LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Chowchilla Union High School District

CDS Code: 20652010000000

School Year: 2024-25
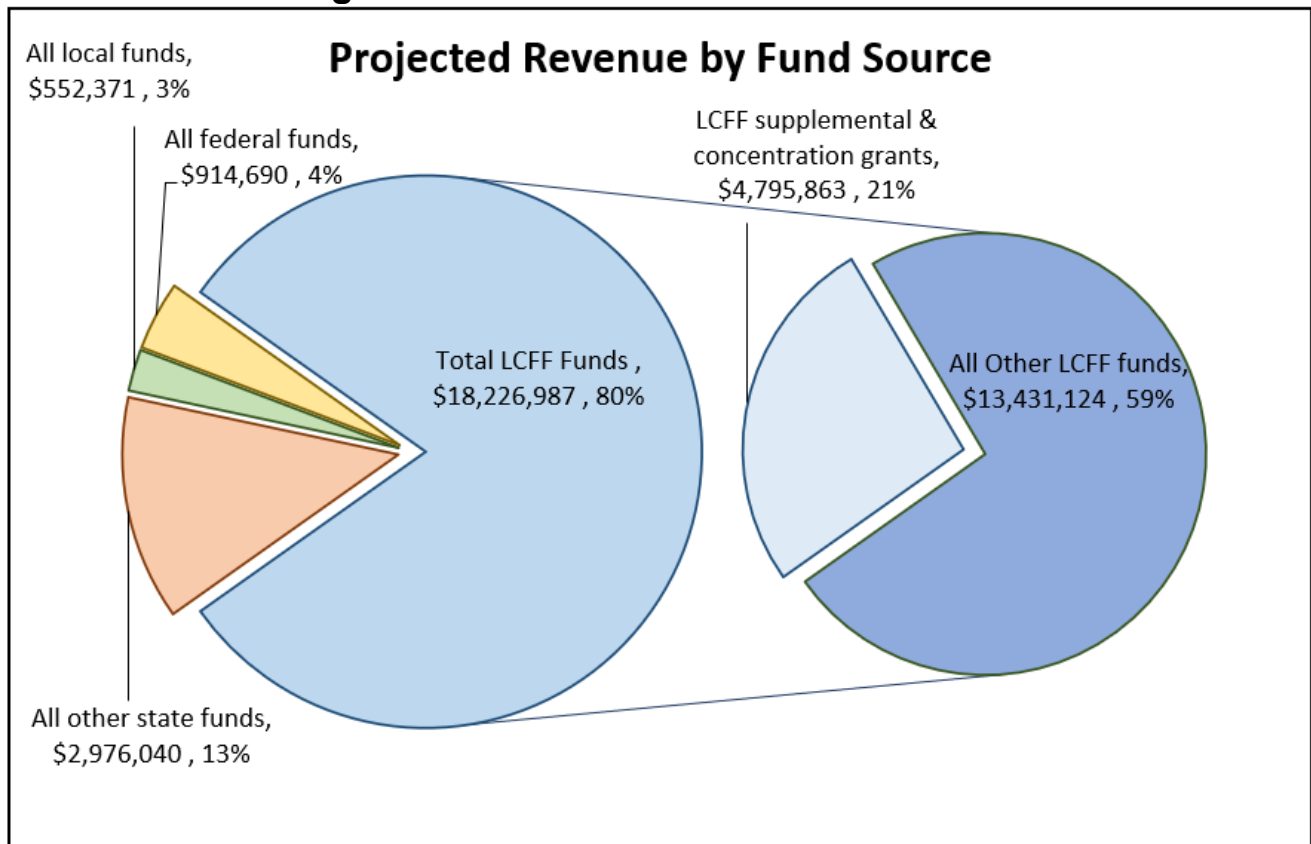
LEA contact information:

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 2024-25 School Year

Projected Revenue by Fund Source

All local funds, $552,371 , 3%

All federal funds, $914,690 , 4%

LCFF supplemental & concentration grants, $4,795,863 , 21%

Total LCFF Funds , $18,226,987 , 80%

All Other LCFF funds, $13,431,124 , 59%
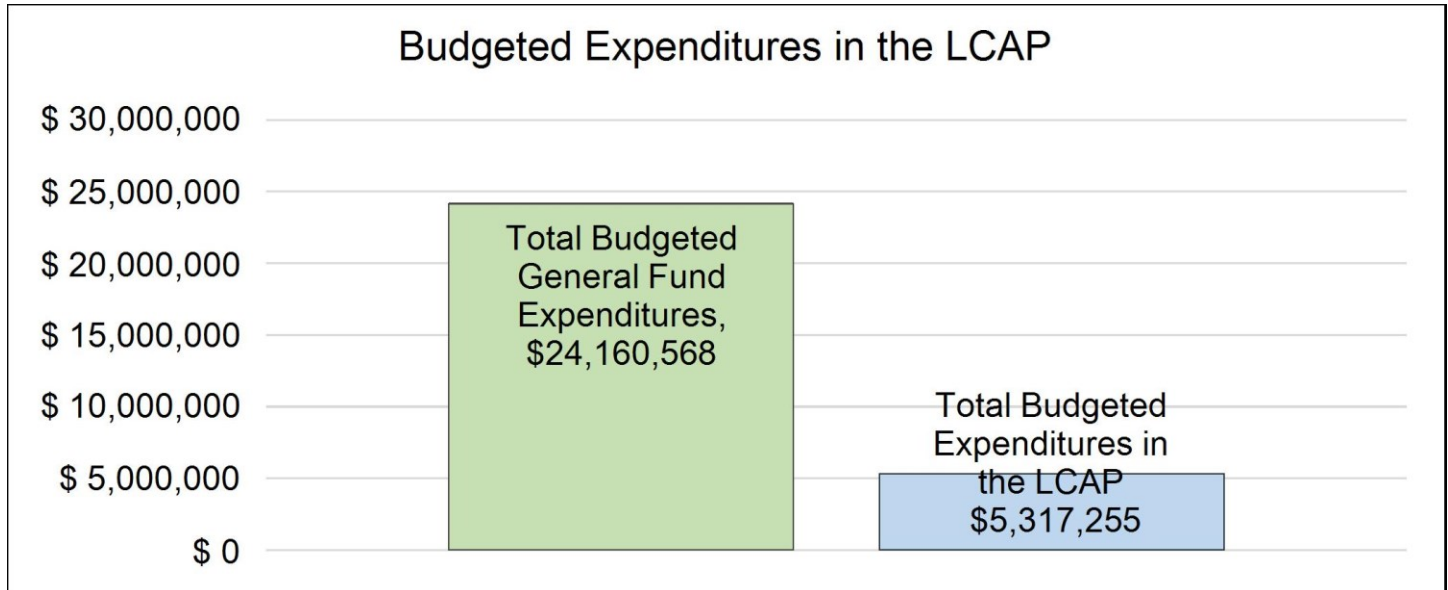
All other state funds, $2,976,040 , 13%

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 $22,670,088, of which $18,226,987 is Local Control Funding Formula (LCFF), $2,976,040 is other state funds, $552,371 is local funds, and $914,690 is federal funds. Of the $18,226,987 in LCFF Funds, $4,795,863 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $24,160,568	Total Budgeted Expenditures in the LCAP $5,317,255

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

The text description of the above chart is as follows: Chowchilla Union High School District plans to spend $24,160,568 for the 2024-25 school year. Of that amount, $5,317,254.94 is tied to actions/services in the LCAP and $18,843,313.06 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Items not included in the LCAP include large items such as the majority of employees' salaries and benefits,
administrative costs, operations and maintenance, Special Education Services, federal and categorically funded
programs and services, core textbooks, and classroom supplies.

