Disabilities). Negative numbers indicate below-standard status. Other student group data not available due to small population size.	District is 65.6 points below standard on the CAASPP English Language Arts in the 2023-2024 school year. Chowchilla Union High School students were 49.4 points below standard while Gateway High School students were 186 points below standard. For comparison, the California state average for all students was 13.2 points below standard. Disaggregated data showed the following for student groups: -73.9 (Hispanic); -46.3 (White); -120 (English Learners); -154.3 (LTEL); -75.9 (Socioeconomically Disadvantaged); -148.3 (Students with Disabilities).	District is 14.8 points below standard on the CAASPP English Language Arts in the 2024-2025 school year. Chowchilla Union High School students were 1.2 points above standard while Gateway High School students were 111.3 points below standard. For comparison, the California state average for all students was 8.1 points below standard. Disaggregated data showed the following for student groups: -16.2 (Hispanic); -10 (White); -74.5 (English Learners); -107.5 (LTEL); -23.6 (Socioeconomically Disadvantaged); -141.2 (Students with Disabilities).	standard on the CAASPP English Language Arts according to the California School Dashboard. Disaggregated data will show the following for student groups: -11 (Hispanic); -10 (White); -80 (English Learners); -20 (Socioeconomically Disadvantaged); -55 (Students with Disabilities). Negative numbers indicate below-standard status.	unless otherwise specified. The current difference from baseline for the District is an improvement of 15.7 points below standard on the CAASPP English Language Arts. The current difference from baseline for Chowchilla Union High School's students is an improvement of 6.8 points, while the difference from baseline for Gateway High School is an increase of 66.4. Disaggregated data showed the following differences from baseline for student groups: an improvement of 15.5 points (Hispanic); an improvement of 19.4 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Negative numbers indicate below-standard status. Other student group data not available due to small population size.	Negative numbers indicate below-standard status. Other student group data not available due to small population size.		(White); an increase of 31.6 points (English Learners); an improvement of 50.4 points (Socioeconomically Disadvantaged); a decline of 67.2 points (Students with Disabilities).
2.2	CAASPP Mathematics	According to the California School Dashboard, the District is 124.1 points below standard on the CAASPP Mathematics in the 2022-2023 school year. Chowchilla Union High School students were 107.8 points below standard while Gateway High School students were 228.1 points below standard. For comparison, the California state average for all students was 49.1 points below standard. Disaggregated data showed the following for student groups: -128.1 (Hispanic); -111.5 (White); -183.8	According to the California School Dashboard, the District is 123.5 points below standard on the CAASPP Mathematics in the 2023-2024 school year. Chowchilla Union High School students were 111.2 points below standard while Gateway High School students were 221.6 points below standard. For comparison, the California state average for all students was 47.6 points below standard.	According to the California School Dashboard, the District is 118.2 points below standard on the CAASPP Mathematics in the 2024-2025 school year. Chowchilla Union High School students were 105.7 points below standard, while Gateway High School students were 203.5 points below standard. For comparison, the California state average for all students was 42.4 points below standard.	In 2026-2027, the District will be 100 points below standard on the CAASPP Mathematics according to the California School Dashboard. Disaggregated data will show the following for student groups: -100 (Hispanic); -90 (White); -150 (English Learners); -105 (Socioeconomically Disadvantaged); -175 (Students with Disabilities). Negative numbers indicate below-standard status.	All rates below show an improvement unless otherwise specified. The current difference from baseline for the District is an improvement of 5.9 points on the CAASPP Mathematics. The current difference from baseline for Chowchilla Union High School's students is an increase of 2.1 points, while the difference from baseline for Gateway High School is an

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(English Learners); -135.4 (Socioeconomically Disadvantaged); -197.7 (Students with Disabilities). Negative numbers indicate below-standard status. Other student group data not available due to small population size.	Disaggregated data showed the following for student groups: -133.4 (Hispanic); -104.6 (White); -175.1 (English Learners); -204.9 (LTEL); -137 (Socioeconomically Disadvantaged); -207.7 (Students with Disabilities). Negative numbers indicate below-standard status. Other student group data not available due to small population size.	Disaggregated data showed the following for student groups: -118 (Hispanic); -122.2 (White); -149.2 (English Learners); -183.1 (LTEL); -128.1 (Socioeconomically Disadvantaged); -205.1 (Students with Disabilities). Negative numbers indicate below-standard status. Other student group data not available due to small population size.		improvement of 24.6 points. Disaggregated data showed the following differences from baseline for student groups: an increase of 10.1 points (Hispanic); a decrease of 10.7 points (White); an improvement of 34.6 points (English Learners); an improvement of 7.3 points (Socioeconomically Disadvantaged); a decrease of 7.4 points (Students with Disabilities).
2.3	California Science Test (CAST)	According DataQuest, of the 291 students tested, 2.8% of students Exceeded Standard and 19.6% of students Met Standard (22.4% combined) on the California Science Test in the 2022-2023 school year. Of the 252 students tested at Chowchilla Union High School,	According DataQuest, of the 287 students tested, 2.4% of students Exceeded Standard and 17.8% of students Met Standard (20.2% combined) on the California Science Test in the 2023-2024 school year.	According to DataQuest, of the 506 students tested, 2% of students Exceeded Standard and 11.7% of students Met Standard (13.7% combined) on the California Science Test in the 2024-2025 school year.	According to DataQuest, in 2026-2027, the District will have a combined 35% of its students Meeting or Exceeding Standard on the California Science Test. CUHS will have a combined	The current different from baseline for the District shows that 0.8% less students Exceeded Standard and 7.9% less students Met Standard (8.7% combined) on the California Science Test.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3.2% of students Exceeded Standard and 22.2% Met Standard (25.5% combined). At Gateway High School, of the 39 students tested, 0% Exceeded Standard and 2.6% Met Standard (2.6% combined). For comparison, in California, 7.3% of students Exceeded Standard and 24.4% of students Met Standard. Disaggregated data showed the following for student groups in the District: Socioeconomically Disadvantaged: 2% Exceeded Standard and 17.1% Met Standard (19.1% combined) Not Socioeconomically Disadvantaged: 6.5% Exceeded Standard and 32.6% Met Standard (39.1% combined) Students with Disabilities: 0% Exceeded Standard and	Of the 255 students tested at Chowchilla Union High School, 2.8% of students Exceeded Standard and 20% Met Standard (22.8% combined). At Gateway High School, of the 32 students tested, 0% Exceeded Standard and 0% Met Standard. For comparison, in California, 7.7% of students Exceeded Standard and 22.9% of students Met Standard. Disaggregated data showed the following for student groups in the District: Socioeconomically Disadvantaged: 1.3% Exceeded Standard and 16% Met Standard (17.3% combined)	Of the 467 students tested at Chowchilla Union High School, 2.2% of students Exceeded Standard and 12.7% Met Standard (14.8% combined). At Gateway High School, of the 39 students tested, 0% Exceeded Standard and 0% Met Standard. For comparison, in California, 11.2% of students Exceeded Standard and 21.5% of students Met Standard. Disaggregated data showed the following for student groups in the District: Socioeconomically Disadvantaged: 1.9% Exceeded Standard and 10.2% Met	percentage of 37% and Gateway High School will have a combined score of 12%. Socioeconomically Disadvantaged will be at 30%. Not Socioeconomically Disadvantaged will be at 50% Students with Disabilities will be at 15% Hispanic students will be at 31% White students will be at 38% English Learners will be at 12%	The current different from baseline for Chowchilla Union High School is a decline 1% for students who Exceeded Standard and 9.5% less students Met Standard (10.5% combined). The current differences and declines from baseline for Gateway High School is 0% of students Exceeded Standard and 2.6% less students Met Standard (2.6% combined). Disaggregated data showed the following differences from baseline for student groups showing a decrease with most student groups:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		8% Met Standard (8% combined) Hispanic: 1.9% Exceeded Standard and 19.3% Met Standard (21.2% combined) White: 6.5% Exceeded Standard and 19.4% Met Standard (25.9% combined) English Learners: 0% Exceeded Standard and 2% Met Standard (2% combined) Other student group data not available due to small population size.	Not Socioeconomically Disadvantaged: 7.3% Exceeded Standard and 25.5% Met Standard (32.8% combined) Students with Disabilities: 0% Exceeded Standard and 4.6% Met Standard (4.6% combined) Hispanic: 1.5% Exceeded Standard and 15.8% Met Standard (17.3% combined) White: 4.2% Exceeded Standard and 21.1 Met Standard (25.3% combined) English Learners: 0% Exceeded Standard and 0% Met Standard (0% combined)	Standard (12.1% combined) Not Socioeconomically Disadvantaged: 2.4% Exceeded Standard and 18.8% Met Standard (21.2% combined) Students with Disabilities: 0% Exceeded Standard and 0% Met Standard (0% combined) Hispanic: 2.2% Exceeded Standard and 10.1% Met Standard (12.3% combined) White: 0% Exceeded Standard and 14.7% Met Standard (14.7% combined) English Learners: 0% Exceeded Standard and 0%		Socioeconomically Disadvantaged: 0.1% Exceeded Standard and 6.9% Met Standard (7% combined) Not Socioeconomically Disadvantaged: 4.1% Exceeded Standard and 13.8% Met Standard (17.1% combined) Students with Disabilities: 0% Exceeded Standard and 8% Met Standard (% combined) Hispanic: 0.3% Exceeded Standard and 9.2% Met Standard (9.5% combined) White: 6.5% Exceeded Standard and 4.7% Met Standard (11.2% combined)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Long-Term English Learners (LTEL): 0% Exceeded Standard and 0% Met Standard (0% combined) Other student group data not available due to small population size.	Met Standard (0% combined) Long-Term English Learners (LTEL): 0% Exceeded Standard and 0% Met Standard (0% combined) Other student group data not available due to small population size.		English Learners: 0% Exceeded Standard and 2% Met Standard (2% combined)
2.4	English Learner Reclassification Rate	According to CALPADS, 1% of English Leaners (8 of 236 students) were reclassified in 2022-2023.* *Unofficial local District data shows that the reclassification rate was 23.3% (55 of 236 students). This discrepancy with reported data is due to a clerical data entry error, with a date of reclassification of 08/01/22, outside of the 22-23 school year.	According to CALPADS, 27% of English Leaners (76 of 281 students) were reclassified in 2023-2024.	According to CALPADS, 27% of English Leaners (55 of 204 students) were reclassified in 2024-2025.	The District's reclassification rate in 2026-2027 will be 25% according to CALPADS.	The current difference from baseline is 26% of English Learners were reclassified.
2.5	Fully Credentialed and Appropriately Assigned Teachers	According to DataQuest, in the 2021-2022 school year, of the	According to DataQuest, in the 2022-2023 school	According to DataQuest, in the 2023-2024 school	According to DataQuest, all teachers in the	The current difference from baseline shows an

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		District's 51.3 Total Teaching FTE, 79% were fully credentialed, 4.4% were out-of-field, 1.1% were interns, 6.7% were ineffective, 8.6% were incomplete; and 0.2% were listed as N/A. This is the most recent official data available.	year, of the District's 49.3 Total Teaching FTE, 72.2% were fully credentialed, 8.1% were out-of-field, 0.6% were interns, 11.3% were ineffective, 6.9% were incomplete; 0.2% were listed as unknown; and 0.7% were listed as N/A. This is the most recent official data available.	year, of the District's 48.6 Total Teaching FTE, 76.5% were fully credentialed, 7.4% were out-of-field, 0% were interns, 4.3% were ineffective, 11.2% were incomplete; 0.2% were listed as unknown; and 0.8% were listed as N/A. This is the most recent official data available.	District are fully credentialed and appropriately assigned.	decrease of 2.5% for teachers in the District who are fully credentialed. The difference from baseline for each other category is 3% (increase) for out-of-field, 1.1% for interns (decrease), 2.4% for ineffective (decrease), 2.6% were incomplete (increase), 0.6% were listed as N/A (increase).
2.6	Access to Standards Aligned Instructional Materials	According to Local District Indicators, all of the core subject teachers are using curriculum that is aligned to the California Common Core State Standards.	According to Local District Indicators, all of the core subject teachers are using curriculum that is aligned to the California Common Core State Standards.	According to Local District Indicators, all of the core subject teachers are using curriculum that is aligned to the California Common Core State Standards.	All core subject teachers are using curriculum aligned to the California Common Core State Standards as shown on Local District Indicators.	All core subject teachers are using curriculum aligned to the California Common Core State Standards.
2.7	Implementation of State Standards	According to Local District Indicators, the District's reported Self-Reflection Tool on the 2023 California School Dashboard, shows its implementation of state standards.	According to Local District Indicators, the District's reported Self-Reflection Tool on the 2024 California School Dashboard, shows its	According to Local District Indicators, the District's reported Self-Reflection Tool on the 2025 California School Dashboard, shows its	The District shows implementation of state standards according to Local District Indicators.	The District shows implementation of state standards.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			implementation of state standards.	implementation of state standards.		
2.8	High School Graduation Rate	According to the California School Dashboard, the District's graduation rate in 2022-2023 was 87.2%. Chowchilla Union High School was at 92.6% and Gateway High School was at 69%. District disaggregated data showed the following percentages for student groups: 87.1% (Hispanic); 90.9% (White); 80.4% (English Learners); 86.6% (Socioeconomically Disadvantaged); 55.6% (Students with Disabilities); 81.3% (Homeless). Other student group data not available due to small population size.	According to the California School Dashboard, the District's graduation rate in 2023-2024 was 86.8%. Chowchilla Union High School was at 92.9% and Gateway High School was at 59.5%. District disaggregated data showed the following percentages for student groups: 87.6% (Hispanic); 83.1% (White); 85.9% (English Learners); 85.7% (LTEL); 86.5% (Socioeconomically Disadvantaged); 75% (Students with Disabilities); 66.7% (Homeless). Other student group data not available due to	According to the California School Dashboard, the District's graduation rate in 2024-2025 was 93.1%. Chowchilla Union High School was at 97.1% and Gateway High School was at 76%. District disaggregated data showed the following percentages for student groups: 90.4% (Hispanic); 98.6% (White); 90.5% (English Learners); 92.2% (LTEL); 92.4% (Socioeconomically Disadvantaged); 81.8% (Students with Disabilities); 69.2% (Homeless). Other student group data not available due to	The District's graduation rate will be 94% in the 2026-2027 school year as shown on the California School Dashboard. CUHS will be at 96% Gateway High School will be at 75% Disaggregated data will show the following percentages: 96% for the District and 97% for CUHS (Hispanic) 98% for the District and 98% for CUHS (White) 89% for the District and 97% for CUHS (English Learners) 95% for the District and 97% for CUHS	The difference from baseline for the District's graduation rate shows a increase of 5.9%. The difference from baseline for Chowchilla Union High School is 4.5% and Gateway High School of 7%. Disaggregated data showed the following differences from baseline for student groups: 3.3% (Hispanic); 7.7% (White); 10.1% (English Learners); 5.8% (Socioeconomically Disadvantaged); 26.2% (Students with Disabilities); a reduction of 12.1 (Homeless). Other student group data not available due to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			small population size.	small population size.	(Socioeconomically Disadvantaged) 62% for the District (Students with Disabilities) 90% for the District (Homeless Students)	small population size.
2.9	English Learner Progress Indicator (ELPI) Rate	According to the California School Dashboard, the District's ELPI rate in 2022-2023 was 49.8%. Chowchilla Union High School was at 52.8% and Gateway High School was at 25%.	According to the California School Dashboard, the District's ELPI rate in 2023-2024 was 44.3%. Chowchilla Union High School was at 46.1% and Gateway High School was at 31.3%.	According to the California School Dashboard, the District's ELPI rate in 2024-2025 was 54.4%. Chowchilla Union High School was at 55.8% and Gateway High School was at 48%.	The District's ELPI rate will be 60% in 2026-2027. Chowchilla Union High School will be at 60% and Gateway High School will be at 53%.	The difference from baseline for the District's ELPI rate shows an increase of 4.6%. Chowchilla Union High School shows an increase of 3% and Gateway High School shows an increase of 23%.

Goal Analysis [2025-26]

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

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

2.1 SUPPORT FOR ENGLISH LANGUAGE LEARNERS
Goal 2, Action 1 was written to include a bilingual Alternative Education Clerk (1 FTE) and the equivalent of 1.5 FTE between three clerical staff members at Chowchilla Union High School to provide targeted services to English Learners, foster students, homeless students, and socioeconomically disadvantaged students through various outreach efforts including daily phone calls to check on attendance and grades and home visits to check student wellness, increase parent engagement, and address other success indicators. All actions were implemented as planned. Instructional aides were strategically scheduled to provide targeted support to English Learners, ensuring they received assistance in core subject areas. The bilingual Alternative Education Clerk and clerical staff maintained consistent outreach efforts, making daily phone calls and home visits to address attendance, grades, and student wellness. Parent engagement efforts included bilingual

workshops and informational meetings to help families support their students' academic success. This action also funded a minimal amount of supplemental supplies for the ELD program. This action also includes the equivalent of 0.14 FTE of the salary of an English and ELD teacher who devotes a period of her day to activities that increase staff's efforts to engage students in language acquisition. This time is utilized to collaborate with other teachers and administrators in and outside her department to coach them through lesson development that meets the needs of English Learners or to plan, develop, and implement campus-wide professional learning opportunities. This staff member has become an integral part of campus-wide initiatives focus of English Learner matriculation and cross-curricular writing efforts. She is also a member of the District's previous Differentiated Assistance team tasked with increasing access to College and Career Readiness opportunities for English Learners and Long-Term English Learners. This staff member also works on developing a process to proctor interim and summative assessments in English and ELD and helps pull this data to guide discussions in PLC meetings. This action was implemented as planned with no substantive differences.

Successes: The District provided targeted academic support where instructional aides were strategically scheduled to assist English Learners directly in core subject areas. The staff maintained consistent outreach with bilingual clerical staff who successfully maintained daily contact with families regarding attendance and grades, including conducting home visits to check on student wellness. The District also successfully hosted bilingual workshops and informational meetings to empower parents in supporting their students' academics and increase parent engagement across the District.

Challenges: Some of the challenges that surfaced in this action include staffing difficulties. There were challenges in recruiting and retaining fully qualified bilingual staff and instructional aides (federally funded), which sometimes limited the consistency of support. Also, coordinating schedules for aides across multiple classrooms and subjects posed logistical difficulties with the highest intent to make support stretch as much as it can while retaining its quality and consistency.

2.2 LEADERSHIP OPPORTUNITIES FOR STUDENTS
Goal 2, Action 2 was written to fund Link Crew and Student Leadership opportunities (ASB and Renaissance), including a teacher salary for five class periods, program supplies, and student learning/leadership development opportunities. This also includes the costs associated with supplementary events that Link Crew, ASB, and Renaissance host for students. This action was also written to fund 0.14 FTE of another teacher's salary to coordinate the Teacher Assisted Program for Students (TAPS) and Tribe Time Program, supporting student development in the areas of professional and career readiness, and a small budget for program supplies. All actions were implemented as planned. Link Crew and Student Leadership programs organized several events to foster school spirit and student engagement, including mentorship activities for incoming freshmen. The Teacher Assisted Program for Students (TAPS) and Tribe Time provided structured academic and career readiness support, offering guidance on resume building, interview skills, and professional behavior. Leadership students participated in local and regional conferences to develop their skills and apply them to school-wide initiatives. This action was implemented as planned with no substantive differences.

Successes: The Link Crew and Student Leadership successfully organized mentorship activities to engage incoming freshmen and foster school spirit. Also, the TAPS and Tribe Time programs provided effective guidance on professional skills, including resume building, interview techniques, and professional behavior. ASB Leadership students were able to attend regional conferences to develop skills that they then applied to school-wide initiatives.

Challenges: One of the largest challenges in this action was the recent turnover in the Activities Director position, resulting in many hurdles to overcome due to a lack of experience with FCMAT procedures and CUHS traditions that increase school spirit and community participation.

2.3 ENHANCING CAPACITIES AND MAINTAINING A HIGH-QUALITY STAFF
Goal 2, Action 3 is an action geared towards staff development and capacity building among staff. This action was written to include the salaries of four FTE teaching positions, one from each core subject department: English, Science, Mathematics, and Social Science, to reduce class sizes and create a more individualized learning environment. The additional four FTE teaching positions reduced student-to-teacher ratios, allowing for more personalized instruction and targeted academic support. It was also written to include costs associated with professional development opportunities for staff. Goal 2, Action 3 is considered a required action. However, this is also supplemental to the base programming, as the employment of these teachers ensures smaller class sizes in core subjects. This enhances the learning environment for the Long-Term English Learners as it allows for more individualized attention from teachers and instructional aides. This is an action that addresses and positively influences Long-Term English Learner achievement and their academic needs in the classroom, cross-curricularly. This action was implemented as planned with no substantive differences.

Successes: The District furthered its efforts for cross-curricular integration. The dedicated English/ELD teacher successfully collaborated with other departments to integrate language acquisition strategies into various subjects, as well as facilitated workshops focused on effective instructional strategies for English Learners, many times throughout the year. The continuity in four FTE teaching positions across the four academic departments reduced student-to-teacher ratios, allowing for more personalized instruction and attention for Long-Term English Learners.

Challenges: Integrating data collection and analysis into PLC (Professional Learning Community) meetings proved to be time-intensive. Departments are at various stages when it comes to their ability to pull and analyze data that leads to meaningful conversations about student achievement and how instruction can be shifted to support all learners. Also, some departments required additional support to fully implement data-driven strategies for English Learners.

2.4 PUPIL SERVICES SUPPORT
Goal 2, Action 4 funds a Learning Director (1 FTE), a third bilingual counselor (1 FTE), a homeless and foster youth coordinator (0.25 FTE of another counselor position), a Licensed Clinical Social Worker contracted for two days a week through the Madera County Department of Behavioral Health, a District Nurse (0.7125 FTE), and 0.4 FTE of a school psychologist position to provide social emotional support and physical wellbeing services for all students. This action also funds the Tribe Pantry and Wellness Center with necessary basic supplies, toiletries, and non-perishable food items. Services funded through this action also include second-chance meals and a daily supper program. All actions were implemented as planned. The Learning Director, counselors, and support staff worked closely to identify and assist students in need of academic and social-emotional support, ensuring timely interventions. The Wellness Center and Tribe Pantry provided critical resources such as hygiene products, school supplies, and food, helping to alleviate barriers to student success. The daily supper program and second-chance meals improved student nutrition, ensuring all students had access to consistent and reliable meals throughout the school day. The many opportunities for students to meet their nutritional needs are something that is highly regarded by all educational partners and continues to be highly valued at most, if not all, feedback sessions year after year. This action was implemented as planned with no substantive differences.

Successes: The Learning Director and counseling staff successfully identified and intervened with students needing academic and social-emotional support, allowing a more holistic approach to student support. The Wellness Center and Tribe Pantry provided critical basic needs (food, hygiene products, school supplies), effectively removing physical barriers to learning. The Wellness Center has seen 307 students as of January 30, 2026. The Tribe Pantry has seen 320 students as of January 2026. In comparison to the 24-25 school year, both the Tribe Pantry and the Wellness Center are reaching more students on campus. The daily supper program and second-chance meals were highly regarded by educational partners and ensured consistent access to nutrition for all students. In the Fall of the 25-26 school year, Food Services served an average of 517 school lunches, 443 student breakfast meals, and 32 suppers for students. When comparing 24-25 to 25-26, from August to January of each year, the Food Services Department served about 4% more breakfast meals (44,278 to 45,995), 11% more lunches (48,375 to 53,523), 1% more After School Program snacks (3,255 to 3,295), and 10% more supper meals (2,773 to 3, 056). Staff reports that when it comes to breakfast, about 90% of students take part in second chance breakfast and break time (40 compared to 403)

Challenges: The broader challenge of recruiting and retaining qualified bilingual staff impacts the consistency of bilingual counseling services funded in this action. Also, the Learning Director was new this year, creating a challenge for the District in terms of continuity of efforts related to instruction, accountability, and progress in campus-wide initiatives such as Professional Learning Communities, standards-based assessments, and data analysis. For the last three years, the District has struggled to retain staff in the position of Learning Director. Therefore, although the action was implemented as planned, it is clear that turnover has slowed down progress with some initiatives over the years.