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

In 2024-25, Chowchilla Union High School District is projecting it will receive $4,795,863 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 $4,795,863 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24

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

- Total Budgeted Expenditures for High Needs Students in the LCAP: $5,379,529
- Actual Expenditures for High Needs Students in LCAP: $5,379,529
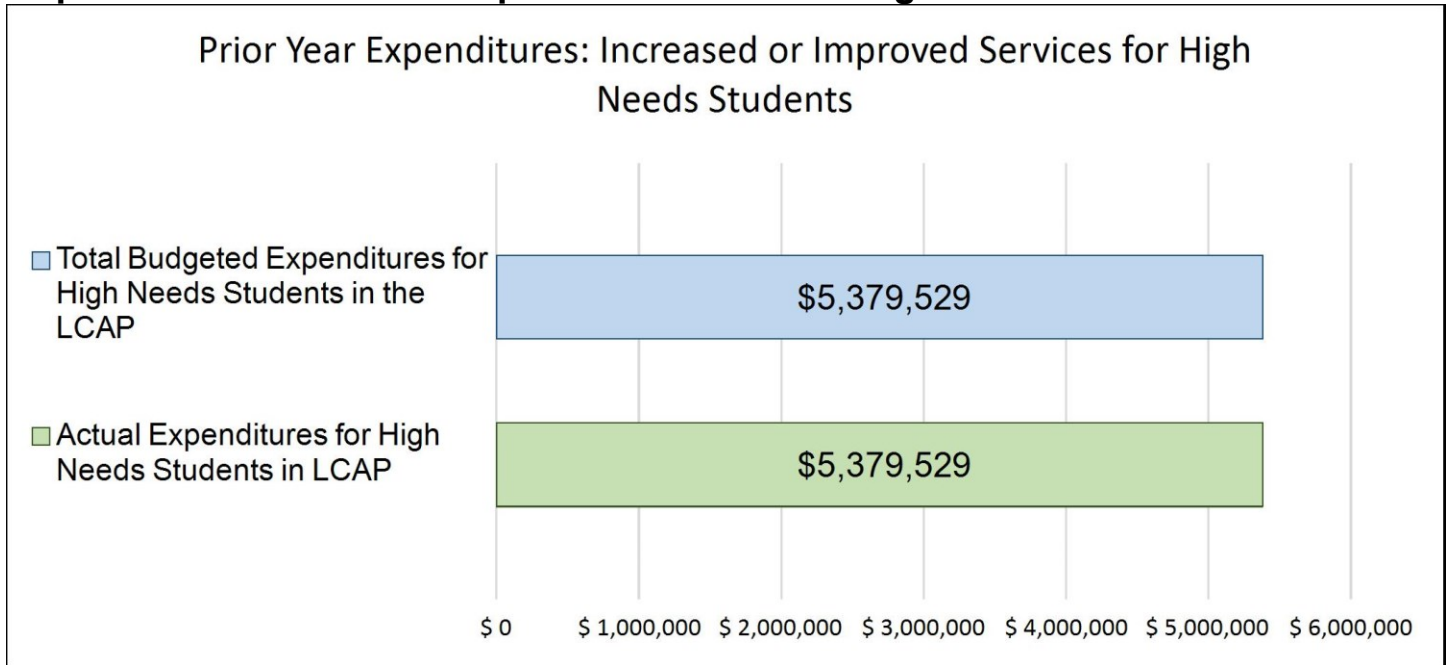
This chart compares what Chowchilla Union High School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Chowchilla Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Chowchilla Union High School District's LCAP budgeted $5,379,529 for planned actions to increase or improve services for high needs students. Chowchilla Union High School District actually spent $5,379,529 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Chowchilla Union High School District	Dr. Justin Miller Superintendent	millerj@chowchillahigh.org 559-665-3662

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress Indicator	According to the California Dashboard, in 2018-2019, 37.4% of EL students were making progress towards English Language Proficiency. A score distribution analysis for 18-19 indicated the following: 18.49% (22) were at a Level 4; 24.37% (29) were at a Level 3; 36.97% (44) were at a Level 2; and 20.17% (24) were at a Level 1.	For 2020-2021, ELPI data is not available. A score distribution analysis for 20-21 indicated the following: 12.96% (7) were at a Level 4; 18.52% (10) were at a Level 3; 35.19% (19) were at a Level 2; and 33.33% (18) were at a Level 1.	According to the California Dashboard, in 2021-2022, 36.6% of EL students were making progress towards English Language Proficiency. For the 2022-2023 school year, an unofficial ELPI calculator showed that 59.3% of students are making progress towards English Language Proficiency. A score distribution analysis for 21-22 indicated the following:	According to DataQuest, 49.8% of students in the District are making progress toward English proficiency in the 2022-2023 school year. A score distribution analysis for 22-23 indicated the following: 21.5% (44) were at a Level 4; 36.6% (75) were at a Level 3; 28.3% (58) were at a Level 2; 13.7% (28) were at a Level 1.	The percentage of EL students making progress toward English Language Proficiency has increased by 5% in comparison to 2018-2019.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			18% (36) were at a Level 4; 36% (72) were at a Level 3; 26.5% (53) were at a Level 2; 19.5% (39) were at a Level 1.		
Physical Fitness Indicators	In 2018-2019, 13.3% of students were at health risk on the Physical Fitness Exam for 9th Grade as reported on EdData.	Unofficial raw Physical Fitness Exam results indicate that 61% of 9th grade students are considered at health risk for the 21-22 school year based on their 20-meter PACER test score.	PFT data for 21-22 is not available as of June 2023. Unofficial raw Physical Fitness Exam results indicate that 61% of 9th grade students are considered at health risk for the 21-22 school year based on their 20-meter PACER test score.	According to Local District Indicators, 95.6% of freshmen students (241 of 252 students) participated in Physical Fitness Testing in the Spring of 2023.	10% of students are considered at health risk on the Physical Fitness Exam for 9th grade.
Attendance Rate at CUHS	In 2020-2021, the Aeries Information System reflected an attendance rate of 93.2% at CUHS.	In 2021-2022, the Aeries Information System reflected an attendance rate of 92.3% at CUHS.	As of June 2023, the attendance rate for 2022-2023 for CUHS was 92.6%. Attendance rates and disaggregated data related to attendance is not reported on the California Dashboard for 2022.	According to the Student Information System, Aeries, the 23-24 Attendance Rate for CUHSD was 83.2% (CUHS: 94.3%; Independent Studies: 76.5%; Gateway High School: 81%). Attendance rates and disaggregated data related to attendance	The attendance rate will increase to 96% at CUHS.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				is not reported on the California Dashboard for 2023.	
Student Completion of CTE Pathway	In 2019-2020, 43% of students completed a CTE Pathway as reported on the California Dashboard.	In 2020-2021, of those who were deemed Prepared on the CCI, 29.1% of students completed a CTE Pathway as reported on the California Dashboard.	In 2021-2022, 57% of students in the senior class completed at least one CTE Pathway as reported in the Aeries Information System. Disaggregated data shows that of these students, 70% were low-income students and 7.6% were English Learners. College and Career Readiness was not reported in 2022 on the California Dashboard.	According to the California School Dashboard, 34.4% of students successfully completed a CTE Pathway in the 2022-2023 school year. Disaggregated data showed the following percentages for student subgroups: 30.4% (Hispanic); 48.5% (White); 21.6% (English Learners); 32.8% (Socioeconomically Disadvantaged); 3.7% (Students with Disabilities); 6.3% (Homeless Students). Other student subgroup data not available due to small population size.	CTE completion for students reflects a rate of 60%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Completion of A-G Requirements	According to the California Dashboard, in 2019-2020, 77% of students completed A-G Requirements.	According to the California Dashboard, in 2020-2021, of those who were deemed Prepared on the CCI, 25.9% of students completed A-G Requirements.	According to EdData, in 2021-2022, 33.2% of students completed A-G Requirements. Of those students, 29.7% were low-income and 14.8% were English Learners. Foster and Homeless student data is not available due to their small size relative to the school population.	According to the California School Dashboard, 25.9% of students completed A-G requirements in the 2022-2023 school year. Disaggregated data showed the following percentages for student subgroups: 23.2% (Hispanic); 36.4% (White); 15.7% (English Learners); 22.1% (Socioeconomically Disadvantaged); 7.4% (Students with Disabilities); 0% (Homeless Students). Other student subgroup data not available due to small population size.	The A-G completion rate for students is 85%.
Student Completion of A-G Requirements and CTE Pathway	According to CUHSD's Student Information System Aeries, 19% of the class of 2020 completed A-G Requirements and at	In 2020-2021, of those who were deemed Prepared on the CCI, 11.5% of students completed A-G Requirements and at least one CTE	In 2021-2022, 21% of students in the senior class completed A-G Requirements and at least one CTE Pathway as reported	According to the California School Dashboard, 13.1% of students completed A-G requirements and a CTE Pathway in the	The percentage of students in the senior class who have completed the A-G requirements and at least one pathway is 25%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	least one CTE Pathway.	Pathway as reported on the California Dashboard.	in the Aeries Information System. Disaggregated data shows that of these students, 69% were low-income students and none were English Learners. College and Career Readiness was not reported in 2022 on the California Dashboard.	2022-2023 school year. Disaggregated data showed the following percentages for student subgroups: 10.8% (Hispanic); 22.7% (White); 3.9% (English Learners); 10.3% (Socioeconomically Disadvantaged); 0% (Students with Disabilities); 0% (Homeless Students). Other student subgroup data not available due to small population size.	
Passage of AP Exam with a Score of 3 or Higher	In 2019-2020, 28% of students passed an AP Exam with a Score of 3 or Higher as reported in the California Dashboard.	In 2020-2021, 40% of students passed an AP Exam with a Score of 3 or Higher as reported in the CollegeBoard for Educators Portal.	In 2021-2022, 24% of students passed an AP Exam with a Score of 3 or Higher as reported in the CollegeBoard for Educators Portal. Socioeconomically disadvantaged students made up about 82% of the	According to the CollegeBoard, 56.9% of students passed an AP exam with a score of 3 or higher, in 2023. The rate was 61.34% in 2024. Socioeconomically disadvantaged students made up about 84% of the	The AP pass rate for students is at 35%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			overall student population in 21-22, and took 77% percent of the AP exams completed in May 2022 with a pass rate of only about 49%. This is in contrast to those students who were not eligible for an AP exam fee waiver who completed 23% of the total exams proctored but had a pass rate of 68%.	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%. Disaggregated data for 2024 is not yet available.	
Percentage of Students Prepared for College in English Language Arts CAASPP EAP	In 2018-2019, 51% of students scored prepared for College on CAASPP ELA, according to DataQuest. This is the most current test score data available.	In 2020-2021, 21.4% of students scored prepared for College on CAASPP ELA, according to DataQuest.	In 2021-2022, 9.6% of students scored prepared for College on CAASPP ELA, as reported on the California Dashboard. Disaggregated data shows that of these students, 9% were low-income students and 9.8% were English Learners.	According to DataQuest, 17.7% of students are considered Prepared for College in English Language Arts CAASPP EAP. Disaggregated data showed the following percentages for student subgroups: 17.5% (Hispanic);18% (White); 0% (English	CUHSD's percent of students who scored prepared for college on CAASPP ELA is 60%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Learners); 13.2% (Socioeconomically Disadvantaged); 41.3% (Not Socioeconomically Disadvantaged); 4.2% (Students with Disabilities). Other student subgroup data not available due to small population size.	
Percentage of Students Prepared for College in Mathematics CAASPP EAP	In 2018-2019, 39.7% of students scored prepared for College on CAASPP Mathematics as reported in DataQuest. This is the most current test score data available.	In 2020-2021, 15.8% of students scored prepared for College on CAASPP Mathematics as reported in DataQuest.	In 2021-2022, 3.1% of students scored prepared for College on CAASPP Mathematics as reported on the California Dashboard. Disaggregated data shows that of these students, 3.2% were low-income students and 3% were English Learners.	According to DataQuest, 4.5% of students are considered Prepared for College in Mathematics CAASPP EAP. Disaggregated data showed the following percentages for student subgroups: 3.8% (Hispanic); 4.8% (White); 2% (English Learners); 4.1% (Socioeconomically Disadvantaged); 6.5% (Not Socioeconomically Disadvantaged); 4%	CUHSD's percent of students who scored prepared for college on CAASPP mathematics is 45%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				(Students with Disabilities). Other student subgroup data not available due to small population size.	
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 2019 California Dashboard.	All CUHSD students have access to a broad course of study as indicated on the 2022 California Dashboard.	All CUHSD students have access to a broad course of study as indicated on the 2022 California Dashboard.	All CUHSD students have access to a broad course of study as indicated on the 2023 California School Dashboard.	CUHSD students have access to a broad course of study as indicated on the 2024 California Dashboard.
Programs and Services Developed and Provided to English Learners, foster students, homeless students, and socioeconomically disadvantaged pupils and Students with Exceptional Needs	In 2020-2021, the after school program had minimal attendance (3) of students based on ERC attendance data. There is no record to indicate if these students were English Learners, foster students, homeless students, and socioeconomically disadvantaged students or students in ELD or those with exceptional needs.	In the 2021-2022 school year, of the students attending the after school program on a daily basis, 80% 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.	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 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	Of the students attending the after school program on a daily basis, 50% on average are identified as English Learners, foster students, homeless students, and socioeconomically disadvantaged students, specifically students in ELD or those exceptional needs.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				after school program attendance records.	
Chronic Absenteeism	According to EdData, 14.7% of students in 2018-2019 were considered chronically absent having missed more than 10% of the school year at CUHS.	When disaggregating for student subgroups, the chronic absenteeism rate in 2020-2021 was 22.9% (EL), 22.5% (low-income), 31.6% (homeless), and 36.4% (foster), according to DataQuest. According to the Aeries Information System,15.1% of all students in 2021-2022 were considered chronically absent having missed more than 10% of the school year in at CUHS.	When disaggregating for student subgroups, the chronic absenteeism rate in 2021-2022 was 35.5% (EL), 44.2% (low-income), 57.9% (homeless), and 78.6% (foster), according to DataQuest. As of June 2023, according to the Aeries Information System, 15.6% of students in 2022-2023 were considered chronically absent having missed more than 10% of the school year at CUHS.	According to the Student Information System, Aeries, the District's chronic absenteeism was 36.9% in 2022-2023. Disaggregated data for student subgroups not available for this metric.	The percentage of students who are chronically absent has decreased by 10% in comparison to 2018-2019 rates at CUHS.
High School Dropout Rate	According to Data Quest, CUHSD's high school dropout rate in 2018-2019 was 8%.	According to EdData, CUHSD's dropout rate in 2020-2021 was 5.9%.	According to EdData, CUHSD's dropout rate in 2021-2022 was 4.4%. (12.1% for English Learners and 4.6% for low-income students).	According to DataQuest, the District's dropout rate in 2022-2023 was 7.9%.	The percentage of students who dropped out of high school has decreased by 4% as compared to 2019-2020 rates.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Student subgoup data not available due to small population size.	
Suspension Rates	In 2018-2019, 6.9% of students at CUHSD were suspended at least once as reported in the California Dashboard.	Because the District did not reopen for the 2020-2021 school year, no students were suspended district-wide. In 2021-2022, 5.3% of students at CUHSD were suspended at least once according to EdData.	As of June 2023, according to the Aeries Information System, 8.3% (133 suspensions for 95 total students) of students at CUHSD were suspended at least once (88.4% low-income students 22.1% English Learners).	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 subgroups: 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). Other student subgroup data not available due to small population size.	The student suspension rate for those suspended at least once is 5%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Rates	In 2018-2019, 0.86% (10) of students at CUHSD were expelled, according to the Aeries Information System.	In 2021-2022, 0.61% (8) of students at CUHSD were expelled, according to the Aeries Information System.	As of June 2023, in 2022-2023, 0.5% (6) of students at CUHSD were expelled, according to the Aeries Information System.	According to DataQuest, the District's expulsion rate in 2022- 2023 was 0.8%. Disaggregated data showed the following percentages for student subgroups: 0.8% (Hispanic); 0.4% (White); 0.8% (English Learners); 0.9% (Socioeconomically Disadvantaged); 2.9% (Students with Disabilities); 0% (Homeless); 9.1% (African American); 0% (Asian); 0% (Two or More Races); 0% (Migrant Education). Other student subgroup data not available due to small population size.	The student expulsion rate for students expelled at CUHSD is less than 1%.
CTE Certifications at CUHS	In 2020-2021, 112 students gained their California Food Handler Card and nine gained a	In 2021-2022, 123 students gained their California Food Handler Card and nine gained a	In 2022-2023, 105 students gained their California Food Handler Card. 11 students gained their Servsafe Manager	According to Local District Indicators, students received CTE Certifications in the following areas	Certifications in CTE will increase by 10% compared to the total number received in 2020-2021.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Servsafe Manager Certification. In 2018-2019, 15 students completed iCEV Industry Certificates for Principles of Floral Design. In 2020-2021, 3 students completed iCEV Industry Certificates for Elanco Fundamentals of Animal Science. In 2020-2021, 3 students completed iCEV Industry Certificates for Elanco Veterinary Medical Applications.	Servsafe Manager Certification. In 2021-2022, three students in Applied Computer Science earned Unity Certified User Certifications. In 2020-2021, 12 students completed iCEV Industry Certificates for Principles of Floral Design.	Certifications. OSHA 10-Hour General Industry Certifications for Culinary were issued to 10 students. In 2022-2023, 9 students completed iCEV Industry Certificates for Principles of Floral Design. In 2022-2023, 21 students completed iCEV Industry Certificates for Plant Science. In 2022-2023, 15 students completed iCEV Industry Certificates for Communications.	during the 2022-2023 school year: California Food Handler Card (Culinary Foods): 102 students ServSafe Manager (Culinary Foods): 12 students OSHA-10-Hour General Industry Safety and Health (Culinary Foods): 10 students Unity Certified User (Applied Computer Science): 2 students iCEV Industry Certificates for Principles of Floral Design: 9 students iCEV Industry Certificates for Plant Science: 21 students iCEV Industry Certificates for Communications: 15 students	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Seal of Biliteracy	In 2020-2021, 19 students earned their State Seal of Biliteracy.	In 2021-2022, nine students earned their State Seal of Biliteracy.	State Seals of Biliteracy have not been awarded for 2022-2023. In 2021-2022, nine students earned their 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).	State Seal of Biliteracy awards will increase by 10% compared to the total number received in 2020-2021.
Golden State Merit Diploma	In 2020-2021, 77 students Earned a Golden State Merit Diploma.	In 2021-2022, 70 students earned a Golden State Merit Diploma.	Golden Merit Diplomas have not been awarded for 2022-2023. In 2021-2022, 70 students earned a Golden State Merit Diploma (74% were low-income and 10% English Learners).	According to Local District Indicators, 45% of the District's senior class graduated with a Golden State Merit Diploma in 2023 (84 of 186 students).	Golden State Merit Diplomas will increase by 10% compared to the total number received in 2020-2021.