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.

The following uses a 10% threshold to determine which actions resulted in a material difference between budgeted expenditures and estimated actual expenditures.

Goal 2, Action 2 (Leadership Opportunities for Students) resulted in a material difference. The District spent $14,525.54 more than what was budgeted at LCAP adoption. The difference was due to the hiring of an experienced leadership teacher who was placed higher on the salary schedule than what was anticipated at LCAP adoption.

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

Support for English Language Learners (Required Action), Goal 2, Action 1: This action's effectiveness is tied to English Learner reclassification rates and ELPI rates on the California Schools Dashboard. When compared to 2024 data (44.3%), the percentage of students making progress towards English language proficiency increased by 10.2% to 54.4%. Also, reclassification rates have maintained at 27% in 23-24 and 24-25 (76 of 281 students in 23-24 and 55 of 204 students in 24-25). This action is considered EFFECTIVE due to the positive growth in this area.

Leadership Opportunities for Students, Goal 2, Action 2: This action's effectiveness will be based on improvements to attendance and suspension rates on the California Schools Dashboard. Suspension rates in the District increased overall in 24-25 when compared to 23-24 rates of 1.3%. Most student groups showed similar trends: Low-income students (increased by 1.4%), Students with Disabilities (increased

by 0.1%), and White students (increased by 1.6%). However, Homeless students declined by 12.5%, English Learners decreased by 1.5%, and LTELs decreased by 1.8%. At the site level at CUHS, suspension rates showed similar trends: All students (increased by 1%), Low-Income (increased by 1.1%), Students with Disabilities (maintained by 0.2%), and White (increased by 1.7%). However, some student groups showed improvement as Homeless students' suspension rates declined by 11.2%, English Learners by 2.3%, and LTELs by 2.9%. According to the Student Information System, Aeries, the District's attendance rate in 2024-2025 was 94.1%. Chowchilla Union High School was at 94.6% while the Independent Studies Program was at 86.3% and Gateway High School was at 81.2% These all indicate improvements in 24-25 when compared to 23-24 (District: 2.9%, CUHS: 1.9%, ISP: 25.9%, GHS: 9.2%) Because one of the two metrics tied to this action (Attendance rates) have shown improvement, this action was deemed PARTIALLY EFFECTIVE.

Enhancing Capacities and Maintaining a High-Quality Staff (Required Action), Goal 2, Action 3, and Pupil Services Support, Goal 2, Action 4: These actions' effectiveness is tied to academic achievement on the English and Mathematics CAASPP. Performance on the CAASPP ELA improved in 24-25 when compared to the prior year. All students improved by 50.8 points. Low-income students saw an improvement of 23.6 points, while English Learners increased achievement by 45.5 points, and LTELs by 46.9 points. Foster and Homeless student data is not available due to its small group size. CAASPP Math scores also improved slightly. Overall, student scores improved by 5.3 points. Low-Income students improved with a small growth of 9 points. English Learners increased by 25.9 points, and LTELs by 21.8 points. Due to the growth experienced in these metrics, these actions are considered EFFECTIVE.

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

Because all the actions in Goal 2 were considered effective, the District does not have any plans at this time to change the goal and actions.

For Goal 2, Action 1, the District will no longer fund the 0.14 FTE of a teacher's salary to support EL Professional Development and the ELD Department as a whole. Efforts to continue all-staff PD focused around instruction or English Learners will continue regardless in 26-27, however.

For Goal 2, Action 3, the District has added CAST performance as a metric. With the California Schools Dashboard now including CAST data, staff believes it is important to analyze the effectiveness of actions, particularly those that include PD for all teachers in all subjects on campus, such as is the case with 2.3.

Because Goal 2, Action 2's effectiveness is tied to both the District's reclassification rates and its English Learner Progress Indicator (ELPI) rate, the latter was added as a metric to Goal 2 (2.9).

Action 2.5, Professional Development Instruction of English Learners and Long-Term English Learners, was added for the 26-27 school year. The funds tied to Professional Development in the previous iterations of action 2.3 were moved to 2.5 to support the needs of English Learners and Long-Term English Learners.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Required Action (ELA CAASPP Districtwide): Support for English Language Learners	This action funds supplies for the program. Additionally, this action item will fund a bilingual Alternative Education Clerk (1 FTE) and the equivalent of 1.50 FTE between three clerical staff members at CUHS to provide targeted services to English Learners at Alternative Education through various outreach efforts. Daily phone calls home to check on attendance, grades, and other indicators of success. The Alternative Education Clerk will also go on home visits to do wellness checks with administration and improve school connectedness through parent engagement. This action also funds a minimal amount of supplemental supplies for the ELD program. This is an action that addresses and positively influences ELA CAASPP achievement, as the California Schools Dashboard shows that all student groups that are assigned a color (English Learners, Long-Term English Learners, and Socioeconomically Disadvantaged students) are Red Student Groups on the CAASPP ELA for the District. At Chowchilla Union High School, Red student groups are identified as English Learners and those Socioeconomically Disadvantaged, as shown on the 23-24 California Schools Dashboard. Due to its small population size, Gateway High School isn't assigned any performance colors for achievement or student groups.	$212,000.00	Yes
2.2	Leadership Opportunities for Students	This action item will fund the Link Crew and Student Leadership opportunities (ASB), including a teaching salary for five class periods, some program supplies, student learning opportunities, and costs related to supplementary events that Link Crew and ASB host for students. This action will also fund 0.14 FTE of another teaching salary to coordinate the Teacher Assisted Program for Students (TAPS) and Tribe Time Program, as well as a small budget for program supplies. This is an action that addresses and positively influences suspension rates, a previously Red Indicator on the California School Dashboard. District-Wide, suspension rates were Red on the California School Dashboard for English Learners, Homeless Students, and Low-Income Students in 22-23. Chowchilla Union High School's suspension rates were Red on the California School Dashboard for English Learners and Low-	$140,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Income Students. The 24-25 California Schools Dashboard reflected that suspension rates were Orange at the District level (5.6% with an increase of 1.3% when compared to 23-24) and site level at CUHS (4.8% with an increase of 1% when compared to 23-24). Gateway High School's suspension rate was Red (15.3% with an increase of 6% when compared to 23-24).		
2.3	Required Action (LTEL): Enhancing Capacities and Maintaining a High Quality Staff	This action will also fund the equivalent of four FTE teacher positions' salaries, one from each core department: English, science, mathematics, and social science, with the goal of classroom size reduction and more individualized student instruction. This is supplemental to base programming, as the employment of these teachers ensures smaller class sizes in core subjects for students. This enhances the learning environment for LTEL English Learners as it allows for more individualized attention from teachers and instructional aides. This is an action that addresses and positively influences English Learner achievement. As such, the District's goal is to specifically positively influence Long-Term English Learner Achievement and their academic needs in the classroom cross-curricularly.	$655,201.93	Yes
2.4	Pupil Services Support	This action will fund a Learning Director position (1 FTE), a third bilingual counselor (1 FTE), a homeless and foster youth coordinator (0.25 FTE of another counselor position), a District nurse (0.7125 FTE), and 0.50 FTE of the school psychologist position to provide social-emotional support to all students. Lastly, this action will also fund the Tribe Pantry and Wellness Center with necessary basic supplies, toiletries, and non-perishable food items. At Chowchilla Union High School District, the school nurse provides vital LCAP-supplemented services tailored to the unique rural, agricultural demographic of Chowchilla Union High and Gateway High. Going beyond state-mandated vision screenings and basic first aid, the nurse proactively addresses barriers for the district's significant population of low-income, English Learner, foster, and unhoused youth. She combats chronic absenteeism by conducting targeted health case management for	$650,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		conditions like asthma and diabetes, coordinating directly with local Madera County public health resources, and connecting families to local safety-net providers or Medi-Cal. Additionally, the nurse delivers linguistically accessible health communication for Spanish-speaking families, and facilitates immediate health clearance and basic hygiene supplies for transient agricultural and foster students.		
2.5	Professional Development Instruction of English Learners and Long-Term English Learners	This action will fund staff Professional Development aimed at meeting the instructional needs of English Learners and Long-Term English Learners. This action will fund professional development (PD) opportunities for classified and certificated staff. The PD will be on a variety of topics, including supporting Long-Term English Learners in the classroom and ensuring the emotional well-being of students.	$4,798.07	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	CUHSD will create safe, healthy and welcoming learning environments to enhance the social-emotional and academic learning for all students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The LCAP development process and educational partner input informed a focus on a safe and welcoming learning environment (students, staff, and parents). Moreover, student data showed a need for reengagement strategies due to a worrisome dropout rate in 2023-2024 (9.3%).

More recent survey data from students and parents alike indicated the need to ensure student safety on campus (December of 2025). For example, only 47.4% of student respondents shared that school is a place where they feel Very Safe or Safe.

Parent and community member survey data showed that 75% of respondents Strongly Agreed or Agreed with the following statement: I believe my student(s) feel(s) safe at his/her school. However, about 42.1% of the student respondents also indicated that they believe the school does a good job of welcoming their parents and family.

The actions tied to this goal are meant to increase safety in school among the student population and their parents. Also, the actions are meant to provide support for students who have a difficult time attending school daily due to mitigating home factors. Lastly, the actions in this goal are meant to increase parent engagement and participation on campus.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Facilities in "Good" Repair Measured by Facility Inspection Tool (FIT)	According to Local District Indicators, the Facilities Inspection Tool, which is completed at both Chowchilla Union High School and Gateway Continuation School, showed no findings in 2023-2024.	According to Local District Indicators, the Facilities Inspection Tool, which is completed at both Chowchilla Union High School and Gateway Continuation School, showed no findings in 2024-2025.	According to Local District Indicators, the Facilities Inspection Tool, which is completed at both Chowchilla Union High School and Gateway Continuation School, showed no findings in 2025-2026.	According to Local District Indicators, the Facilities Inspection Tool, which is completed at both Chowchilla Union High School and Gateway Continuation School, will show no findings in 2026-2027.	There is no current difference from baseline.
3.2	Parent Input in Decision Making	According to Local District Indicators, during the LCAP development process, the LCAP parent/community survey collected 62 parent responses (including English, Spanish, and Punjabi); 38 staff survey responses, and 608 student survey responses in 2023-2024.	According to Local District Indicators, during the LCAP development process, the LCAP parent/community survey collected 29 parent/community member responses (including English, Spanish, Punjabi); 77 staff survey responses were collected, and 631 student survey responses were gathered in 2024-2025.	According to Local District Indicators, during the LCAP development process, the LCAP parent/community survey collected 89 parent/community member responses (including English, Spanish, Punjabi); 105 staff survey responses were collected, and 626 student survey responses were gathered in 2025-2026.	According to Local District Indicators, the District will have 100 parent responses, 50 staff responses and at least 750 student responses to surveys by the school year 2026-2027.	The difference from baseline for the LCAP surveys used as Parent Input in Decision Making is the following: --an increase of 27 parent responses --an increase of 67 for staff responses --an increase of 18 student responses
3.3	Parent Participation	According to Local District Indicators, about 35% of parents/guardians participated in	According to Local District Indicators, about 45% of parents/guardians participated in	According to Local District Indicators, about 50% of parents/guardians participated in	According to Local District Indicators, the District's Parent Participation rate	The difference from baseline is 15% for parent participation.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELAC/DELAC, School Site Councils, Back to-School Night, feedback committees, parent education/awareness classes, and other school events, with special emphasis on participation of parents of students in ELD and Special Education in the 2022-2023 school year.	ELAC/DELAC, School Site Councils, Back to-School Night, 8th Grade Parent Night, Academic Awards Night, Scholarship Dinner, feedback committees, parent education/awarene ss classes, and other school events, with special emphasis on participation of parents of students in ELD and Special Education in the 2023-2024 school year.	ELAC/DELAC, School Site Councils, Back to-School Night, 8th Grade Parent Night, Academic Awards Night, Scholarship Dinner, feedback committees, parent education/awarene ss classes, and other school events, with special emphasis on participation of parents of students in ELD and Special Education in the 2024-2025 school year.	will be 50% by the 2026-2027 school year for events hosted by school sites, such as ELAC/DELAC, School Site Councils, Back to-School Night, feedback committees, parent education/awarene ss classes, and other school events throughout the academic year.	
3.4	Chronic Absenteeism	According to the Student Information System, Aeries, in connection with DataQuest, the District's chronic absenteeism was 27.8% in 2022-2023. Disaggregated student data shows the following chronic absenteeism rates for: -English Learners: 30% (69/230)	According to the Student Information System, Aeries in connection with DataQuest, the District's chronic absenteeism was 25.9% in 2023-2024. Disaggregated student data shows the following chronic	According to the Student Information System, Aeries, in connection with DataQuest, the District's chronic absenteeism was 21.9% in 2024-2025. Disaggregated student data shows the following chronic	According to the Student Information System, Aeries in connection with DataQuest, the District's chronic absenteeism will be 22% in the 2026-2027 school year. Student group rates will be as follows:	All rates below show a decrease unless otherwise specified. The difference from baseline for Chronic Absenteeism is 5.9%. Disaggregated student data shows the following

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Non-English Learners: Not Available -Socioeconomically Disadvantaged: 29.6% (297/1004) -Not Socioeconomically Disadvantaged: Not Available -Homeless Students: 26.3% (5/19) -Non-Homeless Students: Not Available -Migrant Students: 17.1% (6/35) -Non-Migrant Students: Not Available -Students in Special Education: 29% (29/100) -Students Not In Special Education: Not Available -African American: 45.5% (10/22) -American Indian or Alaska Native: Not Available -Asian: 8.3% (2/24) -Hispanic/Latino: 27.3% (227/832) -White: 28.6% (78/273)	absenteeism rates for: -English Learners: 26.4% (63/239) -Non-English Learners: Not Available -Long-Term English Learners: Not Available -Socioeconomically Disadvantaged: 27.6 (273/989) -Not Socioeconomically Disadvantaged: Not Available -Homeless Students: 54.2% (13/24) -Non-Homeless Students: Not Available -Migrant Students: 2.7% (1/37) -Non-Migrant Students: Not Available -Students in Special Education: 27.8% (25/90)	absenteeism rates for: -English Learners: 20.2% (37/183) -Non-English Learners: Not Available -Long-Term English Learners: Not Available -Socioeconomically Disadvantaged: 23.1% (215/929) -Not Socioeconomically Disadvantaged: Not Available -Homeless Students: 45.5% (10/22) -Non-Homeless Students: Not Available -Migrant Students: 6.9% (2/29) Other student group data not available.	-English Learners: 23% -Non-English Learners: 27% -Socioeconomically Disadvantaged: 24% -Not Socioeconomically Disadvantaged: 26% -Homeless Students: 75% -Non-Homeless Students: 36.62% -Migrant Students: 10% -Non-Migrant Students: 27% -Students in Special Education: 30% -Students Not In Special Education: 26%	difference from baseline for chronic absenteeism rates: -English Learners: 9.8% -Non-English Learners: Not Available -Socioeconomically Disadvantaged Students: 6.5% -Not Socioeconomically Disadvantaged Students: Not Available -Homeless Students: 19.2% (increased) -Non-Homeless Students: Not Available -Migrant Students: 10.2% -Non-Migrant Students: Not Available -Students in Special Education: Not Available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Two or More Races: 42.9% (9/21) Other student group data not available.	-Students Not In Special Education: Not Available -African American: 33.3% (6/18) -American Indian or Alaska Native: 27.3% (3/11) -Asian: 3.8% (1/26) -Hispanic/Latino: 25.9% (213/822) -White: 25.9% (70/270) Two or More Races: 50% (9/18) Other student group data not available. The District no longer contracts with Attention2Attendance software which served to provide attendance letters and data prior to the 24-25 school year.			-Students Not In Special Education: Not Available
3.5	High School Dropout Rate	According to DataQuest, the District's dropout rate in 2022-2023 was 7.9%.	According to DataQuest, the District's dropout rate in 2023-2024 was 9.3%. Of those students,	According to DataQuest, the District's dropout rate in 2024-2025 was 5.2%. Of those students,	The District's dropout rate will be 5% in the 2026-2027 school year as reported by DataQuest.	The difference from baseline for the District's dropout rate shows an decrease of 2.7%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Student group data not available due to small population size.	one student graduated with a Certificate of Completion and six were listed of Other Transfers. Student group data not available due to small population size.	one student was listed under Other Transfers and three students were listed as Still Enrolled. Student group data not available due to small population size.		
3.6	Suspension Rates	According to the California School Dashboard, the District's suspension rate in 2022-2023 was 8.8%. Disaggregated data showed the following percentages for student groups: 8.3% (Hispanic); 9.3% (White); 11.7% (English Learners); 9.4% (Socioeconomically Disadvantaged); 15.3% (Students with Disabilities); 21.1%(Homeless); 22.7% (African American); 7.7% (Asian); 13% (Two or More Races).	According to the California School Dashboard, the District's suspension rate in 2023-2024 was 4.3%. Disaggregated data showed the following percentages for student groups: 4.6% (Hispanic); 2.2% (White); 5.6% (English Learners); 6.1% (LTEL); 4.6% (Socioeconomically Disadvantaged); 7%(Students with Disabilities); 19.2% (Homeless); 9.5% (African American); 3.7% (Asian); 15.8%	According to the California School Dashboard, the District's suspension rate in 2024-2025 was 5.6%. Disaggregated data showed the following percentages for student groups: 5.9% (Hispanic); 3.8% (White); 4.1% (English Learners); 4.4% (LTEL); 6% (Socioeconomically Disadvantaged); 7.1% (Students with Disabilities); 12.5% (Homeless); 22.7% (African American); 0% (Asian); 10.5%	The District's suspension rate will be 5% in the 2026-2027 school year according to the California School Dashboard. Target rates for the following student groups will be: 5% (Hispanic); 6% (White); 7% (English Learners); 6% (Socioeconomically Disadvantaged); 9% (Students with Disabilities); 10% (Homeless); 10% (African American); 4% (Asian); 8% (Two or More Races).	All rates below show an improvement unless otherwise specified. The difference from baseline for the District's suspension rate is 3.2%. Disaggregated student data shows the following difference from baseline for suspension rates for student groups: 2.4% (Hispanic); 5.5% (White); 7.1% (English Learners); 3.4% (Socioeconomically Disadvantaged);

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Other student group data not available due to small population size.	(Two or More Races). Other student group data not available due to small population size.	(Two or More Races). Other student group data not available due to small population size.		8.2% (Students with Disabilities); 8.6% (Homeless); 12.7% (African American); 7.7% (Asian) indicative of no change; 2.5% (Two or More Races). Other student group data not available due to small population size.
3.7	Attendance Rates	According to the Student Information System, Aeries, the District's average attendance rate in 2022-2023 was 83.2%. Chowchilla Union High School was at 94.3% while the Independent Studies Program was at 76.5% and Gateway High School was at 81% .	According to the Student Information System, Aeries, the District's attendance rate in 2023-2024 was 91.2%. Chowchilla Union High School was at 92.7%, while the Independent Studies Program was at 60.4% and Gateway High School was at 72%. Data is pulled monthly and averaged across	According to the Student Information System, Aeries, the District's attendance rate in 2024 2025 was 94.1%. Chowchilla Union High School was at 94.6%, while the Independent Studies Program was at 86.3% and Gateway High School was at 81.2% Data is pulled monthly and averaged across	The District's attendance rate will be 90% in the 2026-2027 school year as shown on the Student Information System, Aeries. CUHS's will be 96%. Independent Studies' will be 84%. Gateway High School's will be 89%.	The difference from baseline for the District's attendance rate is a growth of 10.9%. For Chowchilla Union High School, it is a decrease of 0.3%. For the Independent Studies Program, it is a decrease of 9.8%. For Gateway High School, it is an increase of 0.2%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			sites to reflect the yearly average.	sites to reflect the yearly average.		
3.8	High School Graduation Rate	According to the California School Dashboard, the District's graduation rate in 2022-2023 was 87.2%. Chowchilla Union High School was at 92.6% and Gateway High School was at 69%. District disaggregated data showed the following percentages for student groups: 87.1% (Hispanic); 90.9% (White); 80.4% (English Learners); 86.6% (Socioeconomically Disadvantaged); 55.6% (Students with Disabilities); 81.3% (Homeless). Other student group data not available due to small population size.	According to the California School Dashboard, the District's graduation rate in 2023-2024 was 86.8%. Chowchilla Union High School was at 92.9% and Gateway High School was at 59.5%. District disaggregated data showed the following percentages for student groups: 87.6% (Hispanic); 83.1% (White); 85.9% (English Learners); 85.7% (LTEL); 86.5% (Socioeconomically Disadvantaged); 75% (Students with Disabilities); 66.7% (Homeless). Other student group data not available due to	According to the California School Dashboard, the District's graduation rate in 2024-2025 was 93.1%. Chowchilla Union High School was at 97.1% and Gateway High School was at 76%. District disaggregated data showed the following percentages for student groups: 90.4% (Hispanic); 98.6% (White); 90.5% (English Learners); 92.2% (LTEL); 92.4% (Socioeconomically Disadvantaged); 81.8% (Students with Disabilities); 69.2% (Homeless). Other student group data not available due to	As reported in the California School Dashboard, the District's graduation rate will be 94% in the 2026-2027 school year. CUHS will be at 96% Gateway High School will be at 75% Disaggregated data will show the following percentages: 96% for the District and 97% for CUHS (Hispanic) 98% for the District and 98% for CUHS (White) 89% for the District and 97% for CUHS (English Learners) 95% for the District and 97% for CUHS	All rates below show an improvement unless otherwise specified. The difference from baseline for the District's graduation rate is 5.9%. The difference from baseline for Chowchilla Union High School is 4.5% and Gateway High School is 7%. Disaggregated data showed the following differences from baseline for student groups: 3.3% (Hispanic); 7.7% (White); 10.1% (English Learners); 5.8% (Socioeconomically Disadvantaged); 26.2% (Students with Disabilities);

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			small population size.	small population size.	(Socioeconomically Disadvantaged) 62% for the District (Students with Disabilities) 90% for the District (Homeless Students)	Decrease of 12.1% (Homeless). Other student group data not available due to small population size.
3.9	Safety and School Connectedness (Pupils)	According to Local District Indicator Survey Data in 23-24, 31% of students reported Strongly Agree or Somewhat Agree with the statement: At my school, I feel safe. 56% of students felt Neutral about the statement while 8% Somewhat Disagree and 5% Strongly Disagree. While 72% of parents Somewhat Agree or Strongly Agree with the following statement: I believe my student(s) feel(s) safe at his/her school. 86% of staff Agree or Strongly Agree with the following statement: Students feel safe at school.	According to Local District Indicator Survey Data in 24-25, 42% of students reported Strongly Agree or Somewhat Agree with the statement: At my school, I feel safe. 48% of students felt Neutral about the statement while 7% Disagree and 4% Strongly Disagree. While 68% of parents Somewhat Agree or Strongly Agree with the following statement: I believe my student(s) feel(s) safe at his/her school.	According to Local District Indicator Survey Data in 25-26, 47.4% of students reported Strongly Agree or Agree with the statement: At my school, I feel safe. 40.2% of students felt Neutral about the statement while 6.4% Disagree and 5.9% Strongly Disagree. While 75% of parents Somewhat Agree or Strongly Agree with the following statement: I believe my student(s) feel(s) safe at his/her school.	Local District Indicator Survey Data will show that at least 67% of students Strongly Agree or Somewhat Agree with the statement: At my school, I feel safe while similar questions will yield the following results with parents and staff: 80% with parents and 90% with staff.	All rates below show an improvement unless otherwise specified. The difference from baseline for student safety based on LCAP survey data was the following: Students: 16.4% Parents: 3% Staff: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			82% of staff Agree or Strongly Agree with the following statement: Students feel safe at school.	86% of staff Agree or Strongly Agree with the following statement: Students feel safe at school.		
3.10	Relationship Between Updates to Facilities and Student Engagement in Extracurriculars	According to Local District Indicator Survey Data in 25-26, 42.5% Somewhat Agree or Strongly Agree with the statement: The recent renovations to school facilities (e.g., gym, weight room, gaming lab, outdoor areas, classrooms) have encouraged me to be more active in school activities.			Local District Indicator Survey Data will show that at least 50% of students Strongly Agree or Somewhat Agree with the statement: The recent renovations to school facilities (e.g., gym, weight room, gaming lab, outdoor areas, classrooms) have encouraged me to be more active in school activities.	