Goal Analysis

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

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

There was one substantive difference in planned actions and actual implementation of these actions (Goal 1, Action 2). A challenge related to this action was the hiring and retaining qualified staff. The Counseling Department, which had a new staff member this year, continues to plan for increased services for students and parents. The department and its services continue to be a topic of discussion at many LCAP feedback sessions.

Among the successes of this school year, the District experienced a year of program growth. For example, the addition of new second year CTE classes and pathways increased enrollment in real world learning on the CUHS campus. CUHS also continued its partnerships with Solution Tree for PLC implementation and UC Merced for its Parent Empowerment Program. CUHS also partnered with Merced College and the Chowchilla Elementary School District to offer highly successful English as a Second Language Classes for parents complete with childcare and dinner for all. The CUHS campus continues to have a Student Store and further implemented its campus-wide PBIS program. The District has focused lots of effort in improving its agriculture farm for students who are involved in Agriculture Department projects and FFA. As a result of its recent bond passage, the District is now out for bid for the new Maintenance, Operations, and Transportation yard and CUHSD is hoping to break ground in the next month or so. With the hiring of a new Activities Director, involvement opportunities and the CUHS campus culture has improved tremendously for students.

With regards to technology, the Technology Department has worked hard to expand Chromebook device availability to all staff and students. Even when students forget their device, the departments goal is to have one ready to facilitate seamless turnover processes. The Technology Department has also worked hard to expedite their tech support processes whether in-person or through an online ticket. Lastly, internet infrastructures have been greatly improved making connectivity speedy and reliable.

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.

In Goal 1, two of the 16 actions showed significant material differences between Budgeted Expenditures and Estimated Actual Expenditures (of at least 20% difference between the budgeted amount and the expended amount).

Action 6 Academic Decathlon: The difference is due to the team participating in less competitions than was initially anticipated.
Budgeted: $8,517.00   Actuals: $6,172.14

Action 15 Parent Empowerment Program: The difference is due to the District sharing the project with the elementary districts in the community with the plan of splitting costs and expenditures coming in lower than was expected.
Budgeted: $41,807.30   Actuals: $24,316.52

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

The District identified several metrics that were influenced by the actions in Goal 1. They are also indicative of the successes (effectiveness) and areas of growth for this goal (ineffectiveness). The degree of effectiveness was determined via a metric analysis needs assessment.

Those actions that were considered EFFECTIVE are:

Action 1.11 Driver's Education: In the 23-24 school year, of the 224 students who enrolled in the Driver's Education class via Edgenuity, 207 completed it or 92.4%. Of the completers, ##% were considered low-income, foster students, or English Learners.

Those actions that were considered PARTIALLY EFFECTIVE are:

Action 1.1: Increasing Student Access to Rigorous Coursework: While AP Pass Rate continue to increase with 56.9% in 2023 and 61.34% in 2024 and the District met its desired outcome for 23-24 (35%), College and Career Indicators on the California Schools Dashboard showed a slight decrease in the percentage of students considered prepared. In 2023 the rate was 32.7 while in 2019 the rate was 39.4% (most recent comparison available due to the suspension of the California Schools Dashboard in 2020-2022). Socioeconomically Disadvantaged students had similar declines with 28.5% in 2023 and 34.4% in 2019. Other subgroup data is not available for comparison due to the groups' small size.

Action 1.3: Access to Technology and Technology Support Services: The percentage of students who Nearly Met Standard on the CAASPP ELA has increased over time (27.3% in 2021, 31.5% in 2022, 41.7% in 2023) when compared to 18-19 data (22.3%). The District surpassed its desired outcome for 23-24 set at 26%. The percentage of students who Nearly Met Standard on the CAASPP mathematics continues to be lower than baseline data (32.2% in 2021, 17.8% in 2022, 18.3% in 2023) in 18-19 data (25.4%). Therefore, the District did not meet its desired outcome for 23-24 of 29%.

Action 1.6: Academic Decathlon: The percentage of students who Nearly Met Standard on the CAASPP ELA has increased over time (27.3% in 2021, 31.5% in 2022, 41.7% in 2023) when compared to 18-19 data (22.3%). The District surpassed its desired outcome for 23-24 set at 26%. The percentage of students who Nearly Met Standard on the CAASPP mathematics continues to be lower than baseline data (32.2% in 2021, 17.8% in 2022, 18.3% in 2023) in 18-19 data (25.4%). Therefore, the District did not meet its desired outcome for 23-24 of 29%.

Action 1.12 Student Support Clerks: Attendance rates have not improved like the District expected them to and did not meet the District's desired outcome for 2023-2024 of 96%. According to the Student Information System, Aeries, the 23-24 Attendance Rate for CUHSD was 83.2% (CUHS: 94.3%; Independent Studies: 76.5%; Gateway High School: 81%). In 2021-2022, 90.1% of students graduated at CUHSD according to EdData. Low-income students had a graduation rate of 89.9% and English Learners had a graduation rate of 84.1%. Foster and Homeless student data is not available due to their small size relative to the school population. According to the California School Dashboard, the District's graduation rate in the 2022-2023 school year was 87.2%. Chowchilla Union High School's rate was 92.6% and Gateway High School's was 69% Disaggregated data showed the following percentages for student subgroups: 87.1% for the District and 93.8% for CUHS (Hispanic); 90.9% for the District and 93.8% for CUHS (White); 80.4% for the District and 92.3% for CUHS (English Learners); 86.6% for the

District and 92.1% for CUHS (Socioeconomically Disadvantaged); 55.6% for the District (Students with Disabilities); 81.3% (Homeless Students). However, since then, local data shows that CUHSD's graduation rate was 96% at the conclusion of the 23-24 school year.

Actions that were considered INEFFECTIVE are the following:

Action 1.2: Academic and Socio-Emotional Counseling and Mentorship for the Whole Student: College and Career Indicators on the California Schools Dashboard showed a slight decrease in the percentage of students considered prepared. In 2023 the rate was 32.7 while in 2019 the rate was 39.4% (most recent comparison available due to the suspension of the California Schools Dashboard in 2020-2022). Socioeconomically Disadvantaged students had similar declines with 28.5% in 2023 and 34.4% in 2019. Other subgroup data is not available for comparison due to the groups' small size. Attendance rates have not improved like the District expected them to and did not meet the District's desired outcome for 2023-2024 of 96%. According to the Student Information System, Aeries, the 23-24 Attendance Rate for CUHSD was 83.2% (CUHS: 94.3%; Independent Studies: 76.5%; Gateway High School: 81%).

Action 1.4: School Psychologist Services for Social Emotional Learning Needs: Attendance rates have not improved like the District expected them to and did not meet the District's desired outcome for 2023-2024 of 96%. According to the Student Information System, Aeries, the 23-24 Attendance Rate for CUHSD was 83.2% (CUHS: 94.3%; Independent Studies: 76.5%; Gateway High School: 81%). In 2021-2022, 90.1% of students graduated at CUHSD according to EdData. Low-income students had a graduation rate of 89.9% and English Learners had a graduation rate of 84.1%. Foster and Homeless student data is not available due to their small size relative to the school population. High school dropout rates are essentially as high as they were in 18-19 (8%) at the end of 22-23 (7.9%). The District's goal of reducing the rate to 4% was not met.

Action 1.5: Positive Behavior Interventions and Supports: Attendance rates have not improved like the District expected them to and did not meet the District's desired outcome for 2023-2024 of 96%. According to the Student Information System, Aeries, the 23-24 Attendance Rate for CUHSD was 83.2% (CUHS: 94.3%; Independent Studies: 76.5%; Gateway High School: 81%). In 2021-2022, 90.1% of students graduated at CUHSD according to EdData. Low-income students had a graduation rate of 89.9% and English Learners had a graduation rate of 84.1%. Foster and Homeless student data is not available due to their small size relative to the school population. When analyzing suspension rates, these have increased over time (6.9% in 18-19 and 8.8% in 22-23) not meeting the District's goal of 5% by 23-24.

Action 1.7: District School Nurse: Attendance rates have not improved like the District expected them to and did not meet the District's desired outcome for 2023-2024 of 96%. According to the Student Information System, Aeries, the 23-24 Attendance Rate for CUHSD was 83.2% (CUHS: 94.3%; Independent Studies: 76.5%; Gateway High School: 81%). In 2021-2022, 90.1% of students graduated at CUHSD according to EdData. Low-income students had a graduation rate of 89.9% and English Learners had a graduation rate of 84.1%. Foster and Homeless student data is not available due to their small size relative to the school population.

Action 1.8: Alternative Education Program: Attendance rates have not improved like the District expected them to and did not meet the District's desired outcome for 2023-2024 of 96%. According to the Student Information System, Aeries, the 23-24 Attendance Rate for CUHSD was 83.2% (CUHS: 94.3%; Independent Studies: 76.5%; Gateway High School: 81%). In 2021-2022, 90.1% of students graduated at CUHSD according to EdData. Low-income students had a graduation rate of 89.9% and English Learners had a graduation rate of 84.1%. Foster and Homeless student data is not available due to their small size relative to the school population. According to the California School

Dashboard, the District's graduation rate in the 2022-2023 school year was 87.2%. Chowchilla Union High School's rate was 92.6% and Gateway High School's was 69% Disaggregated data showed the following percentages for student subgroups: 87.1% for the District and 93.8% for CUHS (Hispanic); 90.9% for the District and 93.8% for CUHS (White); 80.4% for the District and 92.3% for CUHS (English Learners); 86.6% for the District and 92.1% for CUHS (Socioeconomically Disadvantaged); 55.6% for the District (Students with Disabilities); 81.3% (Homeless Students). However, since then, local data shows that CUHSD's graduation rate was 96% at the conclusion of the 23-24 school year.

Action 1.9: CTE Program Expansion to Increase Student Exposure and Participation: College and Career Indicators on the California Schools Dashboard showed a slight decrease in the percentage of students considered prepared. In 2023 the rate was 32.7 while in 2019 the rate was 39.4% (most recent comparison available due to the suspension of the California Schools Dashboard in 2020-2022). Socioeconomically Disadvantaged students had similar declines with 28.5% in 2023 and 34.4% in 2019. Other subgroup data is not available for comparison due to the groups' small size. Attendance rates have not improved like the District expected them to and did not meet the District's desired outcome for 2023-2024 of 96%. According to the Student Information System, Aeries, the 23-24 Attendance Rate for CUHSD was 83.2% (CUHS: 94.3%; Independent Studies: 76.5%; Gateway High School: 81%).

Action 1.10: The Core Curriculum (SEL) Teacher, Link Crew and Student Leadership, and Program Supplies: Attendance rates have not improved like the District expected them to and did not meet the District's desired outcome for 2023-2024 of 96%. According to the Student Information System, Aeries, the 23-24 Attendance Rate for CUHSD was 83.2% (CUHS: 94.3%; Independent Studies: 76.5%; Gateway High School: 81%). In 2021-2022, 90.1% of students graduated at CUHSD according to EdData. Low-income students had a graduation rate of 89.9% and English Learners had a graduation rate of 84.1%. Foster and Homeless student data is not available due to their small size relative to the school population. When analyzing suspension rates, these have increased over time (6.9% in 18-19 and 8.8% in 22-23) not meeting the District's goal of 5% by 23-24.

Action 1.13: California Career Zone: College and Career Indicators on the California Schools Dashboard showed a slight decrease in the percentage of students considered prepared. In 2023 the rate was 32.7 while in 2019 the rate was 39.4% (most recent comparison available due to the suspension of the California Schools Dashboard in 2020-2022). Socioeconomically Disadvantaged students had similar declines with 28.5% in 2023 and 34.4% in 2019. Other subgroup data is not available for comparison due to the groups' small size. Attendance rates have not improved like the District expected them to and did not meet the District's desired outcome for 2023-2024 of 96%. According to the Student Information System, Aeries, the 23-24 Attendance Rate for CUHSD was 83.2% (CUHS: 94.3%; Independent Studies: 76.5%; Gateway High School: 81%).

Action 1.14: Counseling Department Outreach: College and Career Indicators on the California Schools Dashboard showed a slight decrease in the percentage of students considered prepared. In 2023 the rate was 32.7 while in 2019 the rate was 39.4% (most recent comparison available due to the suspension of the California Schools Dashboard in 2020-2022). Socioeconomically Disadvantaged students had similar declines with 28.5% in 2023 and 34.4% in 2019. Other subgroup data is not available for comparison due to the groups' small size. Attendance rates have not improved like the District expected them to and did not meet the District's desired outcome for 2023-2024 of 96%. According to the Student Information System, Aeries, the 23-24 Attendance Rate for CUHSD was 83.2% (CUHS: 94.3%; Independent Studies: 76.5%; Gateway High School: 81%).

Action 1.15: Parent Empowerment Program: College and Career Indicators on the California Schools Dashboard showed a slight decrease in the percentage of students considered prepared. In 2023 the rate was 32.7 while in 2019 the rate was 39.4% (most recent comparison available due to the suspension of the California Schools Dashboard in 2020-2022). Socioeconomically Disadvantaged students had similar declines with 28.5% in 2023 and 34.4% in 2019. Other subgroup data is not available for comparison due to the groups' small size. Attendance rates have not improved like the District expected them to and did not meet the District's desired outcome for 2023-2024 of 96%. According to the Student Information System, Aeries, the 23-24 Attendance Rate for CUHSD was 83.2% (CUHS: 94.3%; Independent Studies: 76.5%; Gateway High School: 81%).

Action 1.16: TAPS and Tribe Time Program Coordinator: College and Career Indicators on the California Schools Dashboard showed a slight decrease in the percentage of students considered prepared. In 2023 the rate was 32.7 while in 2019 the rate was 39.4% (most recent comparison available due to the suspension of the California Schools Dashboard in 2020-2022). Socioeconomically Disadvantaged students had similar declines with 28.5% in 2023 and 34.4% in 2019. Other subgroup data is not available for comparison due to the groups' small size. Attendance rates have not improved like the District expected them to and did not meet the District's desired outcome for 2023-2024 of 96%. According to the Student Information System, Aeries, the 23-24 Attendance Rate for CUHSD was 83.2% (CUHS: 94.3%; Independent Studies: 76.5%; Gateway High School: 81%).

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

In order to increase understanding and clarity of intent behind actions for educational partners, the 2024-2025 LCAP features actions that are combined and simplified. The number of actions within each goal is greatly reduced as well. Goal 1 features four actions for 24-25 instead of the original 16 in previous versions of the plan.

Goal 1: 2024-2025 LCAP
Action 1: Dual Enrollment and Advanced Placement Classes
Action 2: Career and Technical Education Programs
Action 3: Student Experiences
Action 4: Access to Technology

For the 24-25 LCAP, the following 23-24 actions were shifted or consolidated into the following actions:

Action 1.1: Increasing Student Access to Rigorous Coursework remains 1.1 (Dual Enollment and Advanced Placement Classes) in the 24-25 LCAP

Action 1.2: Academic and Socio-Emotional Counseling and Mentorship for the Whole Student was moved to action 2.4 (Pupil Services Support) in the 24-25 LCAP

Action 1.3: Access to Technology and Technology Support Services was embedded into 1.4 (Access to Technology) in the 24-25 LCAP

Action 1.4: School Psychologist Services for Social Emotional Learning Needs was moved to 2.4 (Pupil Services Support) in the 24-25 LCAP

Action 1.5: Positive Behavior Interventions and Supports is in 1.3 (Student Experiences) for the 24-25 LCAP

Action 1.6: Academic Decathlon is also now in 1.3 (Student Experiences) for the 24-25 LCAP

Action 1.7: District School Nurse was shifted to 2.4 (Pupil Services Support) in the 24-25 LCAP

Action 1.8: Alternative Education Program is now in 2.1 (Required Action (English Learners ELA Districtwide): Support for English Language Learners) in the 24-25 LCAP

Action 1.9: CTE Program Expansion to Increase Student Exposure and Participation was changed to 1.2 (Career and Technical Education Programs) in the 24-25 LCAP

Action 1.10: The Core Curriculum Teacher, Link Crew and Student Leadership, and Program Supplies is now 2.2 (Leadership Opportunities for Students) in the 24-25 LCAP

Action 1.11: Driver's Education is also embedded into action 1.3 (Student Experiences) in the 24-25 LCAP

Action 1.12: Student Support Clerks was moved to 2.1 (Required Action (English Learners ELA Districtwide): Support for English Language Learners) in the 24-25 LCAP

Action 1.13: California Career Zone was removed in the 23-24 LCAP and is not present in the 24-25 LCAP either

Action 1.14: Counseling Department Outreach was removed in the 23-24 LCAP and is not present in the 24-25 LCAP either

Action 1.15: Parent Empowerment Program was moved to 3.3 (Community Engagement and Awareness) in the 24-25 LCAP

Action 1.16: TAPS and Tribe Time Program Coordinator is now part of 2.2 (Leadership Opportunities for Students) in the 24-25 LCAP

The metrics included in Goal 1 remain the same as previously reported. The District has seen growth with some metrics but overall, there is a clear need for the actions in Goal 1. This is especially true for the many actions that the District plans to continue.

Changes to the actions is Goal 1 are based on a metric analysis needs assessment as well as educational partner feedback. The District continues its efforts to remain aligned at the District and school site level to ensure that efforts on all fronts are intentional, purposeful, and as impactful as possible.

Actions that were not effective have also been changed for the 24-25 school year. The following is a list of those changes:

Action 1.2: Academic and Socio-Emotional Counseling and Mentorship for the Whole Student: This action is now embedded in Action 2.4 in the 24-25 LCAP and the metric has changed to student achievement on the CAASPP for English and mathematics. The action was ineffective because the selected metric was not an appropriate measure. CCI was suspended on the California Schools Dashboard from 2020-2022. Therefore, changing the metric to CAASPP will allow the District to accurately analyze the effectiveness of the action.