Goal Analysis [2025-26]

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

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

3.1 UPDATE AND MODERNIZE FACILITIES
Goal 3, Action 1 was written to include improvements to the pool area and weight room. These are facilities that are used by the students in the After School Program during the school year and the community of Chowchilla in the summer months through the summer pool program (also in Goal 3, Action 3). This action was written to fund classroom desks and chairs for students in growing CTE programs and other new classes on campus. These desks will allow for flexible seating to encourage collaborative work and communication among students, as the chair is separate from the desktop and can be arranged as desired. All actions were implemented as planned. The pool and weight room

renovations provided students and community members with improved facilities, enhancing both school-year and summer programming. The addition of flexible seating in classrooms allowed teachers to create dynamic learning environments that foster collaboration and student engagement. Collaborative learning continues to be an area of focus for CUHS as the staff continues training efforts around effective instructional strategies for English Learners. As staff continues to build these strategies into daily lessons, flexible seating provides learning environments that encourage student conversation and discussion of class content. This action was implemented as planned with no substantive differences.

Successes: The District's pool and weight room significantly enhancing both the After School Program and the community summer pool program. The District continued to update seating in classes after experiencing growth in its programs related to CTE. The purchase of new desks and chairs enabled flexible seating arrangements. This allowed teachers to create dynamic learning environments that foster collaboration and student engagement, particularly aiding English Learner instructional strategies.

Challenges: Although the availability of flexible seating is listed as a success for the District. Ensuring that the physical flexible seating is consistently matched with effective, collaborative instructional practices across all classrooms remains an area requiring continued focus.

3.2 SUPPLEMENTAL TRANSPORTATION

Goal 3, Action 2 was developed to fund 0.50 FTE in Transportation Training Services to provide classes and training for all current drivers on staff, as well as anyone in the surrounding areas or communities who wishes to maintain their commercial driver's license, and those who want to obtain a bus driver certification. In addition, this action will fund bus driver stipends for staff who are licensed in this area to maintain and recruit staffing for the District. This action also includes the purchase of an SUV to meet the transportation needs of English Learners, foster students, homeless students, and socioeconomically disadvantaged students, and to update the District's worn-out fleet. The purchase of SUVs was strategic due to the shortage of District drivers with California Class B licenses and will help the District replace old vehicles. All actions were implemented as planned. Transportation training services helped ensure that all bus drivers remained compliant with licensing requirements and safety regulations. The recruitment and retention of licensed drivers improved transportation reliability, reducing delays for students who rely on district-provided transit. The purchase of SUVs enabled more flexible transportation options, particularly for students with specific needs, allowing for timely attendance at school and extracurricular activities. It also served as a source of relief for our already short-staffed Maintenance, Operations, and Transportation Department, ensuring that needs are met with the plethora of events happening on a high school campus related to athletics, clubs, academic programs, CTE competitions, etc. This action also included the purchase of a new bus. Although initially, the plan was to buy a white fleet vehicle, the District has been successful in maintaining employment of staff able to drive buses. This bus is additional to the fleet of buses already running routes. Additionally, yearly data suggests that 75-85% of bus riders for the District are students who are considered low-income, English Learners, or Foster Youth. Thus, indicating that the supplemental transportation offered by the District benefits unduplicated students the most. This resulted in a substantive difference between the planned action and the actual implementation of this action.

Successes: The District funded training services and ensured all drivers remained compliant with safety regulations and licensing. The purchase of a new white fleet vehicle provided a critical alternative to heavy buses, accommodating the shortage of Class B licensed drivers and offering flexible transit for specific groups (foster, homeless, English Learners). A new bus was also purchased. The addition of vehicles/busts and stipends helped meet the high demand for transportation related to athletics, clubs, and CTE competitions.

Challenges: There is an ongoing challenge in recruiting and retaining transportation staff due to the limited pool of local drivers who hold the required California Class B licenses. The shortage challenge was, thankfully, overcome, but it continues to be a challenge, nonetheless.

3.3 COMMUNITY ENGAGEMENT AND AWARENESS

Goal 3, Action 3 was written to fund a summer pool program in partnership with the City of Chowchilla and various events and workshops to increase participation in the Parent Empowerment Program and other engagement opportunities. The summer pool program provided students and families with a safe, supervised recreational space, promoting physical activity and community engagement. Parent Empowerment Program workshops covered a variety of topics, including student success strategies, college readiness, and mental health awareness. Increased parental participation strengthened the home-school connection, fostering a more supportive academic environment for students. Parents reported that they will be better able to support their students as they embark on their college-going ventures related to college admissions, financial aid, and scholarships. All actions were implemented as planned except the Parent Empowerment Program. Rather than offer the Parent Empowerment Program, the District elected to offer Parent University with Fresno State. This allowed parents monthly access to individualized college classes that resulted in certificates. This program was also funded via the California Community Schools Partnership Program (CCSPP). The District also funded a minimal amount of supplies for several other parent engagement events. This resulted in a substantive difference.

Successes: The partnership with the City of Chowchilla for the summer pool program successfully provided a safe, supervised recreational space for families. The Parent University Program allowed parents access to training, education, and readiness programs in the areas of Small Business Development, Financial Literacy, Pathway to College, Digital Literacy 1 and 2, English Conversation, and Professional Development in partnership with California State University, Fresno. These classes were offered in both English and Spanish. In the Fall of 2025, twelve parents completed classes. One parent in the Small Business Development class reported that the class was organized and that they got to learn new skills for their small business since they would like to become an esthetician. Another parent taking the Pathways to College class shared that they want to go back to school, and Fresno State is ultimately where they want to be, so this class was a step in the right direction.

Challenges: While event participation was good, sustaining long-term parent engagement beyond one-time events remains a hurdle for the District.

Actions 3.4 to 3.6 were written to support the District's utilization of its supplemental concentration grant add-on.

3.4 EXTRACURRICULAR AND AFTER-SCHOOL PROGRAM SUPPORT

Goal 3, Action 4 was developed to fund 2 FTE additional custodians who will help increase access to extracurricular activities for students (providing direct services), thus increasing student attendance while positively impacting the school's climate and culture. All actions were implemented as planned. Additional custodial staff ensured that extracurricular events and activities were well-maintained and safe for student participation. Their presence helped improve the cleanliness and organization of common areas, promoting a more welcoming and hygienic school environment. This investment also allowed for quicker response times to maintenance requests, minimizing disruptions to student learning and engagement. This action was implemented as planned with no substantive differences.

Successes: The funding of 2 FTE additional custodians improved response times to maintenance requests, minimizing disruptions to learning. Also, the increased custodial staff ensured that extracurricular events were well-maintained, safe, and hygienic, positively impacting the school's climate and culture.

Challenges: While no specific failure was noted, maintaining this level of service requires consistent funding to keep up with the various events on campus, which can be a challenge from year to year.

3.5 COMMUNITY SAFETY AND SUPPORT

Goal 3, Action 5 was written to include the salaries of 2 FTE Campus and Community Liaisons to be present among students during unstructured time, such as break and lunch. These staff members have been providing supervision services while also engaging with students to establish rapport and connections. They communicate with parents via phone calls and home visits to educate parents about students' academic, social-emotional, and behavioral progress on campus and connect families with resources as needed. They are an integral part of the District's SART and SARB processes. They also run the Tribe Pantry and Wellness Center, providing a variety of services to meet student needs in and outside the classroom. All actions were implemented as planned. Campus and Community Liaisons built strong relationships with students by providing guidance and support during unstructured times, reducing behavioral incidents. Their outreach efforts, including home visits and parent communication, increased awareness of available student services, fostering greater family involvement. By managing the Tribe Pantry and Wellness Center, they ensured that students had consistent access to essential supplies, reducing barriers to academic success. This action was implemented as planned with no substantive differences.

Successes: The 2 FTE Campus and Community Liaisons successfully established rapport with students during unstructured times (break/lunch), reducing behavioral incidents. The management of the Tribe Pantry and Wellness Center removed barriers to academic success by providing essential supplies. Home visits and phone calls increased family awareness of available resources and effectively connected families to the SART/SARB processes.

Challenges: Maintaining momentum in supporting special populations and ensuring consistent access to these resources requires continued attention.

3.6 PERMANENT SUBSTITUTE TEACHERS

Goal 3, Action 6 was developed to fund 4 FTE permanent substitute teachers in an effort to maintain consistent classroom staff even when teachers are off campus for as little as a period or an extended period. The four substitute teachers were employed for the entirety of the school year as intended. All actions were implemented as planned. The permanent substitute teachers provided instructional consistency, ensuring that student learning was not disrupted due to teacher absences. Their presence allowed for smoother transitions when teachers attended professional development or were on leave. These substitutes also became familiar with students and classroom expectations, maintaining continuity in academic instruction and behavioral norms. This action was implemented as planned with no substantive differences.

Successes: The employment of 4 FTE permanent substitute teachers ensured that student learning was not disrupted during teacher absences. Because these substitutes were on campus daily, they became familiar with classroom expectations and behavioral norms, allowing for smoother transitions compared to temporary guest substitute teachers.

Challenges: This action didn't pose any significant challenges.

3.7 ALTERNATIVES TO SUSPENSION AND SUPPORTS FOR SUSPENDED STUDENTS
Goal 3, Action 7 was developed as a required action in response to the District's Differentiated Assistance (DA) process from 2023. After the District was no longer eligible for DA. This action supports the improved suspension rate identified in the 2023 Dashboard. Throughout this entire process, the team has been analyzing data and disaggregating it as much as possible with a focus on Students in Special Education. Data were also disaggregated by grade, gender, and student group to determine individual group needs. The DA team changed their procedures for handling suspendable offenses and calibrated as a team to ensure that incidents were handled in similar ways. They also revised the discipline matrix utilized by all administrators handling discipline to ensure consistency when assigning days of suspension to specific offenses. The Drug Opportunity Class (DOC) online modules were modified and reduced to make them more engaging and relevant to student drug education and prevention efforts. The campus had school-wide events for Red Ribbon Week and conducted empathy interviews with freshmen through interactions with their Link Crew leaders. The Differentiated Assistance (DA) team refined disciplinary procedures to ensure that consequences were fair, consistent, and educational rather than punitive. The revised Drug Opportunity Class (DOC) modules incorporated interactive components and real-life scenarios to better engage students in substance abuse prevention. Empathy interviews with freshmen provided valuable insights into student experiences, helping administrators and teachers tailor support systems to address social-emotional and behavioral needs. This action was implemented as planned with no substantive differences.

Successes: The Differentiated Assistance (DA) team successfully disaggregated data by grade, gender, and student group to identify specific needs, particularly for Special Education students. The discipline matrix was revised to ensure consistency among administrators, moving away from punitive measures toward educational consequences. The Drug Opportunity Class (DOC) modules were modernized to be more interactive and relevant. Empathy interviews with freshmen provided the administration with valuable insights into the student experience. Lastly, although not via an official Differentiated Assistance process, student discipline continues to be an area of focus for the District, and working alongside the Wellness Center ensures that alternative means of correction remain central to these efforts.

Challenges: The District faces the challenge of effectively monitoring the long-term impact of the revised disciplinary procedures to ensure they are actually reducing recidivism and improving behavior over time.

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.

The following uses a 10% threshold to determine which actions resulted in a material difference between budgeted expenditures and estimated actual expenditures.

Goal 3, Action 2 (Supplemental Transportation) resulted in a material difference. The District spent $101,750.13 more than what was budgeted at LCAP adoption. The difference was due to the unexpected purchase of a school bus to be used for transportation of students from home to school and back, and to extracurricular activities.

Goal 3, Action 3 (Community Engagement and Awareness) resulted in a material difference. The District spent $4,215.79 less than what was budgeted at LCAP adoption. The difference was because the Parent University Program that was budgeted for in this action was funded from the California Community Schools Partnership Program (CCSPP).

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

Maintain and Modernize Facilities, Goal 3, Action 1, and Permanent Substitute Teachers, Goal 3, Action 6: These actions' effectiveness is based on improvements to student attendance and chronic absenteeism rates on DataQuest and the Student Information System, Aeries. Since the 23-24 school year, attendance has improved at the District by 2.9%, and all sites showed improvements as well, especially at ISP and Gateway (CUHS: 1.9%, Independent Studies: 25.9%, Gateway High School: 9.2%). Chronic absenteeism rates have decreased overall as well. Since the 23-24 school year, chronic absenteeism has also improved at the District by 4%. Most student groups also improved in similar ways, except for migrant students: English Learners (decreased by 6.2%), Socioeconomically Disadvantaged Students (decreased by 3.5%), Homeless Students (decreased by 8.7%), and Migrant Students (increased by 4.2%). Action 3.1 is also measured by LCAP Student Perception Survey results. Although data cannot be compared year to year yet. The District is happy to report that 42.5% of survey respondents Somewhat Agreed or Strongly Agreed with the following statement: The recent renovations to school facilities (e.g., gym, weight room, gaming lab, outdoor areas, classrooms) have encouraged me to be more active in school activities. In future iterations of the LCAP, it will be possible to compare data yearly to gauge growth in this area. Because of the improvements and growth made in these areas, these actions are considered EFFECTIVE.

Supplemental Transportation, Goal 3, Action 2: This action's effectiveness is tied to attendance rates as reported on the California Schools Dashboard. Since the 23-24 school year, attendance has improved at the District by 2.9%, and all sites showed improvements as well, especially at ISP and Gateway (CUHS: 1.9%, Independent Studies: 25.9%, Gateway High School: 9.2%). Because of the improvements and growth made in this area, this action is considered EFFECTIVE.

Community Engagement and Awareness, Goal 3, Action 3: This action's effectiveness is linked to College and Career Readiness. In 24-25, College and Career Readiness slightly increased overall when compared to 23-24 by 1.3%. Low-income students had a slight decrease of 1.3%, English Learners increased by 8.5%, and Long-Term English Learners increased by 10.3%. Homeless students increased by 21.2%. Foster student data is not available for 23-24 and 24-25 due to their small group size. Because of this, the action is considered PARTIALLY EFFECTIVE.

Extracurricular and After School Program Support, Goal 3, Action 4, and Community Safety and Support, Goal 3, Action 5, and Permanent Substitute Teachers, Goal 3, Action 6: These actions' effectiveness is based on improvements to student attendance and chronic absenteeism rates on DataQuest and the Student Information System, Aeries. Since the 23-24 school year, attendance has improved at the District by 2.9%, and all sites showed improvements as well, especially at ISP and Gateway (CUHS: 1.9%, Independent Studies: 25.9%, Gateway High School: 9.2%). Chronic absenteeism rates have decreased overall as well. Since the 23-24 school year, chronic absenteeism has also improved at the District by 4%. Most student groups also improved in similar ways, except for migrant students: English Learners

(decreased by 6.2%), Socioeconomically Disadvantaged Students (decreased by 3.5%), Homeless Students (decreased by 8.7%), and Migrant Students (increased by of 4.2%). Because of the improvements and growth made in these areas, these actions are considered EFFECTIVE.

Alternatives to Suspension and Supports for Suspended Students, Goal 3, Action 7 addresses and positively influences suspension rates, a previously Red Indicator on the California Schools Dashboard (also tied to Alternatives to Suspension and Supports for Suspended Students (Required Action/Technical Assistance for the 2023 California Schools Dashboard Red performance level indicators for Suspensions) Goal 3, Action 7). Suspension rates have also improved over time and are no longer considered Red on the Dashboard. Suspension rates in the District increased overall in 24-25 when compared to 23-24 rates of 1.3%. Most student groups showed similar trends: Low-income students (increased by 1.4%), Students with Disabilities (increased by 0.1%), and White students (increased by 1.6%). However, Homeless students declined by 12.5%, English Learners decreased by 1.5%, and LTELs decreased by 1.8%. At the site level at CUHS, suspension rates showed similar trends: All students (increased by 1%), Low-Income (increased by 1.1%), Students with Disabilities (maintained by 0.2%), and White (increased by 1.7%). However, some student groups showed improvement, as Homeless students' suspension rates declined by 11.2%, English Learners by 2.3%, and LTELs by 2.9%. Although suspensions increased for some student groups and declined for others, the increases were small, and the District continues to have better rates than when compared to the 2023 rates. Because of the improvements made with suspension rates, this action is considered EFFECTIVE.

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

Because all the actions in Goal 3 were considered effective, the District does not have any plans at this time to change the goal, target outcome, or actions.

Goal 3, Action 2 will include chronic absenteeism (Metric 3.7) instead of attendance rates (Metric 3.4), as that was used to identify a need.

Goal 3, Action 5 will only include chronic absenteeism (Metric 3.7) instead of also including attendance rates (Metric 3.4), as that was used to identify a need.

Metric 3.10 was added as a way to measure the effectiveness of Goal 3, Action 1. The 25-26 school year's Student LCAP survey data yielded useful internal and baseline data that will be used to determine the degree to which updating and modernizing facilities has increased student engagement in activities during and outside of the school day.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Update and Modernize Facilities	This action will fund continuing weight room improvements to facilities for use by students in the after school program. In 24-25, the pool area equipment was replaced and updated (pump hardware and computer). This action will also fund new classroom desks and chairs for students. These desks will allow for flexible seating to foster collaborative work as the chair is separate from the desktop and can be arranged as desired.	$45,000.00	Yes
3.2	Supplemental Transportation	This action will fund 0.50 FTE of the Transportation Training Services to provide classes and training for all current drivers on staff, as well as anyone in the surrounding areas who wishes to maintain their commercial driver's license and those who want to obtain a bus driver certification. This will also fund contracted services for oversight and guidance to the staff member training others to ensure her services are compliant with state laws and regulations. In addition, this action will fund bus driver stipends for staff who are licensed in this area to maintain and recruit staffing for the District. The District will purchase a white fleet vehicle to meet the transportation needs of English Learners, foster students, homeless students, and socioeconomically disadvantaged students, and to update the District's worn-out fleet. The purchase of replacement vehicles (vans) was strategic due to the shortage of District drivers with California Class B licenses and will help the District replace old vehicles.	$205,000.00	Yes
3.3	Community Engagement and Awareness	This action will fund a summer pool program in partnership with the City of Chowchilla and a variety of events and workshops to increase participation and engagement. ESL Classes, the Parent Empowerment Program, and Parent University (programs geared toward increasing education, awareness, and engagement from parents) will continue to be offered but will be funded from the CCSPP. The District plans to offer parent workshops on a rotating schedule yearly in an effort to keep information relevant and engaging for parents.	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Extracurricular and After School Program Support	The District plans to continue to use its supplemental concentration grant add-on funds to continue to have two additional custodians (2 FTE) who will help increase equity and access to students of extracurricular activities on campus, thus increasing student school attendance as well as positively impacting the campuses' climate and culture. This action will also fund custodial supplies.	$158,812.00	Yes
3.5	Community Safety and Support	The District plans to continue to use its supplemental concentration grant add-on funds to continue to employ Campus and Community Liaisons (2 FTE) to be present and among students during unstructured time, such as break and lunch. These FTE would not only provide constant ongoing supervision throughout the day but also be a source of connectedness between parents and students to community resources and campus services. These FTE would be tasked with identifying unduplicated students who are in need of additional support, such as counseling, academic tutoring, medical resources, extracurricular activities such as athletics or clubs, and/or nutritional resources. Moreover, these staff members will serve as a connection to community resources for parents who lack them. These staff members would also be an integral part of the District's SART and SARB efforts to impact student school attendance. This action will also fund a small budget for supplies and equipment related to security and safety. This is an action that addresses and positively influences suspension rates, a previously Red Indicator on the California School Dashboard (22-23). District-wide, suspension rates were Red on the California School Dashboard in 22-23 for English Learners, Homeless Students, and Low-Income Students. Chowchilla Union High School's suspension rates were also Red on the California School Dashboard for English Learners and Low-Income Students in 22-23. The 23-24 and 24-25 releases of the California Schools Dashboard for sites and the District showed that suspension rates are no longer Red when looking at overall populations. However, at Gateway High School, Hispanic students and Socioeconomically Disadvantaged students are labeled Red with 14.9% and 15.5% suspension rates in 24-25.	$155,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Permanent Substitute Teachers	The District plans to continue to use the additional concentration grant add-on funding to continue to employ four permanent substitute teachers (4 FTE).	$262,000.00	Yes
3.7	Required Action (Suspensions Districtwide; Suspensions Districtwide for English Learners; Suspensions Districtwide Homeless Students; Suspensions Districtwide Low-Income Students; Suspensions Districtwide Students with Disabilities; Suspensions Districtwide White Students) and (Suspensions at CUHS; English Learner Suspensions at CUHS, Low-Income Student Suspensions at CUHS; Suspensions for Students with Disabilities at CUHS; and Suspensions for White Students at CUHS): Alternatives to Suspension and	Although the planned processes and procedures continue with staff in their efforts to keep suspension rates low, the District is no longer eligible for Technical Assistance or Differentiated Assistance. Goal 3, Action 7 is a required actions related to suspensions—both districtwide (including suspensions for English Learners, homeless students, low-income students, students with disabilities, and White students) and at Chowchilla Union High School (including suspensions for English Learners, low-income students, students with disabilities, and White students)—and it's focused on implementing alternatives to suspension and providing targeted supports for students who are suspended. In the 22-23 and 23-24 school years, the administrative team evaluated the Drug Opportunity Class (DOC) modules and modified them to reduce certain sections that were not relevant in the online course offering. The goal for this was to improve engagement and reduce the number of hours students spend in the program. Students are now able to complete the modules in 2 days, reducing time out of class. These actions will continue to occur in the 26-27 school year with students and the administrative team. In the 22-23 and 23-24 school years, the team also conducted surveys with students who were suspended for a drug-related offense and who completed the Drug Opportunity Program. Survey data have been monitored to determine if the program has had an impact on grades, attendance, and discipline. The initial findings of this data analysis were inconclusive in determining if completion of the DOC program had an effect on students' grades or attendance. However, completers of the DOC program show a decreased probability of committing other drug-related offenses on campus. The team is in agreement that this is likely due to the fact that students who continue to re-offend have the possibility of being	$19,260.00	No

Action #	Title	Description	Total Funds	Contributing
	Supports for Suspended Students	put up for expulsion. These actions will continue to occur in the 24-25 school year with students and the administrative team. The team, along with Leadership students, issued Certificates of Recognition for students who took a Drug-Free pledge during Red Ribbon Week activities and events in the 23-24 school year. In the 23-24 school year, students participated in a Drug Awareness and Education session during Tribe Time, and the administrative team conducted empathy interviews with Leadership and Link Crew students to gain their perspective on why students are influenced to vape. These students took the same empathy interview questions and presented them to freshmen to gain their perspective as well (a majority of suspendable offenses on campus are due to vaping and include 9th and 10th-grade students). Throughout this entire process, the team has been analyzing data and disaggregating it as much as possible with a focus on Students with Disabilities. Data has also been disaggregated by grade, gender, and student group to determine individual group needs: Districtwide for English Learners: Evaluation and Changes to the DOC Program Districtwide Homeless Students: Student Education and Awareness Around Effects of Vaping Districtwide Low-Income Students: Student Education and Awareness Around Effects of Vaping Districtwide Students with Disabilities: Evaluation and Changes to DOC Program Districtwide White Students: Calibration and Protocol Review English Learner at CUHS: Evaluation and Changes to DOC Program Low-Income Students at CUHS: Student Education and Awareness Around Effects of Vaping Students with Disabilities at CUHS: Evaluation and Changes to the DOC Program White Students at CUHS: Calibration and Protocol Review		

Action #	Title	Description	Total Funds	Contributing
		This process of analyzing data and implementing the procedures as planned will continue in the 26-27 school year. This action will fund a portion (0.10 FTE) of the Assistant Principal of Discipline and Attendance to ensure that actions continue as planned. Suspension rates will be monitored to gauge the effectiveness of this plan. This is an action that addresses and positively influences suspension rates (Metric 3.6), a Red Indicator on the California School Dashboard. District-Wide, suspension rates are Red on the California School Dashboard for English Learners, Homeless Students, Low-Income Students, Students with Disabilities, and White Students. Chowchilla Union High School's suspension rates are Red on the California School Dashboard for English Learners, Students with Disabilities, Low-Income Students, and White Students.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Due to Gateway High School's low stability rate and low-income student population, the site is receiving Equity Multiplier Funds. By the end of the 26-27 school year, Gateway High School's aims at improving both CAASPP ELA and ELPAC scores in such a way that an additional 5% of students are making progress in English language acquisition when compared to 24-25 results (31.1%) and CAASPP ELA features an improvement by 5% to the number of points below standard when compared to 24-25 results (186 points below standard) on the California Schools Dashboard. Also, by the end of the 26-27 school year, Gateway High School's Suspension Rate will decrease by 3% when compared to 24-25 rates at 15.3%, a Red Indicator on the school's California Dashboard. Another Red Indicator for Gateway High School is its College and Career Indicator. Gateway is a continuation site with an emphasis on credit recovery. However, the District remains committed to offering CTE pathways at the site to expose students to hands-on learning and allow them to complete useful pathways for potential future careers. Additionally, offering creative, career-focused electives like photography can boost student motivation, leading to increased attendance and stronger connections to school. This increased engagement can also contribute to higher graduation rates, as students see school as more relevant to their interests and future career paths.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Gateway High School received Equity Multiplier funds due to its low stability rate and Unduplicated Pupil Count. The actions tied to the metrics below will have a positive impact on students at Gateway High School. The District's goal is that student engagement, attendance, and achievement increase as a result of these actions.