Action 1.4: School Psychologist Services for Social Emotional Learning Needs: This action is now embedded in Action 2.4 in the 24-25 LCAP and the metric has changed to student achievement on the CAASPP for English and mathematics. The action was ineffective because the selected metric was not an appropriate measure. Therefore, changing the metric to CAASPP will allow the District to accurately analyze the effectiveness of the action.

Action 1.5: Positive Behavior Interventions and Supports: This action is now embedded in Action 1.5 in the 24-25 LCAP and the metric has changed to student achievement on the CAASPP for English and mathematics and Edgenuity course completion based on the consolidation of actions. The action was ineffective because the selected metric was not an appropriate measure. Therefore, changing the metric to CAASPP will allow the District to accurately analyze the effectiveness of the action.

Action 1.7: District School Nurse: The District School Nurse has worked to earn certifications in a variety of topics over the last two years. She is now able to screen students for hearing and vision. She plans to do both of these next year for all sophomores and students on IEPs. She is also certified to train students and staff in CPR (Cardiopulmonary Resuscitation) and BLS (Basic Life Support) skills certifications. Moreover, she will continue to work with the CTE pathway to offer students CNA certifications. Also, this action is now embedded in Action 2.4 in the 24-25 LCAP and the metric has changed to student achievement on the CAASPP for English and mathematics. The action was ineffective because the selected metric was not an appropriate measure. Therefore, changing the metric to CAASPP will allow the District to accurately analyze the effectiveness of the action.

Action 1.8: Alternative Education Program: The Alternative Education Program will have a new Principal for 24-25 school year. He is bilingual and experienced in high school administration and the alternative education setting. He has also worked with the school board and his staff to update the graduation requirements and course offerings for the program. This is a benefit and a sign of positive growth to come for Chowchilla's Alternative Education. The action was previously ineffective due to lack of change at the site with regards to its program offerings and requirements. Also, the program is at capacity year-round. The changes brought forth by the new principal paired with his extensive experience in Alternative Education will lead to a strengthened approach with this action.

Action 1.9: CTE Program Expansion to Increase Student Exposure and Participation: Departments will receive additional support from site administration as they meet for PLC. An additional Digital Photography will be added in 24-25 to expand the visual art course offerings (funded from Prop 28 Arts and Music Plan). Gateway High School will also begin offering Public Safety via in-person instruction to give Gateway High School students access to hands-on electives and CTE pathways (Action 4.1). This action was ineffective because most CTE teachers are new to the PLC process. Having support from administration in this will help solidify their work. Also, students at both sites will not have increased access to CTE coursework.

Action 1.10: The Core Curriculum (SEL) Teacher, Link Crew and Student Leadership, and Program Supplies: In the 24-25 school year, the District has a new Activities Director. The District plans to provide training for the new Activities Director and student leaders in both Link Crew and ASB. The metrics used were also changed for 24-25. The action was ineffective because the selected metric was not an appropriate measure and because Leadership and Link Crew has had a lot of turnover in the last several years. Changing the metric to CAASPP will allow the District to accurately analyze the effectiveness of the action. Training staff and students will better prepare students to hold campus-wide events that support student success.

Action 1.13: California Career Zone: This program/action will not be included in the LCAP by the District moving forward into 24-25. The District plans to utilize other Career Readiness programs such as the California College Guidance Initiative (CCGI). This is a new partnership for the District and it is not funded by the LCAP.

Action 1.14: Counseling Department Outreach: This program/action will not be included in the LCAP by the District moving forward into 24-25.

Action 1.15: Parent Empowerment Program: This action is now embedded in Action 3.3 in the 24-25 LCAP and the metric remains the same. The action was ineffective because the selected metric was not an appropriate measure. CCI was suspended on the California Schools Dashboard from 2020-2022. Now that CCI is a consistent metric on the California Schools Dashboard, the District is enthusiastic about seeing consistent growth with CCI. The PEP program was attended well by parents. Their feedback was positive and they want the District to continue to offer it in English and Spanish.

Action 1.16: TAPS and Tribe Time Program Coordinator: As the TAPS and Tribe Time Coordinator finishes her first year overseeing the programs, the administration continues to work with her to improve the program for next year. Among other things, the staff will refine what valid community service opportunities look like, calibrate grading of completed portfolios, and make small changes to the Tribe Time calendar. She has worked to create a Parent/Student/Staff Handbook full of resources, procedures, and clarifications that will be available to all online via the District website. The action was ineffective because the selected metric was not an appropriate measure. CCI was suspended on the California Schools Dashboard from 2020-2022. Now that CCI is a consistent metric on the California Schools Dashboard, the District is enthusiastic about seeing consistent growth with CCI.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP English Language Arts	According to DataQuest, 22.3% of students Nearly Met Standard on the CAASPP ELA in 2018-2019. This is the most current test score data available.	According to DataQuest, 27.3% of students Nearly Met Standard on the CAASPP ELA in 2020-2021. When looking at student subgroups, the percentage of students who Nearly Met Standard on the CAASPP ELA in 2020-2021 are as follows: 22.7% (low-income) and 23.4% (EL). This is the most current test score data available.	According to the California Dashboard, 31.5% of students Nearly Met Standard on the CAASPP ELA in 2021-2022. When looking at student subgroups, the percentage of students who Nearly Met Standard on the CAASPP ELA in 2021-2022 are as follows: 30.6% (low-income) and 26% (EL).	According DataQuest, 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. Disaggregated data showed the following for student subgroups: -31.7 (Hispanic); -	The percentage of students who Nearly Met Standard on the CAASPP ELA is 26%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				29.4 (White); -106.1 (English Learners); -42.8 (Socioeconomically Disadvantaged); -74 (Students with Disabilities). Negative numbers indicate below standard status. Other student subgroup data not available due to small population size. According to the California Dashboard, 22.6% of students Nearly Met Standard on the CAASPP ELA in 2022-2023. When looking at student subgroups, the percentage of students who Nearly Met Standard on the CAASPP ELA in 2022-2023 are as follows: 23.1% (low-income) and 17.7% (EL).	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Mathematics	According to DataQuest, 25.4% of students Nearly Met Standard on the CAASPP mathematics in 2018-2019. This is the most current test score data available.	According to DataQuest, 32.2% of students Nearly Met Standard on the CAASPP mathematics in 2020-2021. When looking at student subgroups, the percentage of students who Nearly Met Standard on the CAASPP mathematics in 2020-2021 are as follows: 25.5% (low-income) and 19% (EL). This is the most current test score data available.	According to the California Dashboard, 17.8% of students Nearly Met Standard on the CAASPP mathematics in 2021-2022. When looking at student subgroups, the percentage of students who Nearly Met Standard on the CAASPP mathematics in 2021-2022 are as follows: 14.9% (low-income) and 9% (EL).	According DataQuest, 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 subgroups: -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.	The percentage of students who Nearly Met Standard on the CAASPP mathematics is 29%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Other student subgroup data not available due to small population size. According to the California Dashboard, 18.3% of students Nearly Met Standard on the CAASPP mathematics in 2022-2023. When looking at student subgroups, the percentage of students who Nearly Met Standard on the CAASPP mathematics in 2022-2023 are as follows: 17.6% (low-income) and 5.9% (EL).	
California Science Test Met or Exceeded Standard	According to DataQuest, 21.4% of students Met or Exceeded Standard on the California Science Test in 2018-2019.	According to DataQuest, 28.72% of students Met or Exceeded Standard on the California Science Test (CAST) in 2020-2021. This is the most current test score data available.	According DataQuest 18.6% of students Met or Exceeded Standard and 54.7% Nearly Met Standard on the California Science Test in 2021-2022. When looking at student subgroups,	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	The percentage of students who Nearly Met Standard on the California Science Test is 35%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		CAST data for foster youth, English Learners, and socioeconomically disadvantaged students was not released due to the group sizes.	the percentage of students who Met or Exceeded Standard on the CAST in 2021-2022 are as follows: 17% (low-income) and 8.1% (EL). Those who Nearly Met Standard were as follows: 60.7% (low-income) and 53% (EL).	Test in the 2022-2023 school year. Of the 252 students tested at Chowchilla Union High School, 3.2% of students Exceeded Standard and 22.2% Met Standard. At Gateway High School, of the 39 students tested, 0% Exceeded Standard and 2.56% Met Standard. For comparison, in California, 7.3% of students Exceeded Standard and 24.4% of students Met Standard. Disaggregated data showed the following for student subgroups: Socioeconomically Disadvantaged: 2% Exceeded Standard and 17.1% Met Standard Not Socioeconomically	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Disadvantaged: 6.5% Exceeded Standard and 32.6% Met Standard Students with Disabilities: 0% Exceeded Standard and 8% Met Standard Hispanic: 1.9% Exceeded Standard and 19.3% Met Standard White: 6.5% Exceeded Standard and 19.4% Met Standard English Learners: 0% Exceeded Standard and 2% Exceeded Standard Other student subgroup data not available due to small population size. According DataQuest 21.8% of students Met or Exceeded Standard and 67.1% Nearly Met Standard on the	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				California Science Test in 2022-2023. When looking at student subgroups, the percentage of students who Met or Exceeded Standard on the CAST in 2022-2023 are as follows: 18.7% (low-income) and 1.85% (EL). Those who Nearly Met Standard were as follows: 68.9% (low-income) and 77.8% (EL).	
EL Reclassification Rate	According to the California Dashboard and EdData, in 2018-2019, CUHSD's reclassification rate was less than 2.8%.	According to EdData, in 2020-2021, CUHSD's reclassification rate was less than 3%	According to DataQuest, in 2021-2022, CUHSD's reclassification rate was 18%.	According to CALPADS and the California School Dashboard, 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	The EL reclassification rate for CUHSD is 6%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				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.	
Grade Analysis for Spring of 2021 at CUHS	According to CUHS's Student Information System Aeries, 39% of students at CUHS failed at least two classes during the spring of 2021.	According to CUHS's Student Information System Aeries, 17% of students at CUHS failed at least two classes during the fall of 2021.	According to CUHS's Student Information System Aeries, 15.1% of students at CUHS failed at least two classes during the fall of 2022.	According to CUHS's Student Information System Aeries, 12.9% or 124 out of 960 students at CUHS failed at least two classes during the fall of 2023.	The percentage of students at CUHS will two or more failing grades in the spring of 2024 will decrease by 10%.
Fully Credentialed and Appropriately Assigned Teachers	14% of the teachers at CUHSD in the 2020-21 school year are teaching outside of their area and/or not fully credentialed.	As of May 2022, 20% of CUHSD teachers are teaching outside of their area and/or are not fully credentialed.	20% of CUHSD teachers in the 2023-2024 school year are teaching outside of their area and/or are not fully credentialed.	According to DataQuest, in the 2021-2022 school year, of the 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. This is the most recent official data available.	All teachers at CUHS are fully credentialed and appropriately assigned.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to Standards-Aligned Instructional Materials	All core subject teachers are using curriculum aligned to the CCSS.	All core subject teachers are using curriculum aligned to the CCSS.	All core subject teachers are using curriculum aligned to the CCSS.	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 CCSS.
Implementation of State Standards	All core subject teachers are using curriculum aligned to the CCSS.	With regards to the CTE Computer Science pathway, both summative and formative assessments were used throughout the year. The Mathematics Department has used the Common Core Standards as a basis for choice in curriculum, pacing, instructional practice, assessment, and data reflection. The Mathematics Department uses several tools to help with standards based instruction. One of these tools is the Math XL program. The Math XL program allows	All core subject teachers are using curriculum aligned to the CCSS.	According to Local District Indicators, the District's reported Self-Reflection Tool on the 2023 California School Dashboard, shows its implementation of state standards.	All core subject teachers are using curriculum aligned to the CCSS.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		teachers to construct homework, study guides, and assessments by choosing the Common Core standards that the concepts reflect. The math Department also uses the Illuminate program which is a standards based assessment program. Although VAPA is a small department on campus, its course offerings are very diverse. The team works well with ensuring standards are clearly outlined and explained to students. The class assignments are performance or project based and offer students exposure to a variety of techniques and content. With a new administrative team and changes to			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		course offerings, Local Indicator surveys show that many core and nontraditional departments are in Initial Implementation stages with new curriculum, assessments, and instructional strategies going into the 22-23 school year.			
High School Graduation Rate	In 2018-2019, 91% of students graduated at CUHSD according to the California Dashboard.	In 2020-2021, 86% of students graduated at CUHSD according to EdData.	In 2021-2022, 90.1% of students graduated at CUHSD according to EdData. Low-income students had a graduation rate of 89.9% and English Learners had a graduation rate of 84.1%. Foster and Homeless student data is not available due to their small size relative to the school population.	According to the California School Dashboard, the District's graduation rate in the 2022-2023 school year was 87.2%. Chowchilla Union High School's rate was 92.6% and Gateway High School's was 69% Disaggregated data showed the following percentages for student subgroups: 87.1% for the District and 93.8% for CUHS (Hispanic); 90.9% for the District and 93.8%	CUHSD's graduation rate is 96%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				for CUHS (White); 80.4% for the District and 92.3% for CUHS (English Learners); 86.6% for the District and 92.1% for CUHS (Socioeconomically Disadvantaged); 55.6% for the District (Students with Disabilities); 81.3% (Homeless Students).	