This goal was developed as a result of areas of growth identified on the California Schools Dashboard. For example, although the Gateway High School population is considered too small to be issued performance colors, 48% of ELs at the site are making progress towards English proficiency, which is less than what is reported at CUHS (55.8%). Gateway's graduation rate is 76%, significantly lower than Chowchilla Union High School's 97.1% in 24-25. Gateway High School also shows significantly lower performance on the CAASPP ELA and mathematics. When looking at student groups, Gateway's population is small and does not feature colors of the California School Dashboard. However, 2024-2025 ELA CAASPP data shows that Socioeconomically Disadvantaged students are 120.7 points below standard, and Math CAASPP data shows that they are also 202 points below standard.

The District also based the development of this goal on Educational Partner feedback at LCAP sessions at Gateway High School with both students and parents/staff. All of these feedback sessions happened in the Spring of 2026 and are directly linked to the development of this goal and its action.

Over the last three years at Gateway High School, students have repeatedly asked for hands-on, project-based, engaging CTE electives in addition to Edgenuity online coursework. The graduation rate at Gateway High School has improved in the last year, but continues to lag behind that of CUHS. As such, initiatives will be implemented on campus to positively impact student engagement at Gateway High School. The actions will encourage students to take on additional coursework outside of the required 3-hour program to provide them with necessary and useful career training and a possibility of completing a CTE pathway before graduation, while also increasing their school attendance and encouraging them to remain committed to graduating from Gateway High School.

Adding Career Technical Education (CTE) classes like photography at Gateway High School can positively impact student achievement, particularly for English Learners, by providing engaging, hands-on learning experiences that naturally build language skills. Photography courses require students to use descriptive language, follow multi-step directions, and engage in meaningful communication through writing, speaking, and presenting their work. These real-world applications of English help reinforce vocabulary, grammar, and comprehension in authentic contexts, supporting growth in English language acquisition. As students become more confident expressing themselves in both visual and written formats, their performance on assessments such as the CAASPP ELA and the ELPAC can improve.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Attendance Rate at Gateway High School	According to the Student Information System, Aeries, the 22-23 Attendance Rate at Gateway High School was 81%.	According to the Student Information System, Aeries, the 23-24 Attendance Rate at Gateway High School was 72%.	According to the Student Information System, Aeries, the 24-25 Attendance Rate at Gateway High School was 81.2%.	Gateway High School's attendance rate will be at least 89% in 2026-2027.	The current difference from baseline for the Gateway High School attendance rate is an increase of 0.2%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data is pulled monthly and averaged across the site to reflect the yearly average.			
4.2	High School Graduation Rate at Gateway High School	According to the California School Dashboard, Gateway High School's graduation rate was 69% in 2022-2023.	According to the California School Dashboard, Gateway High School's graduation rate was 59.5% in 2023-2024.	According to the California School Dashboard, Gateway High School's graduation rate was 76% in 2024-2025.	Gateway High School's graduation rate will be 75% in 2026-2027.	The current difference from baseline for graduation rate is 7%.
4.3	Student Completion of CTE Pathways at Gateway High School	According to the California School Dashboard, 0% of students at Gateway High School completed a CTE Pathway in 2022-2023.	According to the California School Dashboard, 0% of students at Gateway High School completed a CTE Pathway in 2023-2024.	According to the California School Dashboard, 6% of students at Gateway High School completed a CTE Pathway in 2024-2025.	Gateway High School's rate of CTE Pathway Completion will be 25% in 2026-2027.	The current difference from baseline for CTE Pathway completion rate is 6%.
4.4	Suspension Rates	According to the California School Dashboard, 4.9% of students at Gateway High School were suspended at least once in 2022-2023.	According to the California School Dashboard, 9.3% of students at Gateway High School were suspended at least once in 2023-2024.	According to the California School Dashboard, 15.3% of students at Gateway High School were suspended at least once in 2024-2025.	Gateway High School's suspension rate will be 12.3% in 2026-2027.	The current difference from baseline for the suspension rate at Gateway High School is an increase of 7.4%.
4.5	College and Career Readiness (CCI) Rates	According to the California School Dashboard, 0% of students at Gateway High School were considered Prepared for	According to the California School Dashboard, 0% of students at Gateway High School were	According to the California School Dashboard, 0% of students at Gateway High School were	Gateway High School's CCI rate will be 0% due to the course offerings at the continuation site.	The current difference from baseline for the CCI rate at Gateway High School is 0%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		College and Career in 2022-2023.	considered Prepared for College and Career in 2023-2024.	considered Prepared for College and Career in 2024-2025.		

Goal Analysis [2025-26]

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

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

4.1 ACCESS TO CTE CLASSES AT GATEWAY HIGH SCHOOL
Goal 4, Action 1 was written to fund supplies for a section a class section of Photography (funded from AMS) open to students at Gateway High School and the equivalent of 0.50 FTE of a third teacher at Gateway High School. The action was mostly implemented as planned. However, the District was able to utilize Arts and Music in Schools funds to cover supplies and program costs for the Photography class, and the remaining LCAP funds were used to cover classroom supplies for the third teacher at Gateway High School. This resulted in a substantive difference.

Successes: The Photography course successfully provided students with foundational knowledge and helped students build confidence, learn real-world career skills, and express themselves through creative, hands-on projects. Students benefited from experiential learning, including industry-related field trips. The additional staffing with the third teacher at Gateway High School helped lower class sizes, facilitating more individualized instruction and support for at-risk students. The additional staff member increased overall enrollment capacity. This allowed credit-deficient students to transfer to alternative education earlier in the school year than ever before, providing intervention when it was most needed.

Challenges: Before this staffing increase, Gateway High School operated at capacity for the majority of the year, which historically limited available seats for the most credit-deficient students. Sustaining these smaller class sizes and specialized programs (Photography) may be difficult if future funding becomes limited. Despite the increased support, meeting the diverse academic and social-emotional needs of at-risk students remains a complex and ongoing task. Expanding similar hands-on, career-focused opportunities in the future at Gateway High School may be constrained by staffing availability, scheduling logistics, or the availability of community partners.

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.

The following uses a 10% threshold to determine which actions resulted in a material difference between budgeted expenditures and estimated actual expenditures.

Goal 4, Action 1 (Access to CTE Classes at Gateway High School) resulted in a material difference. Given the rise in personnel costs due to negotiated salary raises, the District implemented the action as planned programmatically. However, the equivalent of a 0.50 FTE third teacher at Gateway High School to increase access to the program was the only part of the action that was funded via LCFF. The Photography elective section was funded via the Arts and Music (Prop 28) funds. This resulted in the District spending $3,506.18 more than what was initially planned.

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

Access to CTE Classes at Gateway High School, Goal 4, Action 1: The District believes this action's effectiveness is tied to engagement (attendance and graduation rates) at Gateway High School. The District also believes that exposing students to career readiness at Gateway High School is important for their futures.

When comparing graduation rates over the last two years, Gateway High School had an improvement of 16.5% in 24-25. According to the California School Dashboard, Gateway High School's graduation rate was 76% in 24-25 (59.5% in 2023-2024). According to the Student Information System, Aeries, the 24-25 Attendance Rate at Gateway High School was 81.2. This shows a small decline when compared to 23-24 at 81%.

Although the California Schools Dashboard shows no improvement in College and Career Readiness (0% in 23-24 and 0% in 24-25), in 23-24 twelve students completed the first year of the Public Safety CTE Pathway, and in 24-25, fifteen students completed the first year of the Design, Visual and Media Arts with the Photography class at Gateway High School. The reason behind the lack of improvement in this area is that students have to meet two of the criteria listed on the California Schools Dashboard's College and Career Indicator. In 23-24, no students at Gateway High School Met Standard on the mathematics or English CAASPP. AP and Dual Enrollment classes are not offered at Gateway. Gateway High School's classes are offered via Edgenuity and are not considered College Prep. The purpose of Gateway High School as a continuation school is to provide a personalized, small-school environment where students can catch up on missing credits through flexible scheduling and intensive staff support that may not be as available on a traditional campus.

Given the progress experienced in the Graduation Rate metric and the decline in the Attendance Rate metric tied to this action, it is considered PARTIALLY EFFECTIVE.

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

The District changed Gateway High School's graduation requirements to closely reflect the requirements of other continuation schools in neighboring high school districts. Instead of the original 230 credits required by the District, Gateway High School requires 180 credits. That is a reduction of 10 credits in the mathematics subject and 40 credits in the electives. The District's goal is that this will improve the graduation rate at GHS by making this more achievable for students who are moderately to severely credit-deficient. Also, next year, the District will offer students a Photography 1 and 2 CTE class in an effort to recruit more students to complete pathways voluntarily. At the very least, it will help expose students to a variety of jobs in the fields of photography and public safety.

Metric 4.1 regarding Attendance Rates was previously reported based on reports from Attention2Attendance (A2A), which pulled attendance data and embedded student data from the Student Information System (Aeries). However, the District no longer holds a contract with A2A; as

such, the metric's baseline and year one outcome data were changed to reflect that it is now sourced from DataQuest and Aeries combined to include as many student groups as possible for Chowchilla Union High School District. Metric 4.4 (Suspension Rates) and 4.5 (College and Career Readiness Rates) were added because the site reflects Red indicators for both of these on the 24-25 California School Dashboard.

The description of Goal 4 was also updated to illustrate and explain a connection between student exposure to CTE classes like photography and student achievement on statewide assessments like ELPAC, CASSPP ELA, and student outcomes related to graduation rates, student attendance rates, and suspension rates. The District has aims for improvement on CAASPP ELA and ELPI for the 26-27 school year, as well as improvements to suspension rates at Gateway High School. The description was also edited to acknowledge the site's CCI rates and its commitment to offering students CTE classes.

Given the rise in personnel costs due to negotiated salary raises, the District implemented the action as planned programmatically. However, the equivalent of a 0.50 FTE third teacher at Gateway High School to increase access to the program was the only part of the action that was funded via LCFF. The Photography elective section was funded via the Arts and Music (Prop 28) funds.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Access to CTE Classes at Gateway High School	This action will fund supplies for a CTE class in Photography exclusively open to Gateway High School students (class funded via AMS funds) and partially fund a third Gateway High School teacher to allow more students access to the program at continuation. LCFF funds will be used to fund about 0.75 FTE, and the General Fund will cover about 0.25 FTE, resulting in a full-time position. By increasing student engagement in hands-on CTE pathways at the continuation level, this initiative supports positive school connectedness and directly contributes to lowering student suspension rates.	$123,437.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Due to the Learning Emergency Recovery Block Grant, the District will implement actions to mitigate learning loss that occurred over the last three years and improve academic outcomes for student groups and metrics that are currently Red on the California School Dashboard.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Due to the Learning Recovery Emergency Block Grant, the District will implement actions to mitigate learning loss that occurred over the last few years and improve academic outcomes for student groups and metrics that are currently Red on the California School Dashboard.

The District has unexpended funds in the LREBG for the 26-27 school year. As such, this goal reflects actions and planned expenditures for the 26-27 school year related to the Learning Recovery Emergency Block Grant. A full template for the grant through the 27-28 school year is posted to the public on the District's website on the Public Notices page.

Pursuant to California Education Code (EC) Section 32526(d), the District conducted a needs assessment analyzing state and local data to determine the optimal expenditure of LREBG funds. The assessment prioritized metrics currently performing in the Red status on the California School Dashboard—specifically in Graduation Rate, Academic Performance (ELA and Math), and Chronic Absenteeism—alongside local credit deficiency rates and interim assessment data at Chowchilla Union High School. The analysis demonstrated that all students, particularly socioeconomically disadvantaged pupils, English learners, and students with disabilities, require targeted extended learning time, mental health and family engagement interventions, credit recovery opportunities, and equitable access to school-connected activities.

The actions under Goal 5 directly align with statutory allowable uses under EC Section 32526(c)(2):
--Action 5.1 (Instructional Learning Time): By funding guided study and Saturday school to increase instructional time and academic tutoring.
--Action 5.2 (Integrating Pupil Supports): By providing direct pupil supports including a 1.0 FTE Intern School Psychologist, Parent University engagement classes (financial and digital literacy), student Wi-Fi hotspots, and a 1.0 FTE Ag Farm Manager.
--Action 5.3 (Access to Instruction for Credit-Deficient Pupils): By expanding learning opportunities through two dedicated master-schedule sections of Credit Recovery, summer school offerings, and necessary instructional supplies.
--Action 5.4 (Additional Academic Services for Pupils): By funding supplemental bus transportation for extracurricular events to break down barriers to participation and enhance school connectedness.

Explanation of How Actions Address Identified Needs of Students and Schools:
--Addressing Credit Deficiency & Academic Loss (Actions 5.1 & 5.3): Guided study, Saturday school, master-schedule credit recovery courses, and summer school directly target credit-deficient students and those in the Red performance bands, allowing them to make up missed credits, master core standards, and stay on track for on-time graduation.
--Addressing Social-Emotional, Behavioral, & Technological Barriers (Action 5.2): Adding an Intern School Psychologist increases direct mental health and behavioral intervention capacity. Hotspots eliminate the digital divide for home learning, Parent University builds family capacity to support academic success, and the Ag Farm Manager supports hands-on engagement in CTE pathways.
--Addressing Attendance & School Connectedness (Action 5.4): Supplemental transportation ensures that lack of transit does not prevent students from participating in extracurricular events, directly driving up student engagement and combatting chronic absenteeism.

Explanation of How Research Supports Selected Actions:
--Extended Learning & Tutoring (Actions 5.1 & 5.3): Research published in 2020 from the Annenberg Institute at Brown University demonstrates that structured extended learning opportunities (Saturday school, summer interventions, and targeted credit recovery) accelerate learning recovery, particularly for secondary students at risk for dropping out of school.
--Integrated Pupil & Family Supports (Action 5.2): Studies from the Collaborative for Academic, Social, and Emotional Learning (CASEL) and the National Center for School Mental Health show that embedding mental health professionals on campus and offering family literacy/engagement programs leads to measurable gains in academic performance, emotional well-being, and school attendance.
--Extracurricular Engagement & Transportation (Action 5.4): Research published in Applied Developmental Science in 2023 indicates that fostering school belonging in disadvantaged settings significantly improves student mental health and engagement, with structured extracurriculars providing key benefits. The study suggests that youth from low-socioeconomic backgrounds experience the highest positive outcomes, with school connectivity acting as a crucial buffer against systemic inequities and depressive symptoms.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Attendance Rates	According to the Student Information System, Aeries, the 22-23 Attendance Rate for CUHSD was 83.2% (CUHS: 94.3%; Independent Studies: 76.5%; Gateway High School: 81%).	According to the Student Information System, Aeries, the District's attendance rate in 2023-2024 was 91.2%. Chowchilla Union High School was at 92.7%, while the	According to the Student Information System, Aeries, the attendance rate in 2024-2025 for CUHSD was 94.1% (CUHS: 94.6%; Independent Studies: 86.3%;	The District's attendance rate will be 90% in the 2026-2027 school year. CUHS's will be 96%. Independent Studies' will be 84%.	The difference from baseline for the District's attendance rate is a growth of 10.9%. For Chowchilla Union High School it is an increase of 0.3%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Independent Studies Program was at 60.4%, and Gateway High School was at 72%. Data is pulled monthly and averaged across sites to reflect the yearly average.	Gateway High School 81.2%) Data is pulled monthly and averaged across sites to reflect the yearly average.	Gateway High School's will be 89%.	For the Independent Studies Program it is an increase of 9.8%. For Gateway High School it is an increase of 0.2%.
5.2	Safety and School Connectedness (Pupils)	According to Local District Indicator Survey Data in 23-24, 31% of students reported Strongly Agree or Somewhat Agree with the statement: At my school, I feel safe. 56% of students felt Neutral about the statement while 8% Somewhat Disagree and 5% Strongly Disagree. While 72% of parents Somewhat Agree or Strongly Agree with the following statement: I believe my student(s) feel(s) safe at his/her school. 86% of staff Agree or Strongly Agree with the following statement:	According to Local District Indicator Survey Data in 24-25, 42% of students reported Strongly Agree or Somewhat Agree with the statement: At my school, I feel safe. 48% of students felt Neutral about the statement while 7% Disagree and 4% Strongly Disagree. While 68% of parents Somewhat Agree or Strongly Agree with the following statement: I believe my student(s) feel(s)	According to Local District Indicator Survey Data in 25-26, 47.4% of students reported Strongly Agree or Agree with the statement: At my school, I feel safe. 40.2% of students felt Neutral about the statement, while 6.4% Disagree and 5.9% Strongly Disagree. While 75% of parents Somewhat Agree or Strongly Agree with the following statement: I believe my student(s) feel(s)	District survey data will show that at least 67% of students feel Safe or Very Safe on campus while similar questions will yield the following results with parents and staff: 80% with parents and 90% with staff according to Local District Indicator Survey Data.	All rates below show an improvement unless otherwise specified. The difference from baseline for student safety based on LCAP survey data was the following: Students: 16.4% Parents: 3% Staff: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students feel safe at school.	safe at his/her school. 82% of staff Agree or Strongly Agree with the following statement: Students feel safe at school.	safe at his/her school. 86% of staff Agree or Strongly Agree with the following statement: Students feel safe at school.		
5.3	High School Graduation Rate	According to the California School Dashboard, the District's graduation rate in 2022-2023 was 87.2%. Chowchilla Union High School was at 92.6% and Gateway High School was at 69%. District disaggregated data showed the following percentages for student groups: 87.1% (Hispanic); 90.9% (White); 80.4% (English Learners); 86.6% (Socioeconomically Disadvantaged); 55.6% (Students with Disabilities); 81.3% (Homeless).	According to the California School Dashboard, the District's graduation rate in 2023-2024 was 86.8%. Chowchilla Union High School was at 92.9% and Gateway High School was at 59.5%. District disaggregated data showed the following percentages for student groups: 87.6% (Hispanic); 83.1% (White); 85.9% (English Learners); 85.7% (LTEL); 86.5 (Socioeconomically Disadvantaged);	According to the California School Dashboard, the District's graduation rate in 2024-2025 was 93.1%. Chowchilla Union High School was at 97.1% and Gateway High School was at 76%. District disaggregated data showed the following percentages for student groups: 90.4% (Hispanic); 98.6% (White); 90.5% (English Learners); 92.2% (LTEL); 92.4% (Socioeconomically Disadvantaged);	The District's graduation rate will be 94% in the 2026-2027 school year as shown on the California School Dashboard. CUHS will be at 96% Gateway High School will be at 75% Disaggregated data will show the following percentages: 96% for the District and 97% for CUHS (Hispanic) 98% for the District and 98% for CUHS (White)	The difference from baseline for the District's graduation rate shows a increase of 5.9%. The difference from baseline for Chowchilla Union High School is 4.5% and Gateway High School of 7%. Disaggregated data showed the following differences from baseline for student groups: 3.3% (Hispanic); 7.7% (White); 10.1% (English Learners); 5.8% (Socioeconomically Disadvantaged); 26.2% (Students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Other student group data not available due to small population size.	75 (Students with Disabilities); 66.7% (Homeless). Other student group data not available due to small population size.	81.8% (Students with Disabilities); 69.2% (Homeless). Other student group data not available due to small population size.	89% for the District and 97% for CUHS (English Learners) 95% for the District and 97% for CUHS (Socioeconomically Disadvantaged) 62% for the District (Students with Disabilities) 90% for the District (Homeless Students)	with Disabilities); a reduction of 12.1 (Homeless). Other student group data not available due to small population size.
5.4	CAASPP English Language Arts	According to the California School Dashboard, the District is 30.5 points below standard on the CAASPP English Language Arts in the 2022-2023 school year. Chowchilla Union High School students were 5.6 points below standard while Gateway High School students were 177.7 points below standard. For comparison, the California state average for all students was 13.6 points below standard.	According to the California School Dashboard, the District is 65.6 points below standard on the CAASPP English Language Arts in the 2023-2024 school year. Chowchilla Union High School students were 49.4 points below standard while Gateway High School students were 186 points below standard.	According to the California School Dashboard, the District is 14.8 points below standard on the CAASPP English Language Arts in the 2024-2025 school year. Chowchilla Union High School students were 1.2 points below standard while Gateway High School students were 111.3 points below standard.	According to the California School Dashboard, in 2026-2027, the District will be 10 points below standard on the CAASPP English Language Arts. Disaggregated data will show the following for student groups: -11 (Hispanic); -10 (White); -80 (English Learners); -20 (Socioeconomically Disadvantaged); -55 (Students with	All rates below show an improvement unless otherwise specified. The current difference from baseline for the District is a decline of 15.7 points below standard on the CAASPP English Language Arts. The current difference from baseline for Chowchilla Union High School's students is 4.4 points below

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Disaggregated data showed the following for student groups: -31.7 (Hispanic); -29.4 (White); -106.1 (English Learners); -42.8 (Socioeconomically Disadvantaged); -74 (Students with Disabilities). Negative numbers indicate below standard status. Other student group data not available due to small population size.	For comparison, the California state average for all students was 13.2 points below standard. Disaggregated data showed the following for student groups: -73.9 (Hispanic); -46.3 (White); -120 (English Learners); -154.3 (LTEL); -75.9 (Socioeconomically Disadvantaged); -148.3 (Students with Disabilities). Negative numbers indicate below standard status. Other student group data not available due to small population size.	For comparison, the California state average for all students was 8.1 points below standard. Disaggregated data showed the following for student groups: -16.2 (Hispanic); -10 (White); -74.5 (English Learners); -107.5 (LTEL); -23.6 (Socioeconomically Disadvantaged); -141.2 (Students with Disabilities). Negative numbers indicate below standard status. Other student group data not available due to small population size.	Disabilities). Negative numbers indicate below standard status.	standard while the difference from baseline for Gateway High School is 66.4 points below standard. Disaggregated data showed the following differences from baseline for student groups: 15.5 (Hispanic); 19.4 (White); 31.6 (English Learners); 19.2 (Socioeconomically Disadvantaged); a decline of 67.2 (Students with Disabilities).
5.5	CAASPP Mathematics	According to the California School Dashboard, the District is 124.1 points below standard on the CAASPP Mathematics in the 2022-2023 school year.	According to the California School Dashboard, the District is 123.5 points below standard on the CAASPP Mathematics in the	According to the California School Dashboard, the District is 118.2 points below standard on the CAASPP Mathematics in the	In 2026-2027, the District will be 100 points below standard on the CAASPP Mathematics according to the	All rates below show an improvement unless otherwise specified. The current difference from

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Chowchilla Union High School students were 107.8 points below standard while Gateway High School students were 228.1 points below standard. For comparison, the California state average for all students was 49.1 points below standard. Disaggregated data showed the following for student groups: -128.1 (Hispanic); -111.5 (White); -183.8 (English Learners); -135.4 (Socioeconomically Disadvantaged); -197.7 (Students with Disabilities). Negative numbers indicate below-standard status. Other student group data not available due to small population size.	2023-2024 school year. Chowchilla Union High School students were 111.2 points below standard, while Gateway High School students were 221.6 points below standard. For comparison, the California state average for all students was 47.6 points below standard. Disaggregated data showed the following for student groups: -133.4 (Hispanic); -104.6 (White); -175.1 (English Learners); -204.9 (LTEL); -137 (Socioeconomically Disadvantaged); -207.7 (Students with Disabilities). Negative numbers indicate below-standard status. Other student group data not	2024-2025 school year. Chowchilla Union High School students were 105.7 points below standard, while Gateway High School students were 203.5 points below standard. For comparison, the California state average for all students was 42.4 points below standard. Disaggregated data showed the following for student groups: -118 (Hispanic); -122.2 (White); -149.2 (English Learners); -183.1 (LTEL); -128.1 (Socioeconomically Disadvantaged); -205.1 (Students with Disabilities). Negative numbers indicate below-standard status. Other student group data not	California School Dashboard. Disaggregated data will show the following for student groups: -100 (Hispanic); -90 (White); -150 (English Learners); -105 (Socioeconomically Disadvantaged); -175 (Students with Disabilities). Negative numbers indicate below-standard status.	baseline for the District is 5.9 points below standard on the CAASPP Mathematics. The current difference from baseline for Chowchilla Union High School's students is 2.1 while the difference from baseline for Gateway High School is 24.6. Disaggregated data showed the following differences from baseline for student groups: 10.1 (Hispanic); a decrease 6.9 (White); 34.6 (English Learners); a reduction of 7.3 (Socioeconomically Disadvantaged); a reduction of 7.4 (Students with Disabilities).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			available due to small population size.	available due to small population size.		
5.6	Parent Participation	According to Local District Indicators, about 35% of parents/guardians participated in ELAC/DELAC, School Site Councils, Back to School Night, feedback committees, parent education/awareness classes, and other school events, with special emphasis on participation of parents of students in ELD and Special Education in the 2022-2023 school year.	According to Local District Indicators, about 45% of parents/guardians participated in ELAC/DELAC, School Site Councils, Back to-School Night, 8th Grade Parent Night, Academic Awards Night, Scholarship Dinner, feedback committees, parent education/awarene ss classes, and other school events, with special emphasis on participation of parents of students in ELD and Special Education in the 2023-2024 school year.	According to Local District Indicators, about 50% of parents/guardians participated in ELAC/DELAC, School Site Councils, Back to-School Night, 8th Grade Parent Night, Academic Awards Night, Scholarship Dinner, feedback committees, parent education/awarene ss classes, and other school events, with special emphasis on participation of parents of students in ELD and Special Education in the 2024-2025 school year.	According to Local District Indicators, the District's Parent Participation rate will be 50% by the 2026-2027 school year for events hosted by school sites, such as ELAC/DELAC, School Site Councils, Back to-School Night, feedback committees, parent education/awarene ss classes, and other school events throughout the academic year.	The current difference from baseline is 15% for parent participation.

Goal Analysis [2025-26]

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

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

5.1 INSTRUCTIONAL LEARNING TIME

Goal 5, Action 1 was written to fund guided study and Saturday school. Guided study sessions provided students with targeted academic support, helping them stay on track with coursework and improve their study habits. Saturday school opportunities offered additional instructional time for students needing attendance recovery, remediation, or structured study environments. These programs contributed to increased student engagement and academic performance by providing structured support outside of regular class hours. This action was implemented as planned with no substantive differences.

Successes: Guided study sessions successfully helped students improve their study habits and stay on track with their coursework. It also helped teachers work with students with excessive tardiness and minor disciplinary issues in class as an alternative means of correction. Saturday school provided a necessary avenue for students to recover attendance and engage in remediation. The structured support offered outside of regular class hours contributed to overall higher levels of student engagement and academic performance.

Challenges: Some students struggled with the motivation required to voluntarily attend or actively participate in extra instructional time. Transportation issues and other logistical barriers made it difficult to ensure consistent student participation in Saturday school and guided study sessions.

5.2 INTEGRATING PUPIL SUPPORTS

Goal 5, Action 2 was written to include an intern psychologist (1 FTE) for the 25-26 school year, English as a Second Language classes for parents for the 25-26 school year, student hotspots, increased access to the library and literacy for students, and the District's Ag Farm Manager (1 FTE). English as a Second Language (ESL) classes for parents promoted family engagement by equipping parents with language skills to better support their children’s education. Increased access to student hotspots and library resources ensured that all students had the tools needed for research, literacy development, and digital learning. Due to staffing shortages, the intern school psychologist and the ESL Classes for parents were not carried out. However, Parent University, a partnership between CUHSD and Fresno State funded from the California Community Schools Partnership Program (CCSPP), allowed the District to continue to offer several online classes to parents, including ESL. This resulted in a substantive difference between the planned action and the actual implementation of this action.

Successes: The inclusion of an intern psychologist is set to improve assessments, interventions, and counseling services for emotional and behavioral needs. Increased access to student hotspots and library resources ensured all students had the necessary tools for research and literacy development. The improvements to facilities at Gateway High School provided the necessary and updated spaces to address social-emotional needs alongside academic ones. English as a Second Language classes for parents were recognized for equipping parents with the skills to better support their children's education.

Challenges: Based on historical data, parent attendance in ESL classes can vary significantly depending on scheduling and outreach efforts. Although the classes were successful, this continues to be a challenge that consistently consumes a lot of time and manpower.

5.3 ACCESS TO INSTRUCTION FOR DEFICIENT PUPILS

Goal 5, Action 3 was developed to fund two sections of Credit Recovery within the Chowchilla Union High School master schedule and summer school opportunities. It was written to cover both staffing and program supplies. Credit recovery sections within the master schedule

allowed students to make up missed credits during the school day, preventing delays in graduation progress. Summer school programs provided additional opportunities for students to retake essential courses and stay on track academically. Staff and program supplies ensured that both in-school and summer credit recovery programs operated efficiently, offering a structured and supportive learning environment. Although not all classes are offered in Credit Recovery and Summer School, the District believes that the opportunity to retake classes promptly leads to improved grades overall and a better grade distribution across campus. This action was implemented as planned with no substantive differences.

Successes: Credit recovery sections embedded in the master schedule successfully prevented delays in graduation by allowing students to make up missed credits during the school day. Summer school provided essential opportunities for students to retake courses and stay on track academically in a structured environment.

Challenges: Not all necessary classes are currently offered through Credit Recovery or Summer School, which limits the program's ability to fully resolve all credit deficiencies for every student.

5.4 ADDITIONAL ACADEMIC SERVICES FOR PUPILS
Goal 5, Action 4 was included to fund a three-year contract with Solution Tree for PLC at Work professional development for teachers, supplemental bus transportation for extracurricular events for students, and a buyback duty day for teachers before the start of the year. The Solution Tree contract supported high-quality professional development, equipping teachers with collaborative strategies to improve student learning outcomes. Supplemental transportation ensured that students had access to extracurricular activities, including sports, academic competitions, and leadership events, regardless of personal transportation barriers. The buyback duty day before the school year did not occur. This resulted in a substantive difference between the planned action and the actual implementation of this action.

Successes: The Solution Tree contract and PLC at Work professional development successfully equipped teachers with collaborative strategies to improve learning outcomes. Supplemental bus transportation ensured that students could participate in sports, academic competitions, and leadership events regardless of their personal transportation situation. The buyback duty day allowed teachers essential time for training and curriculum planning, ensuring a strong start to the academic year.

Challenges: While the initial training was successful, ensuring that the Professional Learning Community (PLC) strategies are applied with high fidelity across all departments throughout the entire school year requires ongoing coaching and time that can be difficult to carve out of the standard instructional calendar.

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.

The threshold to determine which actions resulted in a material difference between budgeted expenditures and estimated actual expenditures in set at 10%.

There were no material differences for the actions in Goal 5.

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

Although this goal is non-contributing because it is funded from Learning Recovery Funds and not LCFF, it lists the following metrics: Attendance Rates, Safety and School Connectedness, Graduation Rates, CAASPP English Language Arts and Mathematics Performance, and Parent Participation.

Attendance Rates: Since the 23-24 school year, attendance has improved across all sites in 24-25: Independent Studies Program by 25.9%, Chowchilla Union High School by 1.9%, and Gateway High School by 9.2%, with a District improvement of 2.9% (tied to Action 5.1 and Action 5.3).

Safety and School Connectedness: According to Local District Indicator Survey Data in 25- 26, 47.4% of students reported Strongly Agree or Agree with the statement: At my school, I feel safe. 40.2% of students felt Neutral about the statement, while 6.4% Disagree and 5.9% Strongly Disagree. While 75% of parents Somewhat Agree or Strongly Agree with the following statement: I believe my student(s) feel(s) safe at his/her school. 86% of staff Agree or Strongly Agree with the following statement: Students feel safe at school. When compared to the 23-24 school year survey results, 5.4% more students Agree or Strongly Agree with the statements listed previously. For the parent survey results, there was a 3% increase and a 0% increase with staff. Overall, this metric has improved in the last year (tied to Action 5.2).

Graduation Rates: According to the California School Dashboard, the District's graduation rate in 2024-2025 was 93.1%. Chowchilla Union High School was at 97.1%, and Gateway High School was at 76%. District disaggregated data showed the following percentages for student groups: 90.4% (Hispanic); 98.6% (White); 90.5% (English Learners); 92.2% (LTEL); 92.4% (Socioeconomically Disadvantaged); 81.8% (Students with Disabilities); 69.2% (Homeless). Each of the sites or programs (CUHS, GHS, ISP) saw improvements overall, and every student group improved as well in 24-25 when compared to 23-24. The District is proud of the growth in this area with a Blue Indicator of the California Schools Dashboard (tied to Action 5.1 and Action 5.3).

CAASPP Mathematics: CAASPP Math scores saw a small improvement in 24-25 when compared to the prior year. According to the California School Dashboard, the District is 118.2 points below standard on the CAASPP Mathematics (5.3 point improvement). Chowchilla Union High School students were 105.7 points below standard (5.5 point improvement), while Gateway High School students were 203.5 points below standard (18.2 point improvement). Disaggregated data showed the following for student groups at the District level: -118 (Hispanic); -122.2 (White); -149.2 (English Learners); -183.1 (LTEL); -128.1 (Socioeconomically Disadvantaged); -205.1 (Students with Disabilities). Negative numbers indicate below-standard status. Except for White students, who had a decline in achievement of 17.5 points, and Students with Disabilities, who maintained with a change of 2.6 points, all other groups saw improvements (English Learners: 25.9 points; Hispanic: 15.3 points; Long-Term English Learners: 21.8 points; Socioeconomically Disadvantaged: 9 points) (tied to Action 5.1, 5.3, and 5.4).

CAASPP English Language Arts: CAASPP ELA scores improved in 24-25 when compared to the prior year. According to the California School Dashboard, the District is 14.8 points below standard on the CAASPP English Language Arts (50.9 point improvement). Chowchilla Union High School students were 1.2 points below standard (50.5 point improvement), while Gateway High School students were 111.3 points below standard (74.7 point improvement). Disaggregated data at the District level showed the following for student groups: -16.2 (Hispanic); -10 (White); -74.5 (English Learners); -107.5 (LTEL); -23.6 (Socioeconomically Disadvantaged); -141.2 (Students with Disabilities). Negative numbers indicate below-standard status. All student groups saw improvement as well (English Learners: 45.5 points;

Long-Term English Learners: 46.9 points; Hispanic: 57.7 points; Socioeconomically Disadvantaged: 52.3 points; White: 36.4 points; Students with Disabilities: 7.1 points) (tied to Action 5.1, 5.3, and 5.4).

Parent Participation: Data has shown that parent participation has improved by 5% in 24-25 when compared to the prior year. This metric has improved over time (tied to Action 5.2).

Thus, Action 5.1 is considered EFFECTIVE, Action 5.2 is considered EFFECTIVE, Action 5.3 is considered EFFECTIVE, and Action 5.4 is considered EFFECTIVE.

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

Under the Type of Goal, Goal 5 was changed from a Focus Goal to a Broad Goal.

Metrics 5.1 regarding Attendance Rates was previously reported based on reports from Attention2Attendance (A2A), which pulled data on attendance and embedded student data from the Student Information System (Aeries). However, the District no longer holds a contract with A2A; as such, the metrics' baselines and year one outcome data were changed to reflect that it is now sourced from DataQuest and Aeries combined to include as many student groups as possible for Chowchilla Union High School District.

Next year, the District will not offer a buyback day for teachers (5.4). It will also rotate yearly between offering parent engagement and education opportunity through Parent University via Fresno State or the Parent Empowerment Program via UC Merced (funded from the CCSPP). Also, the District will move away from a contracted social worker via Madera County Behavioral Health but will instead employ a full-time school psychologist intern who will be supervised daily while fulfilling social-emotional support needs for students (5.2). The District's contract with Solution Tree ended in 2025-2026 (5.4). However, PLC efforts continue campus-wide at CUHS.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Instructional Learning Time	This will fund guided study and Saturday school.	$12,500.00	No
5.2	Integrating Pupil Supports	This action will fund an intern school psychologist on a stipend (1 FTE), student hotspots, and the District's Ag Farm Manager (1 FTE).	$153,788.00	No

Action #	Title	Description	Total Funds	Contributing
5.3	Access to Instruction for Deficient Pupils	This action will pay for two sections of Credit Recovery within the Chowchilla Union High School master schedule and summer school opportunities. It will fund staffing costs as well as program supplies.	$128,712.00	No
5.4	Additional Academic Services for Pupils	This action will fund supplemental bus transportation for extracurricular events for students.	$165,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$4,786,011	$576,312

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
34.630%	0.000%	$0.00	34.630%

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:** Dual Enrollment and Advanced Placement Classes **Need:** The District believes that increasing the number of English Learners, foster students, homeless students, and socioeconomically disadvantaged students in the most rigorous courses on campus is essential (Honors, Advanced Placement, and Dual Enrollment).	The purpose of this action is to provide and ensure equitable access for our low-income, English Learners, and Foster students into our Advanced Placement (AP) and Dual Enrollment classes at Chowchilla Union High School. While this action is principally directed towards the needs of our unduplicated student groups, all students will benefit from the Advanced Placement and Dual Enrollment classes.	AP pass rates (Metric 1.7) and Dual Enrollment Particpation (Metric 1.20), the rate of those considered Prepared for College and Career (Metric 1.19), A-G completion rates (Metric 1.5), and AP Class Particpation (Metric 1.21), especially low-income

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
	Prior to LCFF, in the 2011-12 school year, CUHSD did not pay for AP exams for students, which led to only 62 AP exams taken. Over the following five years, the AP exam was paid for by the District, which led to 311 AP exams taken by students in the 2015-16 school year. In 19-20, the District stopped paying for AP exams again; only 115 AP exams were taken. In order to promote college and career readiness for English Learners, foster students, homeless students, and socioeconomically disadvantaged students, CUHSD believes this is a critical step. According to the CollegeBoard, 54.3% of students passed an AP exam with a score of 3 or higher in the Spring of 2025. Socioeconomically Disadvantaged students made up about 82.2% of the overall student population in 24- 25, and took 65.3% of the AP exams completed in May 2025, with a pass rate of only about 51%. This is in contrast to those students who were not eligible for an AP exam fee waiver, who completed 34.7% of the total exams proctored but had a pass rate of 62.7%. And although increasing course offerings led to an increased participation of students overall, as evidenced by enrollment data, pass rates do not follow the same trends. According to enrollment data (2021-2025), total AP students increased from 72 in 2021 to a peak of 119 in 2024, while the number of exams grew from 115 to 185 in the same period.	The District will offer 13 class sections of Advanced Placement (AP) courses in Science, Mathematics, English, Spanish, and Social Studies, an increase from its original four courses (five class sections) offered in 2012-2013. This action item will fund 9 class sections in the AP program. This includes any exam costs that would otherwise be the responsibility of the student, teacher salaries for the specific class sections, curriculum for these classes, and other classroom materials and supplies. For the 26-27 school year, the District will replace AP Geography, due to its low enrollment numbers and passage rates, with AP Seminar. AP Seminar is designed to take the place of a traditional English 10 class in a sophomore student's class schedule. This action item is also related to Dual Enrollment. Prior to the implementation of LCFF, the District did not offer any Dual Enrollment opportunities for students. This action item will fund teacher salaries related to these class sections, program fees associated with the partnerships and articulations in place through the local institutions of higher education, curriculum for these classes, and other classroom materials and supplies. This action will help reduce financial barriers for students who may otherwise not be able to take Advanced Placement and Dual Enrollment classes while enrolled in high school. However, the District is also aware that just making the classes accessible for English Learners, foster youth, homeless students, and socioeconomically disadvantaged students does nothing to support	students, English Learners, and foster youth, on the California Dashboard's CCI will be monitored to gauge overall success of the AP Program and Dual Enrollment Program.

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
	While the percentage of students earning scores of 3 or higher improved from 48.61% in 2021 to a high of 61.34% in 2024, it decreased slightly to 54.26% in 2025. Total enrollment in AP courses increased notably from 94 students in 24-25 to 157 students in 25-26. The number of SED students participating in AP grew significantly, rising from 68 to 116. English Learner participation doubled, though the numbers remain small, moving from 2 to 4 students. Additionally, both Foster Youth and Homeless student groups, which had 0 students enrolled in 24-25, saw 1 student each participate in the 25-26 school year. Dual Enrollment participation increased from 140 total students in 24-25 to 176 in 25-26. The SED student group drove much of this growth, with participation increasing from 104 to 135 students. Homeless student participation increased slightly from 2 to 3. However, some groups saw a decline; English Learner participation dropped from 4 to 2 students, and Foster Youth participation fell from 3 to 0 students during this period. During the 2024–2025 school year, the Dual Enrollment program saw significant participation of unduplicated pupils and success with passage of these classes, with 118 unduplicated students enrolling in a total of 258 college-level courses. Of these enrollments, students completed 249 classes with a final grade, reflecting a low withdrawal	them in maintaining good academic achievement in these classes. Socioeconomically Disadvantaged students made up about 82.2% of the overall student population in 24- 25, and took 65.3% of the AP exams completed in May 2025, with a pass rate of only about 51%. This is in contrast to those students who were not eligible for an AP exam fee waiver, who completed 34.7% of the total exams proctored but had a pass rate of 62.7%. When it comes to unduplicated pupils, those who are socioeconomically disadvantaged make up the largest student group, indicating a need for the District to remove as many barriers for these students as possible to move to a more equitable and accessible system. Continuing for the 25-26 school year, the after-school program partnered with teachers of AP classes to offer exam prep sessions leading into the testing days in May of 2026. This is something that started in the 22-23 school year. Students, especially those with increased barriers such as EL and low-income, benefit from extra academic support and a nutritious snack at each session. The goal is not only to provide equitable access to coursework but also to provide supplemental support for students as they take the exam in an effort to increase pass rates. This action item will fund 9 class sections in the AP program. This includes any exam costs that would otherwise be the responsibility of the student, teacher salaries for the specific class sections, curriculum for these classes, and other	

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
	rate of only 9 instances. Overall academic performance was strong, as students passed 219 out of the 258 attempted classes, achieving a cumulative pass rate of 84.8%. When disaggregated by socioeconomic status, the data shows that 90.3% of non-free and reduced lunch students passed their courses (65 out of 72), while students qualifying for free and reduced lunch maintained a high success rate of 85%, passing 154 out of 181 classes. These results underscore the program's effectiveness in providing rigorous academic opportunities while maintaining equitable outcomes for the district's socioeconomically disadvantaged student population. Another reason for a focus on Dual Enrollment and AP, is the disproportionality in achievement for various student groups. While the District's College and Career Readiness Indicator (CCI) is Green with 49.6% considered Prepared for college (2025 California School Dashboard), Hispanic, English Learners, and Socioeconomically Disadvantaged students are struggling to complete the requirements to be considered college/career-ready compared to other students groups: Hispanic (Orange Level, 46.8%); English Learners (Yellow Level, 32.8%); Socioeconomically Disadvantaged (Yellow Level, 46.5%). Other student groups are in the Green Level (White (55.6%); Long-Term English Learners (36%)).	classroom materials and supplies. This also includes exam prep sessions leading into the testing days in May of 2026 (funded via the ASSETs Grant). This action item will also fund teacher salaries related to Dual Enrollment class sections, program fees associated with the partnerships and articulations in place through the local institutions of higher education, curriculum for these classes, and other classroom materials and supplies.	