Goal Analysis

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

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

There were no substantive differences in the planned actions and the implementation of these actions throughout the school year.

Among Goal 2's successes are that common midterm and final exam assessments continue to be proctored via Illuminate (find a data point to tie this to). Departments continue to develop these in collaboration with each other and most departments share common subject areas. Subject-based PLCs continue at CUHS and the District's partnership with Solution Tree for this is on its second year with plans to continue into the next two years (Goal 2, Action 3 and Goal 2, Action 4). A focus on data and data-driven discussions has become a focus point of PLC time with departments lead by administration at CUHS, particularly the Learning Director.

A challenge in implementation of Goal 2 was ensuring cohesiveness from department to department given the large variety of classes offered at CUHS. Also, because teachers were now being asked to have meaningful and purposeful conversations about their assessment data, administration had to ensure departments had the data they needed with timeliness. They also had to ensure that the instructional calendar provided teachers with time to meet. Lastly, department chairs and administrators had large tasks ahead of them as they continuously pushed departments forward in the PLC process.

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.

In Goal 2, two of the six actions showed significant material differences between Budgeted Expenditures and Estimated Actual Expenditures (of at least 20% difference between the budgeted amount and the expended amount).

Action 2 Increased Supports for English Learners: The difference was due to the initial use of Expanded Learning Opportunities funds to expend them before they expired.
Budgeted: $191,088.06   Actuals: $133,403.06

Action 3 PLC Collaboration Days: The difference was also due to the use of one-time funds for this item instead of LCAP funds. The one-time funds had an expiration that was scheduled in the 23-24 school year. Also, teachers and administrators really tried to utilize contracted substitute teachers (Goal 3, Action 6) as much as possible to reduce costs.
Budgeted: $24,473.20   Actuals: $2,320.17

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

The District identified several metrics that were influenced by the actions in Goal 2. They are also indicative of the successes (effectiveness) and areas of growth for this goal (ineffectiveness). Measuring effectiveness on this goal is largely based on results from statewide assessments such as CAASPP, CAST, and ELPAC for 22-23.

Those actions that were considered PARTIALLY EFFECTIVE are:

Action 2.2: Increased Supports for English Learners: According to DataQuest, 49.8% of students in the District are making progress toward English proficiency in the 2022-2023 school year (ELPI). A score distribution analysis for 22-23 indicated the following: 21.5% (44) were at a Level 4; 36.6% (75) were at a Level 3; 28.3% (58) were at a Level 2; 13.7% (28) were at a Level 1. All of which show an overall increase when compared to previous years. Also, the District met its desired outcome for 23-24. According to CALPADS and the California School Dashboard, 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. This also shows an improvement when compared to the 21-22 school year at 18%. However, the percentage of students who Nearly Met Standard on the CAASPP ELA has increased over time (27.3% in 2021, 31.5% in 2022, 41.7% in 2023) when compared to 18-19 data (22.3%). The District surpassed its desired outcome for 23-24 set at 26%. The percentage of students who Nearly Met Standard on the CAASPP mathematics continues to be lower than baseline data (32.2% in 2021, 17.8% in 2022, 18.3% in 2023) in 18-19 data (25.4%). Therefore, the District did not meet its desired outcome for 23-24 of 29%.

Action 2.4: Learning Director AP Pass Rate continue to increase with 56.9% in 2023 and 61.34% in 2024 and the District met its desired outcome for 23-24 (35%). According to CALPADS and the California School Dashboard, 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. This also shows an improvement when compared to the 21-22 school year at 18%. However, the percentage of students who Nearly Met Standard on the CAASPP ELA has increased over time (27.3% in 2021, 31.5% in 2022, 41.7% in 2023) when compared to 18-19 data (22.3%). The District surpassed its desired outcome for 23-24 set at 26%. The percentage of students who Nearly Met Standard on the CAASPP mathematics continues to be lower than baseline data (32.2% in 2021, 17.8% in 2022, 18.3% in 2023) in 18-19 data (25.4%). Therefore, the District did not meet its desired outcome for 23-24 of 29%.

Actions that were considered INEFFECTIVE are the following:

Action 2.1: Professional Development for Certificated Staff: The percentage of students who Nearly Met Standard on the CAASPP ELA has increased over time (27.3% in 2021, 31.5% in 2022, 41.7% in 2023) when compared to 18-19 data (22.3%). The District surpassed its desired outcome for 23-24 set at 26%. The percentage of students who Nearly Met Standard on the CAASPP mathematics continues to be lower than baseline data (32.2% in 2021, 17.8% in 2022, 18.3% in 2023) in 18-19 data (25.4%). Therefore, the District did not meet its desired outcome for 23-24 of 29%.