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
	Although the achievement gap is slowly closing, AP pass rates and CCI rates are improving; the District believes there is still work to be done, as data shows a clear need for low-income students to have access and support to educational opportunities in the District like any other student. The District remains committed to doing everything it can to continue this forward progress with increasing access to Dual Enrollment and Advanced Placement Classes. **Scope:** Schoolwide		
1.2	**Action:** Career and Technical Education Programs **Need:** Educational partner feedback from parents and community members indicated that 79% of survey participants believe CUHS should increase and improve access to Career and Technical Education programs. When answering another question on the same survey, 75% of parents and community members believed that the District should prioritize connecting classroom learning to real-world and job-based skills and experiences. District data tied to the California Schools Dashboard supports this, because although there have been considerable improvements to A-G, CTE Pathway Completion, and CCI, the District's Differentiated Assistance findings	The purpose of this action is to provide and ensure equitable access for our low-income, English Learners, and Foster students into our Career and Technical Education Pathways at Chowchilla Union High School. While this action is principally directed towards the needs of our unduplicated student groups, all students will benefit from the Career and Technical Education Pathways. For the 26-27 school year, the District will offer pathways in the following industries: --Arts, Media, and Entertainment (with four available branches within the pathway): 1. Performing Arts (Concert Band/Choir/Percussion/Show Band) 2. Performing Arts (Contemporary Music) 3. Performing Arts (Sound and Lighting) 4. Design and Visual, Media Arts (Photography)	The College and Career Readiness indicator (Metric 1.19) on the California Dashboard will be monitored to measure success as will CTE class participation and its pass rate (Metrics 1.4 and 1.22) (especially for English Learners, low-income students, homeless and foster youth).

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
	acknowledge that English Learners have more difficulty meeting requirements to be considered College and Career Ready. CTE saw the most significant growth in student enrollment district-wide, increasing from 693 total students in 24-25 to 820 students in 25-26. This upward trend was consistent across all identified student groups. Socioeconomically Disadvantaged (SED) student participation rose from 556 to 672, while English Learner (EL) enrollment grew from 59 to 89. Smaller student groups also saw increases, with Foster Youth moving from 9 to 10 and Homeless students increasing from 8 to 11. Also, according to the California School Dashboard, in 2024-2025, 52.1% of students in the senior class completed at least one CTE Pathway. Disaggregated data shows that of these students, 50.8% were low-income students, 41.9% were English Learners, 43.8% were LTELs, and 30.8% were Homeless students. Data for Foster students was not available due to the group's size. All of which improved completion rates when compared to the 23-24 school year. While the District's College and Career Readiness Indicator (CCI) is Green with 49.6% considered Prepared for college (2025 California School Dashboard), Hispanic, English Learners, and Socioeconomically Disadvantaged students are struggling to complete the requirements to be considered	--Hospitality, Tourism, and Recreation (with 1 available branch in the pathway): 1. Food Service and Hospitality (Culinary Arts) --Health Science and Medical Terminology (with three available branches within the pathway): 1. Patient Care (Nursing) 2. Patient Care (Sports Medicine) 3. Mental and Behavioral Health (Psychology) --Public Services (with 1 available branch in the pathway): 1. Public Safety (First Responders Careers) --Agriculture and Natural Resources (with five available branches within the pathway): 1. Animal Science (Small and Large Animal) 2. Ornamental Horticulture (Floral Design) 3. Agricultural Mechanics (Welding) 4. Agricultural Mechanics (Construction) 5. Agriscience (Agricultural Science) The 25-26 school year was the first year for Sports Medicine; as such, the 26-27 school year will feature a Sports Medicine 2 class. Also, new for the 26-27 school year, the Certified Nurse Assistant (CNA) program will expand its capacity from 15 students to 30 students. These positions and pathways are principally directed at English Learners, foster students, homeless students, and socioeconomically disadvantaged students and students with exceptional needs to provide more one on one or small group instruction and develop their college and career readiness skills (20:1). Moreover, this	

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
	college/career-ready compared to other students groups: Hispanic (Orange Level, 46.8%); English Learners (Yellow Level, 32.8%); Socioeconomically Disadvantaged (Yellow Level, 46.5%). Other student groups are in the Green Level (White (55.6%); Long-Term English Learners (36%)). Lastly, through the District's Differentiated Assistance work to analyze the matriculation of English Learners in 24-25, the administration found trends indicating that some English Learners found a level of comfort in ELD class and felt uneasy about the expectations in newly formed CTE classes, leading them to shy away from reclassification and taking CTE classes. Also, because English Learners need to take Designated ELD, this, at times, is a barrier for them to complete a CTE pathway before graduation. This is especially true for students on IEPs who are also ELs. In summary, the data indicate that the District's previous efforts to increase access to CTE are yielding positive results, but the District has a continuous need in this area, especially when it comes to English Learners and LTELs. Therefore, through this action, the District will provide students with exposure and awareness to career training as well as knowledge and skills for application in real-life situations. **Scope:**	action creates more offerings specific to rural, low-income students' abilities to learn a trade that will make them more employable in various industry sectors available in this area of the valley. Enrollment data shows that the program has consistently grown or maintained participation numbers as a result of this action. As a District, CUHSD has made CTE expansion a priority and decided that this is one of the most valuable ways for students to gain a Prepared status on the California Dashboard's College and Career Readiness Indicators due to the hands-on experience and real-world application it brings to the classroom. Students can meet Prepared on the CCI through a variety of ways, most of which are available within the District, despite its small size, such as AP classes, Dual Enrollment college classes, and A-G Requirements. The expansion of the CTE program not only provides students with another avenue by which to meet CCI, but it also prepares them for careers available in the community of Chowchilla, such as law enforcement, agriculture, and skilled nursing. Proximal to the community of Chowchilla, in neighboring cities, are also job opportunities in the areas of technology, hospitality, and behavioral health, which are pathways that are also available at CUHS. This gives students the ability to gain knowledge and skills in areas that allow them to work in or near the community of Chowchilla. Through the Differentiated Assistance work, the administration has identified the following Change Ideas for the 24-25 school year to help students complete CTE classes and CCI requirements:	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide	1. Market elective and CTE elective classes to students throughout the year at various events throughout the school day to expose them to course content and class expectations and increase awareness of the many opportunities for project-based learning. 2. Use the PLC process to help shift the student mindset and sense of belonging in rigorous coursework outside of ELD classes. 3. Use the PLC process to help shift the adult mindset. 4. Empathy interviews with LTELs and ELs to gain an understanding of their perspective and student experience in ELD classes. 5. Expand the after-school program tutorial and base it on MTSS referrals tied to the PLC process. 6. Provide students with academic support to pass the Shop Safety test in Ag classes. 7. Reestablish Failure Analysis reports. 8. Refine strategic use of aide support in classes for ELs. 9. Invite Alternative Education teachers to professional development opportunities at CUHS. 10. Refine Designated and Integrated ELD instruction at Alternative Education. CTE programs offer significant benefits for English Learners and Low-Income students by providing practical, hands-on learning experiences that directly connect to in-demand jobs. These pathways build career readiness skills, giving students a head start in the workforce and a competitive edge in their chosen fields. By focusing on trades and professions available locally, the District ensures that 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
		especially those from low-income backgrounds, have equitable opportunities for employment and economic stability post-graduation. The District remains committed to funding these programs, recognizing them as a vital component of a comprehensive education that prepares all students for success, regardless of their chosen path. This action will fund 58 elective sections within the CTE program at CUHS, including teacher salaries for the specific class sections in the master schedule, textbooks for new pathways, classroom supplies and materials for all classes, hands-on experiences outside the classroom related to the pathway class content, and certification costs.	
1.3	**Action:** Student Experiences **Need:** Student attendance data shows a decrease in chronic absenteeism over the last three years, with 21.9% in 2024-2025. Disaggregated student data shows the following chronic absenteeism rates in 24-25: -English Learners: 20.2% -Non-English Learners: Not Available -Long-Term English Learners: Not Available -Socioeconomically Disadvantaged Students: 23.1% -Not Socioeconomically Disadvantaged: Not Available -Homeless Students: 45.5% -Non-Homeless Students: Not Available -Migrant Students: 6.9%	This action directly targets the specific challenges faced by English Learners, Socioeconomically Disadvantaged students, and Homeless students—groups that have historically shown higher suspension and chronic absenteeism rates. While this action is principally directed towards the needs of our unduplicated student groups, all students will benefit from the variety of student experiences offered in this action. --Improving Suspension Rates: In 2022-2023, suspension rates were "Red" for English Learners, Homeless, and Low-Income students. While overall rates improved, specific groups at Gateway High School, such as Hispanic students (14.9%) and Socioeconomically Disadvantaged students (15.5%), remain in the "Red" category as of 24-25. Providing engaging extracurriculars and Positive Behavioral Interventions and Supports (PBIS)	Student success indicators on the California Dashboard, such as the District's chronic absenteeism (Metric 1.12) and suspension rates (Metric 1.14), will be monitored to measure the effectiveness of this action (especially for English Learners, low-income students, and foster youth).

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
	-Non-Migrant Students: Not Available -Students in Special Education: 29.1% -Students Not In Special Education: Not Available -African American: 30% -American Indian or Alaska Native: 27.3% -Asian: 12.5% -Hispanic/Latino: 21.7% -White: 22.1% -Two or More Races: 35.3% Other student group data not available. Essentially, every student group, except migrant students, students in special education, and Asian students. American Indian or Alaska Native showed no change. According to the California School Dashboard, the District's suspension rate in 2024-2025 was 5.6%. Disaggregated data showed the following percentages for student groups: 5.9% (Hispanic); 3.8% (White); 4.1% (English Learners); 4.4% (LTEL); 6% (Socioeconomically Disadvantaged); 7.1% (Students with Disabilities); 12.5% (Homeless); 22.7% (African American); 0% (Asian); 10.5% (Two or More Races). Other student group data is not available due to the small population size. This shows a slight increase in comparison to 23-24 of 1.3%. At Chowchilla Union High School, the suspension rate increased by 1% for a total of 4.8% in 24-25, and at Gateway High School, the suspension rate increased by 6% for a total of 15.3% in 24-25.	serves as a proactive strategy to improve campus culture and decrease these rates. --Combating Chronic Absenteeism: The 24-25 data highlights severe absenteeism among homeless students (45.5%), African American students (30%), and Socioeconomically Disadvantaged students (23.1%). Funding college trips, CTE competitions, and driver's education provides tangible incentives for these students to attend school regularly. --Removing Economic Barriers: Partner feedback indicates that 64% of parents and 58% of staff want increased access to extracurricular activities. By funding these experiences, the district removes the financial "pay-to-play" barriers that often prevent low-income students from participating, as evidenced by the increasing percentage of low-income students now appearing on team rosters. The district implements these actions broadly to ensure equity of access while focusing resources where the need is most concentrated. --Universal Support with Targeted Impact: While the 24-25 District suspension rate was 5.6%, certain groups like African American students (22.7%) and homeless students (12.5%) show much higher needs. A schoolwide approach ensures that every student benefits from a positive climate (PBIS), while unduplicated pupils, who are statistically more likely to face these challenges, receive the most significant impact from the support systems.	

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
	Lastly, educational partner feedback from parents indicated that 64% of parents and 58% of staff surveyed believe CUHSD should increase and prioritize access to engaging extracurricular activities. Also, team roster data for 25-26 showed that 69% are considered low-income status, which is an increase over the last two years. Thus, indicating that more students are participating in activities as the District works to remove economic barriers for them. **Scope:** LEA-wide	--Systemic Consistency: At Gateway High School, the suspension rate increased by 6% to a total of 15.3% in 24-25. Implementing these actions schoolwide allows for a consistent behavioral framework and access to specialized programs (like CTE and Photography), which staff identified as essential for student engagement at alternative sites. --Addressing Broad Needs: Since absenteeism and suspension issues are present across multiple disaggregated groups (Hispanic, White, Students with Disabilities, etc.), a wide-reaching program is more effective than isolated interventions. Thus, this action will fund a variety of experiences that enhance student classroom experiences, such as college trips, Career and Technical Education Competitions, the Chowchilla Union High School Academic Decathlon team, Supplementary Driver's Education Certificates for students in grades 10th-12th, and the Chowchilla Union High School Positive Behavioral Interventions and Supports Program.	
1.4	**Action:** Access to Technology **Need:** Educational partner survey data from staff (49%) and parents (53%) in 2025-2026 indicated that access to technology, such as 1:1 Chromebook devices (funded from LCAP) and internet hotspots for those in need, should continue to be a priority for the District.	Increasing student connectivity allows students to research and complete homework assignments while at home. Also, increasing levels of internet connectivity allow students to access the District's online credit recovery program (Edgenuity) from home in the evenings and on weekends. Lastly, funding software for classroom and student use allows students to have access to learning tools from anywhere through the use of their District-issued Chromebooks, backpacks, and headsets. These are resources that may be hard to come by for students with financial barriers at home if they	Student success indicators on the California Dashboard, such as the District's distance from standard on CAASPP English (Metric 2.1) and mathematics (Metric 2.2) exams, will be monitored to measure the effectiveness of this action (especially for English Learners, low-income

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	The student survey respondents indicated that 99% of students have access to a Chromebook at home and at school, and 98% indicated they also have access to the internet at home and school. The District believes that this is largely due to its efforts to have a 1:1 program for student access to Chromebooks. Over the last couple of years, and especially since the District went 1:1 for student devices on campus, the Information Computer Technology Technicians have provided important technology services to English Learners, foster students, homeless students, and socioeconomically disadvantaged students and their parents. English Learners, foster students, homeless students, and socioeconomically disadvantaged students represent the student population with the least amount of physical hardware technology in the home and experience with web-based and computer software applications. It is clear that providing students access to Computer Technology Technicians removes barriers to success through technology support and increases student achievement. **Scope:** LEA-wide	are not provided by the District. While this action is principally directed towards the needs of our unduplicated student groups, all students will benefit from having access to Chromebooks and support both on and off campus. This action item will fund Chromebooks and parts for Chromebook repairs (hotspots for those who need connectivity support at home will be funded as well (LCAP 5.2)) and Information Computer Technology Technicians (2 FTE) to provide support for students and staff in and outside the classroom. This action item will also fund instructional software for classroom and student use, as well as backpacks and headsets for students who have not received one recently. Lastly, this action will fund MFA keys for students who do not own a mobile device when they need to identify themselves via Multi-Factor Authentication.	students, homeless students, and foster youth).
2.2	**Action:** Leadership Opportunities for Students **Need:** Student attendance data shows a decrease in chronic absenteeism over the last three years,	This action directly targets the high suspension and chronic absenteeism rates that disproportionately affect unduplicated student groups. While this action is principally directed towards the needs of our unduplicated student	The District will use attendance (Metric 1.3) and suspension rates (Metric 1.14) to measure the effectiveness of this action.

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	with 21.9% in 2024-2025. Disaggregated student data shows the following chronic absenteeism rates in 24-25: -English Learners: 20.2% -Non-English Learners: Not Available -Long-Term English Learners: Not Available -Socioeconomically Disadvantaged Students: 23.1% -Not Socioeconomically Disadvantaged: Not Available -Homeless Students: 45.5% -Non-Homeless Students: Not Available -Migrant Students: 6.9% -Non-Migrant Students: Not Available -Students in Special Education: 29.1% -Students Not In Special Education: Not Available -African American: 30% -American Indian or Alaska Native: 27.3% -Asian: 12.5% -Hispanic/Latino: 21.7% -White: 22.1% -Two or More Races: 35.3% Other student group data is not available. Essentially, every student group, except migrant students, students in special education, and Asian students. American Indian or Alaska Native showed no change. Also, according to the California School Dashboard, the District's suspension rate in 2024-2025 was 5.6%. Disaggregated data showed the following percentages for student groups: 5.9% (Hispanic); 3.8% (White); 4.1%	groups, all students will benefit from leadership opportunities that support their skill development. --Improving Student Engagement and Attendance: Chronic absenteeism remains a significant challenge, particularly for Homeless students (45.5%), Socioeconomically Disadvantaged students (23.1%), and English Learners (20.2%). Programs like Link Crew and ASB provide student-led mentorship and leadership opportunities that increase school connectedness, a factor internal data suggests has already helped lower chronic absenteeism from 42.3% in 21-22 to 18% in 24-25. --Addressing Disproportionate Suspension Rates: Suspension rates have shown a recent increase, with the District reaching 5.6% and Gateway High School seeing a sharp 6% increase to 15.3%. Specific unduplicated groups like African American students (22.7%), Homeless students (12.5%), and Socioeconomically Disadvantaged students (6%) are impacted at higher rates than the district average. By funding programs like TAPS (Teacher Assisted Program for Students) and Tribe Time, the district provides structured mentorship and social-emotional support to de-escalate conflicts and address the root causes of behavioral issues before they result in suspensions. --Empowerment and Support: ELAC/DELAC feedback emphasized the benefits of students working in teams and groups. ASB and Link Crew fulfill this need by creating collaborative environments that help unduplicated pupils feel integrated into the campus culture rather than isolated.	

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	(English Learners); 4.4% (LTEL); 6% (Socioeconomically Disadvantaged); 7.1% (Students with Disabilities); 12.5% (Homeless); 22.7% (African American); 0% (Asian); 10.5% (Two or More Races). Other student group data is not available due to the small population size. This shows a slight increase in comparison to 23-24 of 1.3%. At Chowchilla Union High School, the suspension rate increased by 1% for a total of 4.8% in 24-25, and at Gateway High School, the suspension rate increased by 6% for a total of 15.3% in 24-25. This is evidence of not only a small and temporary increase in disciplinary incidents, paired with growth in student connectedness via a decrease in chronic absenteeism. Although the two data points show conflicting information regarding the student experience on campus, the District just wrapped up a three-year Compliance and Implementation Monitoring (CIM) cycle where chronic absenteeism improved from 52% in 21-22 for students with disabilities to 21% as of January 2026, according to analysis of internal attendance data. When looking at all students overall, the District saw improvement in chronic absenteeism from 42.3% in 21-22 to 18% in 24-25, according to Ed-Data. According to the California Schools Dashboard, CUHS saw an increase of 1% in 24-25 in suspensions, while Gateway High School experienced an increase of 6%.	The District implements these leadership and mentorship programs on a broad basis to ensure a systemic shift in school culture that benefits all students while being "principally directed" toward those most at risk. --Consistency Across Sites: While CUHS saw a 1% increase in suspensions, Gateway High School saw a 6% increase. Providing these programs schoolwide ensures that students at both traditional and alternative sites have access to the same leadership conferences and peer mentorship opportunities. --Universal Climate Improvement: Suspension rates for Hispanic and Socioeconomically Disadvantaged students at Gateway are currently labeled Red. A schoolwide implementation of ASB and Tribe Time creates a positive peer-pressure environment that benefits these students more than isolated interventions would. --Educational Partner Validation: Staff and parents across both CUHS and Gateway have identified extracurricular activities and student collaboration as top priorities. Specifically, 58% of staff surveyed believe the district should prioritize access to these engaging activities to improve the student experience. This action item will fund the Link Crew and Student Leadership opportunities (ASB), including a teaching salary for five class periods, some program supplies, and student learning opportunities, and costs related to supplementary	

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	The District and site administration met upon the release of the 2025 Dashboard to discuss improvements in the future with internal processes for documenting suspensions, and staff maintain that their abilities to have good working relationships with students have already shown improvements in the data for 25-26, though official data has yet to be released. The District is confident that while the District data increased with regard to suspensions in 24-25, it is reflective of skewness and will improve in the future due to the efforts already cited above and the effectiveness of actions such as 2.2, with leadership opportunities for students. Similar to PBIS, Link Crew, Student Leadership opportunities, and The Core Curriculum provide an extra layer of support and connectedness for English Learners, foster students, homeless students, and socioeconomically disadvantaged students. **Scope:** LEA-wide	events that Link Crew and ASB host for students. This action will also fund 0.14 FTE of another teaching salary to coordinate the Teacher Assisted Program for Students (TAPS) and the Tribe Time Program, as well as a small budget for program supplies.	
2.4	**Action:** Pupil Services Support **Need:** California Dashboard data for 2025 indicated an overall student performance on the CAASPP for ELA in the Yellow category, an improvement when compared to 2024 data. The District was 14.8 points below standard on the CAASPP English Language Arts in the	This action is designed to address the multifaceted needs of unduplicated pupils by integrating academic leadership with comprehensive health and social-emotional support services to remove barriers to learning. While this action is principally directed towards the needs of our unduplicated student groups, all students will benefit from the support, programs, and offerings that the various staff in this action oversee and run districtwide. All students also have the potential to benefit from the	Student success indicators on the California Dashboard, such as the District's distance from standard on CAASPP English (Metric 2.1) and mathematics exams (Metric 2.2), as well as CCI rates (Metric 1.19), will be monitored to

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	2024-2025 school year. Chowchilla Union High School students were 1.2 points above standard, while Gateway High School students were 111.3 points below standard. For comparison, the California state average for all students was 8.1 points below standard. Disaggregated data showed the following for student groups: -16.2 (Hispanic); -10 (White); -74.5 (English Learners); -107.5 (LTEL); -23.6 (Socioeconomically Disadvantaged); -141.2 (Students with Disabilities). Negative numbers indicate below-standard status. Other student group data not available due to small population size. In 2025, the CAASPP mathematics indicated an overall student performance in the Orange category. The District was 118.2 points below standard (the state of California is 42.4 points below standard). This shows that scores have improved slightly when compared to 2024 numbers. Chowchilla Union High School students were 105.7 points below standard, while Gateway High School students were 203.5 points below standard. Disaggregated data showed the following for student groups: -118 (Hispanic); -122.2 (White); -149.2 (English Learners); -183.1 (LTEL); -128.1 (Socioeconomically Disadvantaged); -205.1 (Students with Disabilities). Negative numbers indicate below-standard status. Other student group data not available due to small population size. According to the California School Dashboard, the District's College and Career Readiness	services offered by the Tribe Pantry and the Wellness Center. The data highlights that academic performance is deeply intertwined with student well-being, particularly for the most vulnerable groups: --Bridging Massive Achievement Gaps: Unduplicated students are performing significantly below standard, with Long-Term English Learners (LTELs) trailing by 107.5 points in ELA and 183.1 points in Math. By funding a Learning Director and a third bilingual counselor, the district provides the specialized academic oversight and language-accessible guidance necessary to navigate these challenges. --Targeted Support for High-Risk Groups: Homeless and foster youth face extreme stability challenges that impact education. Dedicated funding for a Homeless and Foster Youth Coordinator directly addresses the needs of a group that has a 45.5% chronic absenteeism rate. --Mitigating Non-Academic Barriers: The Tribe Pantry and Wellness Center, along with a District Nurse and School Psychologist, provide essential toiletries, food, and mental health support. Educational partners noted that students are "hungry and enjoy" the supplemental snacks provided, indicating that meeting basic needs is a prerequisite for classroom engagement. --Support for English Learners: ELAC/DELAC and staff feedback emphasized that current programs are beneficial but require continued support. A	measure the effectiveness of this action (especially for English Learners, low-income students, homeless students, and foster youth).

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	rate in 2024-2025 was 40.8% (Yellow). The rate at CUHS was 49.6% (Green), and at Gateway High School was 0% (No Performance Color Reported). Disaggregated data showed the following percentages for student groups: 37.6%, Orange (Hispanic); 49.3%, Green (White); 25.7%, Yellow (English Learners); 28.1%, Yellow (Long-Term English Learners); 37.3%, Yellow (Socioeconomically Disadvantaged); 11.9%, No Performance Color Reported (Students with Disabilities); 21.2%, No Performance Color Reported (Homeless). Other student group data not available due to small population size. Students and staff in educational partner feedback sessions also voiced a need for increased social-emotional support services. The data is indicative of students' ongoing need for support beyond academic issues. CUHSD is fully committed to academic growth (the results on statewide assessments over the last three years are evidence of an ongoing need), but staff is also aware that students come to school with other unmet needs that can become a barrier to learning. School services offered through the District's foster and homeless services, socio-emotional counseling, and pantry services can help reduce these barriers. **Scope:** LEA-wide	bilingual counselor ensures that English Learners and their families have a direct, culturally competent link to school resources. Providing these services on a broad basis ensures systemic equity and addresses widespread needs identified by all educational partners: --Scale of Need at Alternative Sites: While CUHS students performed above standard in ELA, Gateway High School students were 111.3 points below standard in ELA and 203.5 points below in Math. A schoolwide approach at Gateway is essential to provide the "onsite support" requested by students, including psychologists and social workers. --Educational Partner Consensus: Across all feedback sessions—including parents, staff, and students—there was a consistent "vote" for maintaining the Nurse and Psychologist positions. This universal demand justifies providing these services LEA-wide to ensure no student group is overlooked. --Removing Stigma: By providing Pantry and Wellness services schoolwide, the district fosters a culture of care that normalizes seeking help, which is critical for socioeconomically disadvantaged students who make up a significant portion of the population.	

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3.1	**Action:** Update and Modernize Facilities **Need:** Research shows a recent and continuing increase in social-emotional concerns and an exacerbation of obesity among teenagers due to prolonged inactivity (Kim, Kwon, Choe, Kim, 2021). Based on their experience over the last few years, District administrators agree with researchers on how imperative it is for schools to meet students' nonacademic needs, such as physical and emotional health (Hoffman and Miller, 2020). More anecdotally, while the District's participation was high on the California Physical Fitness testing (98.6% of all freshmen in 2024-2025), Physical Education teachers have observed a decline in physical performance and abilities with both male and female students. They have also noticed poor upper-body strength and low cardio endurance. Their concerns about this are that this may lead to an increase in cardiovascular disease and other conditions, such as diabetes, unless otherwise addressed. Lastly, research shows that summer swimming programs and out-of-school athletic programs are effective at improving students' self-esteem, skills, and safety practices (Calik, Pekel, & Aydos, 2018; Susmara, Curtner-Smith, & Wind, 2021).	These actions are designed to improve student engagement, health, and academic performance by upgrading the physical environment to meet the specific needs of unduplicated pupils. While this action is principally directed towards the needs of our unduplicated student groups, all students at CUHS are able to participate in extracurriculars such as the after-school program, the summer pool program, and classes with collaborative seating. --Health Equity: Weight room and pool improvements provide low-income students with free access to high-quality fitness facilities, addressing a documented decline in physical health and rising risks of obesity and diabetes. --Collaborative Learning: New flexible seating (separate desks and chairs) facilitates "team-based learning," a specific request from ELAC/DELAC to support English Learners through peer-to-peer collaboration. --Engagement: With chronic absenteeism at 21.9%, these upgrades serve as a hook to motivate students to attend school regularly. This aligns with feedback from 64% of parents who prioritize engaging extracurricular activities.	Due to the correlation between mental and/or physical health and student attendance, attendance (Metric 3.7) and chronic absenteeism rates (Metric 3.4) will be monitored (especially for English Learners, low-income students, homeless students, and foster youth). Another internal metric will be based on survey results from questions related to health and engagement in the yearly Student Perceptions (LCAP) Surveys (Metric 3.10)

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	Related to campus climate and culture, educational partner feedback from students and staff, as well as written survey feedback from students, has indicated a need to focus on increased and improved school spirit. Students are happy to be on campus. Feedback on student survey data from December of 2025 was positive overall regarding school culture, with the majority of students indicating they either Strongly Agree or Agree 36-49% of survey participants) with the following statements: -At my school, I feel close to people. -I am happy to be at my school. -At my school, I feel like I am part of it. -At my school, the teachers treat the students fairly. -At my school, I feel safe. -At my school, the teachers communicate with parents/guardians about what students are expected to learn in class. -At my school, parents feel welcome to participate. -At my school, the school staff takes parental concerns seriously. -At my school, it is hard for me to stay focused when doing my schoolwork. Moreover, feedback from CUHS student sessions highlighted a desire for increased and improved activities and school events that promote inclusion. Educational partner feedback from parents and staff on survey data indicated that 64% of parents and 58% of staff surveyed believe CUHS should increase		

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	and prioritize access to engaging extracurricular activities. Although student attendance data shows a slight decrease in chronic absenteeism in the last two years, it is still high, with 21.9% in 2024-2025. The District is focused on ways to engage and motivate students to come to school more regularly, particularly those who have the hardest time doing so. **Scope:** Schoolwide		
3.2	**Action:** Supplemental Transportation **Need:** Transportation to and from school is a need that was communicated by parents, staff, and students at educational partner meetings over the last three years. In particular, a need was exposed for transportation within the school's two-mile radius in neighborhoods located across the freeway overpass due to safety concerns. Students also expressed a need for transportation from school to home in order for them to be able to participate in the after-school programs, tutorial services, and enrichment classes. This transportation service is supplemental to what is already offered by the District, but allows students to attend school without exposure to the dangers of crossing	By focusing on maintaining Transportation staffing and updating old fleet vehicles for extra-curricular event transportation, the District hopes to offer consistent services for students who require transportation to and from school as well as to events that help make them more well-rounded. A large majority of athletes, after-school program attendees, and regular bus riders are considered unduplicated as described in the Identified Needs section (homeless, foster, low-income, English Learner). While this action is principally directed towards the needs of our unduplicated student groups, all students will benefit from supplemental transportation in one way or the other. This action will fund 0.50 FTE of the Transportation Training Services to provide classes and training for all current drivers on staff, as well as anyone in the surrounding areas who wishes to maintain their commercial driver's license, and those who want to obtain a bus driver certification. This will also fund contracted services	Student chronic absenteeism rates (Metric 3.4) will be monitored to measure success (especially for English Learners, low-income students, homeless students, and foster youth).

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	Although student attendance data shows a decrease in chronic absenteeism in the last three years, it is still high, with 21.9% in the 2024-2025 school year. In 2025-2026, of the 573 student-athletes who participated on teams, 399 qualified for free and reduced lunch (69%). While the After School Program has grown tremendously over time with an average attendance of 118 students in 2024 and 119 in 2025 as of April of 2025, 81.7% on average are identified as English Learners, foster students, homeless students, and socioeconomically disadvantaged students, specifically students in ELD or those exceptional needs, according to after school program attendance records (almost 750 students on the CUHS campus have attended at least once). An analysis of 25-26 District student data revealed that 87% of all students eligible to receive transportation by CUHSD are unduplicated in some way (low-income, homeless, foster, English Learners). **Scope:** Schoolwide	for oversight and guidance to the staff member training others to ensure her services are compliant with state laws and regulations. In addition, this action will fund bus driver stipends for staff who are licensed in this area to maintain and recruit staffing for the District. The District will purchase an SUV to meet the transportation needs of English Learners, foster students, homeless students, and socioeconomically disadvantaged students, and to update the District's worn-out fleet.	
3.3	**Action:** Community Engagement and Awareness **Need:** At many educational partner feedback sessions, as well as via survey data (parents,	As previously mentioned, the District plans to offer parent workshops, described below, on a rotating schedule yearly in an effort to keep information relevant and engaging for parents. While this action is principally directed towards the needs of our unduplicated student groups, all students will	The college and career readiness indicator (Metric 1.19) on the California Dashboard, especially for English Learners, low-income students,

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	students, staff), it became abundantly clear that the District should increase opportunities for parents to become involved: 1. Educated about postsecondary opportunities and opportunities to further their own education in topics of interest and benefit to them 2. Aware of how to support their students in this process. Parents indicated that they needed more information about topics such as scholarships, college applications, digital literacy, financial literacy, ESL, and standardized tests required for college admissions. Students desired more information about scholarships, while staff indicated the need to support parents in their desire to become more involved in their students' education. Moreover, the class of 2025 included 209 students, 77% of whom are English Learners, foster students, homeless students, and/or socioeconomically disadvantaged students. When students were surveyed about their postsecondary plans, 42 graduates of the class of 2025 (20% of the graduating class) indicated that they were planning to pursue higher education at a four-year university. Of these students, 27 were English Learners, foster students, homeless students, and/or socioeconomically disadvantaged students (16.7%). Given the small percentage of students attending a four-year college, this is	benefit from the summer pool program and parent engagement and education opportunities. PARTNERSHIP WITH UC MERCED: PEP Because of an ongoing need, CUHSD has decided to continue its partnership with a program whose sole target and purpose is to increase college attendance among youth by supporting parents to help them navigate the system with their children. The University of California, Merced, has established the Parent Empowerment Program designed to provide parents with the necessary tools to help their children attain a college education. A series of nine workshops will be offered to parents every week for a semester (with one of these workshops being an individualized planning parent meeting), culminating in a university campus visit and program graduation ceremony for parents. Workshop topics include: -Introduction to the Parent Empowerment Program -Systems of Higher Education -Path to Higher Education (A-G) -Pathways to Higher Education Entrance Exams -Financial Aid -K-12 and Higher Education Standardized Tests -Individual Parent Meeting -Campus Visit to a College or University -Closing Reception Counselors and site administration from CUHS will attend these workshops with parents and University of California, Merced staff to answer District-specific questions and provide further support. The program provides pre/post-survey	homeless students and foster youth.

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	an area of need for all students, but more so for English Learners, foster students, homeless students, and socioeconomically disadvantaged students, as they are often navigating systems that are completely unfamiliar to them and their parents. According to the California School Dashboard, the District's College and Career Readiness rate in 2024-2025 was 40.8% (Yellow). The rate at CUHS was 49.6% (Green), and at Gateway High School was 0% (No Performance Color Reported). Disaggregated data showed the following percentages for student groups: 37.6%, Orange (Hispanic); 49.3%, Green (White); 25.7%, Yellow (English Learners); 28.1%, Yellow (Long-Term English Learners); 37.3%, Yellow (Socioeconomically Disadvantaged); 11.9%, No Performance Color Reported (Students with Disabilities); 21.2%, No Performance Color Reported (Homeless). Other student group data not available due to small population size. **Scope:** LEA-wide	and assessment data from parent participants. It also creates individualized counseling and college plans for each parent and their student(s) based on their postsecondary goals. PARTNERSHIP WITH CALIFORNIA STATE UNIVERSITY, FRESNO: PARENT UNIVERSITY Chowchilla Union High School will continue to partner with Fresno State to offer free online classes to parents and other adult community members. These classes, available in both English and Spanish, will be held virtually via Zoom two evenings a week and include topics such as small business development and personal growth. Participants will receive reminders by text message and, upon completion, will earn Fresno State certificates. The program runs in three cohorts throughout the year, with each cohort lasting three months. Fresno State provides marketing flyers, registration support, and even raffles to increase engagement. Registration is open to all adults in the community, including recent graduates, and no one is turned away. This initiative aims to strengthen community ties and provide meaningful opportunities for adult learning and advancement. Class offerings can vary based on interest and need, but they can typically include: Small Business Development * Start or expand a business * Learn business planning, permits/licenses, marketing, credit, taxes, and more	

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		* Includes QuickBooks training and 1:1 support (logos, websites, business cards) Digital Literacy 1–4 * Level 1: Basic computer skills, internet navigation, email, online safety * Level 2: Google apps for education (Docs, Slides, Sheets), understanding devices * Level 3: Advanced Google app functions, calendar use, Canva, and Google Sites * Level 4: Web design, databases, spreadsheets, animation tools Financial Literacy * Budgeting, banking, credit/FICO scores, 529 college savings plans * Smart spending, goal setting, and borrowing strategies Pathway to College * College planning support for adults and parents * Helps participants assist their children and prepare for lifelong success Health & Wellness * Mental and physical health, nutrition, exercise, and chronic disease prevention * Topics include diabetes, hypertension, stress, and oral health Social Emotional Learning * Emotion management, empathy, goal setting, relationship building * Conflict resolution and raising emotionally aware children	

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		English Conversation * Develop listening, speaking, reading, and translating skills in English * Practice oral and written communication for real-life application Spanish Conversation * Improve fluency in Spanish with reading, speaking, listening, and translation * Designed for adult learners looking to master Spanish in various contexts Professional Development * Résumé building, interviewing, job search strategies, business etiquette * Build a professional brand and plan long-term career paths Parenting Skills * Understand digital safety and social media * Learn strategies for creating healthy family boundaries and tech use PARTNERSHIP WITH MERCED COLLEGE: ESL CLASSES The District remains committed to continuing its partnership with Merced College to offer English as a Second Language (ESL) classes in the evenings. The District saw an overwhelming amount of success and commitment with the classes. Parents consistently attended and shared positive feedback informally. This action item will fund a contracted service with UC Merced for the Parent Empowerment Program	

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		or the CSU Fresno Parent University or ESL Classes with Merced College (based on parent interest), as well as costs associated with extra pay for extra work for two staff members to recruit parent participation weekly. It will also fund (in combination with the Learning Recovery Block Grant) ESL classes in partnership with Merced College and the local elementary district. Costs include shared expenses for food and staffing to cover classes, catering, and child care opportunities. This action will also fund a summer pool program in partnership with the City of Chowchilla.	
3.4	**Action:** Extracurricular and After School Program Support **Need:** The District plans to continue to use its supplemental concentration grant add-on funds to continue to have two additional custodians (2 FTE) who will help increase equity and access to students of extracurricular activities on campus, thus increasing student school attendance as well as positively impacting the campuses' climate and culture. As student leaders and administration on campus continue to add opportunities on campus for students to become involved, it has become evident that the District's Maintenance Operations and Transportation (MOT) Department is short-staffed to set up and break down for special events in addition	The action of funding two additional custodians (2 FTE) and necessary supplies is designed to address the critical engagement and attendance needs of unduplicated pupils by ensuring the infrastructure for extracurricular activities and specialized programs remains operational and safe. While this action is principally directed towards the needs of our unduplicated student groups, all students will benefit from the services and programs supported by custodial staff. This investment directly supports the student groups identified as having the highest barriers to school success and attendance: --Removing Barriers to Participation: Data shows that 67% of student-athletes (400 out of 593) qualify for free and reduced lunch. By maintaining the facilities necessary for these sports and clubs to function, the District ensures low-income students have consistent access to the engaging extracurricular activities that 64% of parents identified as a high priority.	Attendance (Metric 3.7) and chronic absenteeism rates (Metric 3.4), especially for low-income students, English Learners, homeless students, and foster youth, will be monitored to measure effectiveness.

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	to the necessary daily maintenance on campuses. For example over the last six years, the District has doubled the size of its After School Program and Gateway High School enrollment; added more than three student clubs or teams; added CTE programs in Public Safety, Patient Care, Arts, Media, and Entertainment; gained several grants with new programs at both CUHS and Gateway High School; and gained bond approval from the community with multiple improvement projects, just to name a few changes. Moreover, the depleted job market has heavily impacted the department's ability to maintain enough bus drivers for home-to-school and school-to-home transportation services for unduplicated students. The District strives to hire personnel who have the ability to fulfill maintenance roles on campus, but are also able to or willing to transport students on buses. The 2024-2025 chronic absenteeism data reveal that while the overall district rate has improved to 21.9%, significant disparities remain across different student populations. Homeless students face the most severe challenges with a 45.5% chronic absenteeism rate, followed by students of two or more races at 35.3%, and African American students at 30%. Other groups also experience rates above the district average, including students in special education at 29.1%, American	--Improving Campus Climate and Attendance: Chronic absenteeism is a significant challenge for Homeless students (45.5%), African American students (30%), and Socioeconomically Disadvantaged students (23.1%). Additional custodial staff ensures that the campus remains a welcoming, high-quality environment that motivates these at-risk students to attend school regularly. --Supporting Expanded Programming: Over the last six years, the District has doubled the size of its After School Program and added multiple CTE pathways such as Public Safety, Patient Care, and Arts. These programs are principally directed at unduplicated pupils to provide trade skills and career readiness; however, they require increased maintenance and event set-up that the current MOT department is too short-staffed to handle alone. --Ensuring Reliable Transportation: The District prioritizes hiring personnel who can fulfill maintenance roles while also serving as bus drivers. This is critical for unduplicated students who rely on school-to-home transportation to participate in late-afternoon activities or CTE competitions. Implementing this custodial support on a broad basis is necessary to maintain equity across all educational sites and to manage the systemic growth of the District.	

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	Indian or Alaska Native students at 27.3%, and socioeconomically disadvantaged students at 23.1%. In contrast, Asian students (12.5%) and migrant students (6.9%) show the highest levels of regular attendance. White (22.1%), Hispanic/Latino (21.7%), and English Learner (20.2%) populations hover near the district average, highlighting a broad need for engagement strategies that target the specific barriers faced by the most impacted demographic groups. According to the Aeries Student Information System, the District maintained an overall attendance rate of 94.1% during the 2024-2025 school year. Rates varied significantly by location, with Chowchilla Union High School exceeding the district average at 94.6%. In contrast, alternative programs showed lower engagement levels, as the Independent Studies Program reported an 86.3% attendance rate and Gateway High School recorded the lowest rate at 81.2%. In 2024-2025, of the 593 student-athletes who participated on teams, 400 qualified for free and reduced lunch (67%). **Scope:** LEA-wide	--Addressing Site Disparities: Attendance rates vary significantly, with Gateway High School at 81.2%** and the Independent Studies Program at 86.3%. Providing enhanced custodial support schoolwide at these sites ensures that alternative education students have access to the same clean, well-maintained facilities as the traditional high school, which is essential for improving their engagement levels. --Operational Necessity of Growth: Because the District has added multiple improvement projects through bond approval and had growth in multiple student programs, the need for set-up and break-down support is a District-wide issue that cannot be solved with isolated, site-specific staffing. --Community and Staff Validation: Educational partners have explicitly recognized the value of these positions. Parents and community members noted that the "2 additional day custodians do a lot around campus" and are "a lot of help to the district".	
3.5	**Action:** Community Safety and Support **Need:**	The employment of two Campus and Community Liaisons (2 FTE) is designed to decrease chronic absenteeism by fostering student connectedness and providing a direct link to essential services. For unduplicated pupils, these liaisons serve as a	Chronic absenteeism rates (Metric 3.4), especially for low-income students, English Learners, homeless students, and

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	The District plans to continue to use its supplemental concentration grant add-on funds to continue to employ Campus and Community Liaisons (2 FTE) to be present and among students during unstructured time, such as break and lunch. As the District analyzed survey data and oral feedback, it became clear that additional staffing was needed to bolster services on campus. Feedback on student survey data from December of 2024 was positive regarding school culture, with at least about 33%-50% of students indicating they either Strongly Agree: -At my school, I feel close to people (50%) -I am happy to be at my school (35%) -At my school, I feel like I am part of it (40%) -At my school, the teachers treat the students fairly (43%) -At my school, I feel safe (42%) -At my school, the teachers communicate with parents/guardians about what students are expected to learn in class (49%) -At my school, parents feel welcome to participate (42%) -At my school, the school staff takes parental concerns seriously (47%) -At my school, it is hard for me to stay focused when doing my schoolwork (33%) However, student survey data also indicated a prevalence of neutrality, meaning that about 36%-48% of responses were neutral on Likert Scales for the same statements indicated above. This points a lack of student connectedness and engagement with school.	critical bridge to resources—identifying students in need of academic tutoring, medical care, or nutritional support and connecting parents to community services they may lack. This proactive approach directly addresses the previously "Red" suspension indicators for Socioeconomically Disadvantaged students at Gateway High School (14.9% and 15.5%, respectively) and targets the high chronic absenteeism rates seen among Homeless students (45.5%). While this action is principally directed towards the needs of our unduplicated student groups, all students will benefit from the programs and services offered and run by the liaisons. They are integral in establishing trusting and welcoming relationships with all students, especially those in need of the most support. By providing this action on an LEA-wide and schoolwide basis, the District ensures that all students have access to constant supervision and mentorship during unstructured times, such as breaks and lunch. This broad implementation is necessary because while overall dashboard indicators have improved, survey data shows that 36%–48% of students remain "neutral" regarding their sense of belonging and safety. Providing these services across the district creates a consistent culture of safety and engagement, which is essential for students at alternative sites like Gateway High School—where students specifically requested increased "onsite support"—to feel truly integrated and safe within the school community.	foster youth, will be monitored to measure effectiveness.

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
	Because of this, the District plans to make student relationships a priority in the coming year, with the Campus and Community Liaisons playing a key role in this. Although student attendance data shows a decrease in chronic absenteeism in the last two years, it is still high, with 25.9% in 2023-2024 and 27.8% in the 2022-2023 school year. The 2024-2025 chronic absenteeism data reveal that while the overall district rate has improved to 21.9%, significant disparities remain across different student populations. Homeless students face the most severe challenges with a 45.5% chronic absenteeism rate. Other groups also experience rates above the district average, including socioeconomically disadvantaged students at 23.1%. English Learner (20.2%) populations hover near the district average, highlighting a broad need for engagement strategies that target the specific barriers faced by the most impacted demographic groups. **Scope:** LEA-wide		
3.6	**Action:** Permanent Substitute Teachers **Need:** Over the last six years, the District has struggled with maintaining a substitute teacher pool, as many other districts have. The District has increased the daily rate for substitutes to remain competitive and attract talent. These	The District plans to continue utilizing additional concentration grant add-on funding to employ four permanent substitute teachers (4 FTE) for the 2026-2027 school year. This action is specifically designed to provide the instructional consistency and stability necessary for the academic success and social-emotional well-being of unduplicated pupils. While this action is principally directed towards the needs of our unduplicated student	Attendance (Metric 3.7) and chronic absenteeism rates (Metric 3.4), especially for low-income students, English Learners, homeless students, and foster youth, will be monitored to measure effectiveness.

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
	efforts have had very little effect on the District's ability to have an adequate number of substitute teachers on hand. The District plans to continue to use the additional concentration grant add-on funding to continue to employ four permanent substitute teachers in the 2025-2026 school year. The 2024-2025 chronic absenteeism data reveal that while the overall district rate has improved to 21.9%, significant disparities remain across different student populations. Homeless students face the most severe challenges with a 45.5% chronic absenteeism rate, followed by students of two or more races at 35.3%, and African American students at 30%. Other groups also experience rates above the district average, including students in special education at 29.1%, American Indian or Alaska Native students at 27.3%, and socioeconomically disadvantaged students at 23.1%. In contrast, Asian students (12.5%) and migrant students (6.9%) show the highest levels of regular attendance. White (22.1%), Hispanic/Latino (21.7%), and English Learner (20.2%) populations hover near the district average, highlighting a broad need for engagement strategies that target the specific barriers faced by the most impacted demographic groups. According to the Aeries Student Information System, the District maintained an overall attendance rate of 94.1% during the 2024-2025 school year. Rates varied significantly by location, with Chowchilla Union High School	groups, all students will benefit from the support provided by our permanent substitute teachers because of their consistency, knowledge of campus procedures, and relationships they establish with students. Research indicates that consistency in day-to-day positive interactions is key to youth well-being and that consistent routines help students better regulate their emotions and behavior. By maintaining a dedicated pool of permanent substitutes, the District mitigates the disruptive impact of teacher absences and the ongoing challenges of a depleted local substitute pool, which has not been resolved despite increased daily rates. This stability allows students and staff to connect and build trust over extended periods, positively impacting the learning environment for students facing the most significant barriers to attendance—including homeless students (45.5% chronic absenteeism), African American students (30%), and students in special education (29.1%). This action is provided on an LEA-wide and schoolwide basis to address systemic staffing shortages that affect all sites, particularly alternative programs where engagement is most vulnerable. While Chowchilla Union High School maintains an attendance rate of 94.6%, Gateway High School at 81.2%, and the Independent Studies Program at 86.3% show significantly lower levels of engagement. Because the District’s need for substitute teachers remains unchanged, these contracted positions ensure that unduplicated students at every campus receive high-quality, continuous instruction. Implementing this staffing model across the district fosters the sense of	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	exceeding the district average at 94.6%. In contrast, alternative programs showed lower engagement levels, as the Independent Studies Program reported an 86.3% attendance rate and Gateway High School recorded the lowest rate at 81.2%. **Scope:** LEA-wide	belonging and safety essential for improving the overall 94.1% district attendance rate and addressing the specific barriers faced by the most impacted demographic groups.	

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
2.1	**Action:** Required Action (ELA CAASPP Districtwide): Support for English Language Learners **Need:** According to the California Schools Dashboard for 24-25, 54.4% of students are making progress towards English language proficiency, and the District's performance level is considered Green overall. Moreover, according to CALPADS and the California School Dashboard, 27% of English Learners (55 of 204 students) were reclassified in 2024-2025.	Supports are integrated into English Learners' core classes, and these services are coordinated to ensure that students receive the best help possible. Teacher feedback as well as academic progress is analyzed to make changes to classroom support as needed. Another support for students that started back in 22-23 is after-school tutoring available in all subjects. Students are recruited for the voluntary program via meetings with liaisons and parents, especially those who show academic struggles based on grade reporting windows. This program is grant-funded, but it entirely targets students with the most academic need.	EL reclassification (Metric 2.4) rates and ELPI rates (Metric 2.9) on the California Dashboard will be monitored to measure success.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Over time, the number of students who are considered At-Risk for becoming Long-Term-English-Learners or Long-Term-English-Learners has also remained large when compared to overall EL numbers at CUHSD. DataQuest shows that in 24-25, there were 162 English Learner students (2 ARLTEL and 95 LTEL). Although the District's ELPI and reclassification rates are good, the fact that a majority of English Learners are considered LTELs or ARLTELs is indicative of continuous needs for academic support with this group of students. With the goal of English Language Development being overall language acquisition paired with academic success, supplementary supports are necessary to help English Learners at CUHS. **Scope:** Limited to Unduplicated Student Group(s)	These services enhance the educational experience of English Learners by providing support in core classes and also helping them develop their skills cross-curricularly in other classes that may be electives but have specialized academic vocabulary related to the CTE industry they are related to. Additionally, this action item will fund a bilingual Alternative Education Clerk (1 FTE) and the equivalent of 1.50 FTE between three clerical staff members at CUHS to provide targeted services to English Learners, foster students, homeless students, and socioeconomically disadvantaged students at Alternative Education through various outreach efforts.	
2.3	**Action:** Required Action (LTEL): Enhancing Capacities and Maintaining a High Quality Staff **Need:** California Dashboard data for 2025 indicated an overall student performance on the CAASPP for ELA in the Yellow category, an improvement when compared to 2024 data. The District was 14.8 points below standard on the CAASPP English Language Arts in the 2024-2025 school year. Chowchilla Union High School students were 1.2 points above	The staffing actions are designed to directly target the significant achievement gaps and social-emotional needs identified through district data and educational partner feedback. The design focuses on providing specialized attention to the highest-need populations to bridge the substantial performance gaps seen in CAASPP and CAST scores: --Class Size Reduction: By funding four FTE teacher positions in core subjects (English, Science, Math, and Social Science), the district	Student success indicators on the California Dashboard, such as the District's distance from standard on CAASPP English (Metric 2.1) and mathematics (Metric 2.2), and CAST exams (Metric 2.3), will be monitored to measure the effectiveness of this action (especially for English Learners, low-income students,

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	standard, while Gateway High School students were 111.3 points below standard. For comparison, the California state average for all students was 8.1 points below standard. Disaggregated data showed the following for student groups: -16.2 (Hispanic); -10 (White); -74.5 (English Learners); -107.5 (LTEL); -23.6 (Socioeconomically Disadvantaged); -141.2 (Students with Disabilities). Negative numbers indicate below-standard status. Other student group data not available due to small population size. In 2025, the CAASPP mathematics indicated an overall student performance in the Orange category. The District was 118.2 points below standard (the state of California is 42.4 points below standard). This shows that scores have improved slightly when compared to 2024 numbers. Chowchilla Union High School students were 105.7 points below standard, while Gateway High School students were 203.5 points below standard. Disaggregated data showed the following for student groups: -118 (Hispanic); -122.2 (White); -149.2 (English Learners); -183.1 (LTEL); -128.1 (Socioeconomically Disadvantaged); -205.1 (Students with Disabilities). Negative numbers indicate below-standard status. Other student group data not available due to small population size. According to DataQuest, of the 506 students tested, 2% of students Exceeded Standard and 11.7% of students Met Standard (13.7%	aims to create smaller learning environments. This is designed to provide the individualized instruction necessary to support Long-Term English Learners (LTELs), who performed 107.5 points below standard in ELA and 183.1 points below standard in Math. Recognizing that academic success is tied to student health and campus culture, the actions incorporate broader support systems: --Social-Emotional Development: Staff PD for both support and instructional staff includes training on ensuring the emotional well-being of students, which aligns with feedback from Gateway and CUHS meetings requesting continued access to the Psychologists, Liaisons, and Wellness Center. --Equity-Based Classroom Environments: The actions utilize the PLC (Professional Learning Community) process to shift both adult and student mindsets regarding participation in rigorous coursework. This design aims to foster a sense of belonging for English Learners outside of traditional ELD settings. --Cross-Curricular Support: The plan is designed to address academic needs cross-curricularly, ensuring that the needs of LTELs are supported in every classroom, not just during language instruction.	homeless students, and foster youth).

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	combined) on the California Science Test in the 2024-2025 school year. Of the 467 students tested at Chowchilla Union High School, 2.2% of students Exceeded Standard and 12.7% Met Standard (14.8% combined). At Gateway High School, of the 39 students tested, 0% Exceeded Standard and 0% Met Standard. Disaggregated data showed the following for student groups in the District: --Socioeconomically Disadvantaged: 1.9% Exceeded Standard and 10.2% Met Standard (12.1% combined) --Not Socioeconomically Disadvantaged: 2.4% Exceeded Standard and 18.8% Met Standard (21.2% combined) --Students with Disabilities: 0% Exceeded Standard and 0% Met Standard (0% combined) --Hispanic: 2.2% Exceeded Standard and 10.1% MetStandard (12.3% combined) --White: 0% Exceeded Standard and 14.7% Met Standard (14.7% combined) --English Learners: 0% Exceeded Standard and 0% --Learners (LTEL): 0% Exceeded Standard and 0% Met Standard (0% combined) Other student group data not available due to small population size. The staffing actions for the 2026-2027 school year is necessitated by significant achievement gaps revealed in the 2024-2025		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	CAASPP and CAST data. While the District improved to Yellow in English Language Arts (ELA), substantial disparities remain for high-needs groups; specifically, Long-Term English Learners (LTELs) are 107.5 points below standard in ELA and 183.1 points below standard in Mathematics. Furthermore, science proficiency is a critical concern, as 0% of English Learners and LTELs met or exceeded standards on the CAST, and Gateway High School reported a 0% proficiency rate overall. **Scope:** Limited to Unduplicated Student Group(s)		
2.5	**Action:** Professional Development Instruction of English Learners and Long-Term English Learners **Need:** California Dashboard data for 2025 indicated an overall student performance on the CAASPP for ELA in the Yellow category, an improvement when compared to 2024 data. The District was 14.8 points below standard on the CAASPP English Language Arts in the 2024-2025 school year. Chowchilla Union High School students were 1.2 points above standard, while Gateway High School students were 111.3 points below standard. For comparison, the California state average for all students was 8.1 points below standard. Disaggregated data showed the following for student groups: -16.2 (Hispanic); -10 (White); -	The professional development is designed to directly target the significant achievement gaps and social-emotional needs identified through district data and educational partner feedback. The design focuses on providing specialized attention to the highest-need populations to bridge the substantial performance gaps seen in CAASPP and CAST scores: --Specialized Instructional Strategies: The professional development (PD) is specifically designed to equip both classified and certificated staff with strategies for supporting English Learners and students with Individualized Education Programs (IEPs). This addresses the critical need shown by the 0% proficiency rate on the Science CAST for these specific student groups.	Student success indicators on the California Dashboard, such as the District's distance from standard on CAASPP English (Metric 2.1) and mathematics (Metric 2.2), and CAST exams (Metric 2.3), will be monitored to measure the effectiveness of this action (especially for English Learners, low-income students, homeless students, and foster youth).

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	74.5 (English Learners); -107.5 (LTEL); -23.6 (Socioeconomically Disadvantaged); -141.2 (Students with Disabilities). Negative numbers indicate below-standard status. Other student group data not available due to small population size. In 2025, the CAASPP mathematics indicated an overall student performance in the Orange category. The District was 118.2 points below standard (the state of California is 42.4 points below standard). This shows that scores have improved slightly when compared to 2024 numbers. Chowchilla Union High School students were 105.7 points below standard, while Gateway High School students were 203.5 points below standard. Disaggregated data showed the following for student groups: -118 (Hispanic); -122.2 (White); -149.2 (English Learners); -183.1 (LTEL); -128.1 (Socioeconomically Disadvantaged); -205.1 (Students with Disabilities). Negative numbers indicate below-standard status. Other student group data not available due to small population size. According to DataQuest, of the 506 students tested, 2% of students Exceeded Standard and 11.7% of students Met Standard (13.7% combined) on the California Science Test in the 2024-2025 school year. Of the 467 students tested at Chowchilla Union High School, 2.2% of students Exceeded Standard and 12.7% Met Standard (14.8% combined). At Gateway High School,	Recognizing that academic success is tied to student health and campus culture, the actions incorporate broader support systems: --Social-Emotional Development: Staff PD for both support and instructional staff includes training on ensuring the emotional well-being of students, which aligns with feedback from Gateway and CUHS meetings requesting continued access to the Psychologists, Liaisons, and Wellness Center. --Equity-Based Classroom Environments: The actions utilize the PLC (Professional Learning Community) process to shift both adult and student mindsets regarding participation in rigorous coursework. This design aims to foster a sense of belonging for English Learners outside of traditional ELD settings. --Cross-Curricular Support: The plan is designed to address academic needs cross-curricularly, ensuring that the needs of LTELs are supported in every classroom, not just during language instruction.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	of the 39 students tested, 0% Exceeded Standard and 0% Met Standard. Disaggregated data showed the following for student groups in the District: --Socioeconomically Disadvantaged: 1.9% Exceeded Standard and 10.2% Met Standard (12.1% combined) --Not Socioeconomically Disadvantaged: 2.4% Exceeded Standard and 18.8% Met Standard (21.2% combined) --Students with Disabilities: 0% Exceeded Standard and 0% Met Standard (0% combined) --Hispanic: 2.2% Exceeded Standard and 10.1% MetStandard (12.3% combined) --White: 0% Exceeded Standard and 14.7% Met Standard (14.7% combined) --English Learners: 0% Exceeded Standard and 0% --Learners (LTEL): 0% Exceeded Standard and 0% Met Standard (0% combined) Other student group data not available due to small population size. The professional development for the 2026-2027 school year is necessitated by significant achievement gaps revealed in the 2024-2025 CAASPP and CAST data. While the District improved to Yellow in English Language Arts (ELA), substantial disparities remain for high-needs groups; specifically, Long-Term English Learners (LTELs) are 107.5 points below standard in ELA and 183.1 points below standard in Mathematics. Furthermore,		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	science proficiency is a critical concern, as 0% of English Learners and LTELs met or exceeded standards on the CAST, and Gateway High School reported a 0% proficiency rate overall. **Scope:** Limited to Unduplicated Student Group(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.

NA

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.

These plans were developed in direct response to identified district needs and feedback from educational partners, including families, staff, and community members. Through input gathered during educational partner engagement meetings, parent advisory groups, and campus-level conversations, the District identified areas needing targeted support—such as transportation shortages, campus safety, student supervision, and access to resources. Educational partners, especially families of unduplicated students, expressed concerns about student well-being, the importance of adult presence during unstructured times, and the need for stronger connections to school and community services. Guided by this feedback, the District designed these actions to improve attendance, enhance school culture, and ensure students receive the support necessary for success.

The District plans to continue to use its supplemental concentration grant add-on funds to continue to have one additional custodian (1 FTE) who will set up extracurricular events and activities while also providing supplemental transportation, thus increasing student school attendance as well as positively impacting the campuses' climate and culture (Goal 3, Action 4). As extracurricular activities continue to grow and expand, it has become evident that the District's Maintenance Operations and Transportation (MOT) Department has increased duties to set up and break down for special events in addition to the necessary daily maintenance on campuses. Moreover, the depleted job market has heavily impacted the department's ability to maintain enough bus drivers for home to school and school to home transportation services for unduplicated students. The District strives to hire personnel who have the ability to fulfill maintenance roles on campus but are also able

to or willing to transport students on buses. With the addition of a full-time transportation supervisor, not funded with supplemental funds, this goal is now more attainable than before.

The District plans to use the additional supplemental funding to retain Campus and Community Liaisons (2 FTE) to be present and among students during unstructured time such as break and lunch (Goal 3, Action 5). These staff members will also improve the campus culture. In previous conversations with parents who are of low socio-economic status, they voiced concerns over student safety on campus. They believe that increased supervision is crucial to student academic success. These FTE would not only provide constant ongoing supervision throughout the day but also be a source of connectedness between parents and students to community resources and campus services. These FTE would be tasked with identifying unduplicated students who are in need of additional support, such as counseling, academic tutoring, medical resources, extracurricular activities such as athletics or clubs, and/or nutritional resources. Moreover, these staff members will serve as a connection to community resources for parents who lack them. These staff members would be an integral part of the District's SART and SARB efforts to impact student school attendance. Lastly, in an effort to improve the site's restorative practices in relation to student discipline, these staff members will use such an approach and focus on students' emotional well-being and root causes of behavior.

Over the last couple of years, the District has struggled with maintaining a substitute teacher pool, as many other districts have. The District has increased the daily rate for substitutes to remain competitive and attract talent. These efforts have had very little effect on the District's ability to have an adequate number of substitute teachers on hand. The District plans to continue to use the additional concentration grant add-on funding to continue to employ four permanent substitute teachers in the 2025-2026 school year (Goal 3, Action 6).

Some of the increased and improved services are district-wide, while some are site-specific initiatives aimed at increasing success for all students by using strategies principally directed to improve the educational outcomes of unduplicated students. These actions and services would not be provided, or increased and/or improved to the degree to which they are available to our high-needs students without the availability of the supplemental/concentration funds.

While all students may receive some of the services, the actions/services described in this section are principally directed at increasing or improving services and outcomes for unduplicated students. We believe no action provides a disproportionate increase or improvement in services for the 18% of students not included in the unduplicated student groups (as of CBEDS date 24-25 SY).

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	NA	1:20
Staff-to-student ratio of certificated staff providing direct services to students	NA	1:23

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$13,820,418	4,786,011	34.630%	0.000%	34.630%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,805,271.00	$583,437.00	$0.00	$0.00	$5,388,708.00	$4,536,229.05	$852,478.95

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	Dual Enrollment and Advanced Placement Classes	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Chowchilla Union High School	Ongoing	$342,410.24	$81,788.76	$424,199.00				$424,199.00	
1	1.2	Career and Technical Education Programs	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Chowchilla Union High School	Ongoing	$1,180,821.94	$65,178.06	$1,246,000.00				$1,246,000.00	
1	1.3	Student Experiences	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$51,176.78	$38,823.22	$90,000.00				$90,000.00	
1	1.4	Access to Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$224,876.66	$282,623.34	$507,500.00				$507,500.00	
2	2.1	Required Action (ELA CAASPP Districtwide): Support for English Language Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$208,934.15	$3,065.85	$212,000.00				$212,000.00	
2	2.2	Leadership Opportunities for Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$115,268.30	$24,731.70	$140,000.00				$140,000.00	
2	2.3	Required Action (LTEL): Enhancing Capacities and Maintaining a High Quality Staff	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$655,201.93	$0.00	$655,201.93				$655,201.93	

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	Pupil Services Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$632,760.60	$17,239.40	$650,000.00				$650,000.00	
2	2.5	Professional Development Instruction of English Learners and Long-Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$4,798.07	$4,798.07				$4,798.07	
3	3.1	Update and Modernize Facilities	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Chowchilla Union High School	Ongoing	$0.00	$45,000.00	$45,000.00				$45,000.00	
3	3.2	Supplemental Transportation	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Chowchilla Union High School	Ongoing	$147,521.04	$57,478.96	$205,000.00				$205,000.00	
3	3.3	Community Engagement and Awareness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$30,000.00	$30,000.00				$30,000.00	
3	3.4	Extracurricular and After School Program Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$158,812.00	$0.00	$158,812.00				$158,812.00	
3	3.5	Community Safety and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$152,873.37	$2,626.63	$155,500.00				$155,500.00	
3	3.6	Permanent Substitute Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$262,000.00	$0.00	$262,000.00				$262,000.00	
3	3.7	Required Action (Suspensions Districtwide; Suspensions Districtwide for English Learners; Suspensions Districtwide Homeless Students; Suspensions Districtwide Low-Income Students; Suspensions Districtwide Students with Disabilities; Suspensions Districtwide White Students) and (Suspensions at CUHS; English Learner Suspensions at CUHS, Low-Income Student	Students with Disabilities English Learners, Homeless Students, Low-Income Students, and White Students who were Suspended	No			All Schools	Ongoing	$19,260.00	$0.00	$19,260.00				$19,260.00	

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
		Suspensions at CUHS; Suspensions for Students with Disabilities at CUHS; and Suspensions for White Students at CUHS): Alternatives to Suspension and Supports for Suspended Students														
4	4.1	Access to CTE Classes at Gateway High School	All	No			Specific Schools: Gateway High School	Ongoing	$122,409.17	$1,027.83		$123,437.00			$123,437.00	
5	5.1	Instructional Learning Time	All	No			All Schools	Ongoing	$12,169.90	$330.10		$12,500.00			$12,500.00	
5	5.2	Integrating Pupil Supports	All	No			All Schools	Ongoing	$143,766.45	$10,021.55		$153,788.00			$153,788.00	
5	5.3	Access to Instruction for Deficient Pupils	All	No			All Schools	Ongoing	$105,966.52	$22,745.48		$128,712.00			$128,712.00	
5	5.4	Additional Academic Services for Pupils	All	No			All Schools	Ongoing	$0.00	$165,000.00		$165,000.00			$165,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$13,820,418	4,786,011	34.630%	0.000%	34.630%	$4,786,011.00	0.000%	34.630 %	**Total:**	$4,786,011.00
								LEA-wide Total:	$1,993,812.00
								Limited Total:	$872,000.00
								Schoolwide Total:	$1,920,199.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Dual Enrollment and Advanced Placement Classes	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Chowchilla Union High School	$424,199.00	
1	1.2	Career and Technical Education Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Chowchilla Union High School	$1,246,000.00	
1	1.3	Student Experiences	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$90,000.00	
1	1.4	Access to Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$507,500.00	
2	2.1	Required Action (ELA CAASPP Districtwide): Support for English Language Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$212,000.00	
2	2.2	Leadership Opportunities for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$140,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Required Action (LTEL): Enhancing Capacities and Maintaining a High Quality Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$655,201.93	
2	2.4	Pupil Services Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$650,000.00	
2	2.5	Professional Development Instruction of English Learners and Long-Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$4,798.07	
3	3.1	Update and Modernize Facilities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Chowchilla Union High School	$45,000.00	
3	3.2	Supplemental Transportation	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Chowchilla Union High School	$205,000.00	
3	3.3	Community Engagement and Awareness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
3	3.4	Extracurricular and After School Program Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$158,812.00	
3	3.5	Community Safety and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$155,500.00	
3	3.6	Permanent Substitute Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$262,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,361,413.00	$5,382,597.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Dual Enrollment and Advanced Placement Classes	Yes	$320,000.00	$344,730.62
1	**1.2**	Career and Technical Education Programs	Yes	$1,317,500.00	$1,276,490.10
1	**1.3**	Student Experiences	Yes	$84,943.00	$74,750.16
1	**1.4**	Access to Technology	Yes	$520,000.00	$429,167.21
2	**2.1**	Required Action (ELA CAASPP Districtwide): Support for English Language Learners	Yes	$224,500.00	$216,376.70
2	**2.2**	Leadership Opportunities for Students	Yes	$141,500.00	$156,025.54
2	**2.3**	Required Action (LTEL): Enhancing Capacities and Maintaining a High Quality Staff	Yes	$603,500.00	$615,331.83
2	**2.4**	Pupil Services Support	Yes	$550,000.00	$554,374.09
3	**3.1**	Update and Modernize Facilities	Yes	$75,000.00	$92,888.41
3	**3.2**	Supplemental Transportation	Yes	$262,000.00	$363,750.13
3	**3.3**	Community Engagement and Awareness	Yes	$30,000.00	$25,784.21

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)
3	3.4	Extracurricular and After School Program Support	Yes	$172,807.60	$169,074.51
3	3.5	Community Safety and Support	Yes	$150,000.00	$148,000.00
3	3.6	Permanent Substitute Teachers	Yes	$245,862.40	$251,595.49
3	3.7	Required Action (Suspensions Districtwide; Suspensions Districtwide for English Learners; Suspensions Districtwide Homeless Students; Suspensions Districtwide Low-Income Students; Suspensions Districtwide Students with Disabilities; Suspensions Districtwide White Students) and (Suspensions at CUHS; English Learner Suspensions at CUHS, Low-Income Student Suspensions at CUHS; Suspensions for Students with Disabilities at CUHS; and Suspensions for White Students at CUHS): Alternatives to Suspension and Supports for Suspended Students	No	$15,500.00	$15,500.00
4	4.1	Access to CTE Classes at Gateway High School	No	$80,300.00	$80,758.00
5	5.1	Instructional Learning Time	No	$12,500.00	$12,500.00
5	5.2	Integrating Pupil Supports	No	$245,000.00	$245,000.00
5	5.3	Access to Instruction for Deficient Pupils	No	$140,500.00	$140,500.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	**5.4**	Additional Academic Services for Pupils	No	$170,000.00	$170,000.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$4,718,339	$4,697,613.00	$4,718,339.00	($20,726.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Dual Enrollment and Advanced Placement Classes	Yes	$320,000.00	$344,730.62		
1	1.2	Career and Technical Education Programs	Yes	$1,317,500.00	$1,276,490.10		
1	1.3	Student Experiences	Yes	$84,943.00	$74,750.16		
1	1.4	Access to Technology	Yes	$520,000.00	$429,167.21		
2	2.1	Required Action (ELA CAASPP Districtwide): Support for English Language Learners	Yes	$224,500.00	$216,376.70		
2	2.2	Leadership Opportunities for Students	Yes	$141,500.00	$156,025.54		
2	2.3	Required Action (LTEL): Enhancing Capacities and Maintaining a High Quality Staff	Yes	$603,500.00	$615,331.83		
2	2.4	Pupil Services Support	Yes	$550,000.00	$554,374.09		
3	3.1	Update and Modernize Facilities	Yes	$75,000.00	$92,888.41		
3	3.2	Supplemental Transportation	Yes	$262,000.00	$363,750.13		
3	3.3	Community Engagement and Awareness	Yes	$30,000.00	$25,784.21		
3	3.4	Extracurricular and After School Program Support	Yes	$172,807.60	$169,074.51		

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**	Community Safety and Support	Yes	$150,000.00	$148,000.00		
3	**3.6**	Permanent Substitute Teachers	Yes	$245,862.40	$251,595.49		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$13,388,398	$4,718,339	0	35.242%	$4,718,339.00	0.000%	35.242%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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