Action 2.3: PLC Teacher Collaboration Days: The percentage of students who Nearly Met Standard on the CAASPP ELA has increased over time (27.3% in 2021, 31.5% in 2022, 41.7% in 2023) when compared to 18-19 data (22.3%). The District surpassed its desired outcome for 23-24 set at 26%. The percentage of students who Nearly Met Standard on the CAASPP mathematics continues to be lower than baseline data (32.2% in 2021, 17.8% in 2022, 18.3% in 2023) in 18-19 data (25.4%). Therefore, the District did not meet its desired outcome for 23-24 of 29%.

Action 2.5: Summer School: In 2021-2022, 90.1% of students graduated at CUHSD according to EdData. Low-income students had a graduation rate of 89.9% and English Learners had a graduation rate of 84.1%. Foster and Homeless student data is not available due to their small size relative to the school population. High school dropout rates are essentially as high as they were in 18-19 (8%) at the end of 22-23 (7.9%). The District's goal of reducing the rate to 4% was not met.

Action 2.6: Staffing for Reduction of Classroom Size: The percentage of students who Nearly Met Standard on the CAASPP ELA has increased over time (27.3% in 2021, 31.5% in 2022, 41.7% in 2023) when compared to 18-19 data (22.3%). The District surpassed its desired outcome for 23-24 set at 26%. The percentage of students who Nearly Met Standard on the CAASPP mathematics continues to be lower than baseline data (32.2% in 2021, 17.8% in 2022, 18.3% in 2023) in 18-19 data (25.4%). Therefore, the District did not meet its desired outcome for 23-24 of 29%.

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

The only changes within Goal 2 had to do with the actions in this goal. The 2024-2025 LCAP features actions that are combined and simplified to increase understanding and clarity of intent behind actions for educational partners. The number of actions within each goal is greatly reduced as well. Goal 2 features four actions for 24-25 instead of the original six in previous versions of the plan.

Goal 2: 2024-2025 LCAP
Action 1: Increased Support for English Learners
Action 2: Supplemental Leadership Opportunities for Students
Action 3: Enhancing Capacities and Maintaining a High Quality Staff
Action 4: Pupil Services Support

For the 24-25 LCAP, the following 23-24 actions were shifted or consolidated into the following actions:

Action 2.1: Professional Development for Certificated Staff was moved to 2.3 (Required Action (LTEL)/Technical Assistance: Enhancing Capacities and Maintaining a High Quality Staff) in the 24-25 LCAP

Action 2.2: Increased Supports for English Learners was moved to 2.1 (Required Action (English Learners ELA Districtwide): Support for English Language Learners) in the 24-25 LCAP

Action 2.3: PLC Teacher Collaboration Days was removed in 23-24 due to the use of Educator Effectiveness Block Grant to fund this action. This remains the same for the 24-25 LCAP

Action 2.4: Learning Director remains as 2.4 (Pupil Services Support) in the 24-25 LCAP

Action 2.5: Summer School was removed in 23-24 due to the use of Learning Recovery Block Grant to fund this action. This remains the same for the 24-25 LCAP

Action 2.6: Staffing for Reduction of Classroom Size is also now in 2.3 (Required Action (LTEL)/Technical Assistance: Enhancing Capacities and Maintaining a High Quality Staff) for the 24-25 LCAP

The metrics included in Goal 2 remain the same as previously reported. The District has seen growth with some metrics but overall, there is a clear need for the actions in Goal 2. This is especially true for the many actions that the District plans to continue.

Changes to the actions is Goal 2 are based on a metric analysis needs assessment as well as educational partner feedback. The District continues its efforts to remain aligned at the District and school site level to ensure that efforts on all fronts are intentional, purposeful, and as impactful as possible.

Actions that were not effective have also been changed for the 24-25 school year. The following is a list of those changes:

Action 2.1: Professional Development for Certificated Staff: This action will now be a collaborative effort with administration and expert teachers working together to develop professional development opportunities that meet the needs of staff but are also directly linked to state testing as well as the challenges that English Learners, low-income students, and students on IEPs face daily in the classroom. This action was not effective because the District was still working towards achieving common subject-based assessments and providing teachers enough time to collaborate in PLCs. Now that common assessments are part of the culture on campus and teachers have more collaboration time, administration has calendared a year's worth of learning opportunities for staff that are targeted and purposeful.

Action 2.3: PLC Teacher Collaboration Days: This program/action will not be included in the LCAP by the District moving forward into 24-25. It will be funded via the Educator Effectiveness Block Grant.

Action 2.5: Summer School: This program/action will not be included in the LCAP by the District moving forward into 24-25. Summer school will be funded via the Learning Recovery Block Grant through the 26-27 school year. As summer school completion data has been analyzed, it is clear that students benefit from seat-time classes rather than independent studies options. Counselors are referring students for seat-time options more than online options. This is especially the case with summer school in 2024.

Action 2.6: Staffing for Reduction of Classroom Size: The administration plans to meet monthly to discuss professional development opportunities and plan for them as they approach. Also, data will be integral to every staff meeting to expose staff to the District's progress towards metric goals. As students complete interim assessments, data will also be shared to all staff. This action was not previously effective because data exposure has not been a recurring topic of discussion with all staff. Embedding data into all staff meetings and calendaring learning opportunities for the entire year that are intentional and targeted with lead to a strengthened approach to improve the District's CAASPP achievement.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities in "Good" Repair Measured by Facility Inspection Tool (FIT)	The Facilities Inspection Tool, which is completed at both Chowchilla Union High School and Gateway Continuation School, showed no findings.	The Facilities Inspection Tool, which is completed at both Chowchilla Union High School and Gateway Continuation School, showed no findings.	The Facilities Inspection Tool, which is completed at both Chowchilla Union High School and Gateway Continuation School, showed no findings for 2022-2023.	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.	The Facilities Inspection Tool, which is completed at both Chowchilla Union High School and Gateway Continuation School, with no findings.
Parent Input in Decision Making	During the LCAP development process, the LCAP parent survey collected 114 parent responses in 2020-2021.	During the LCAP development process, the LCAP parent/community survey collected 65 parent responses in English and 5 responses in Spanish; 28 staff survey responses, and 612 student survey responses in preparation for 2022-2023 LCAP.	During the LCAP development process, the LCAP parent/community survey collected 16 parent responses in English and 4 responses in Spanish; 36 staff survey responses, and 372 student survey responses in preparation for 2023-2024 LCAP.	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	LCAP parent input survey participation will increase by 200%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				preparation for 2024-2025 LCAP.	
Parent Participation	Wide-ranging opportunities for parent involvement, specifically targeting parents of ELs and students with exceptional needs, included but not limited to ELAC/DELAC, School Site Council, Back-to-School Night, and other school events, where CUHSD's current participation is minimal (exact numbers unavailable).	In the 2021-2022 school year, 25% of parents/guardians participate in ELAC/DELAC, School Site Council, Back-to-School Night, and other school events, with special emphasis on participation of parents of students in ELD and Special Education.	So far in the 2022-2023 school year, about 35% of parents/guardians have 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.	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.	20% of parents/guardians participate in ELAC/DELAC, School Site Council, Back-to-School Night, and other school events, with special emphasis on participation of parents of students in ELD and Special Education.
Chronic Absenteeism	According to EdData, 14.7% of students in 2018-2019 were considered chronically absent having missed more than 10% of the school year at CUHS.	When disaggregating for student subgroups, the chronic absenteeism rate in 2020-2021 was 22.9% (EL), 22.5% (low-income), 31.6% (homeless), and 36.4% (foster), according to DataQuest.	When disaggregating for student subgroups, the chronic absenteeism rate in 2021-2022 was 35.5% (EL), 44.2% (low-income), 57.9% (homeless), and 78.6% (foster), according to DataQuest.	According to the Student Information System, Aeries, the District's chronic absenteeism was 36.9% in 2022-2023. Disaggregated data for student subgroups not available for this metric.	The percentage of students who are chronically absent has decreased by 10% in comparison to 2018-2019 rates at CUHS.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		According to the Aeries Information System,15.1% of all students in 2021-2022 were considered chronically absent having missed more than 10% of the school year in at CUHS.	As of June 2023, according to the Aeries Information System, 15.6% of students in 2022-2023 were considered chronically absent having missed more than 10% of the school year at CUHS.		
High School Dropout Rate	According to Data Quest, CUHSD's high school dropout rate in 2018-2019 was 8%.	According to EdData, CUHSD's dropout rate in 2020-2021 was 5.9%.	According to EdData, CUHSD's dropout rate in 2021-2022 was 4.4%. (12.1% for English Learners and 4.6% for low-income students).	According to DataQuest, the District's dropout rate in 2022-2023 was 7.9%. Student subgroup data not available due to small population size.	The percentage of students who dropped out of high school has decreased by 4% as compared to 2019-2020 rates.
Suspension Rates	In 2018-2019, 6.9% of students at CUHSD were suspended at least once as reported in the California Dashboard.	Because the District did not reopen for the 2020-2021 school year, no students were suspended district-wide. In 2021-2022, 5.3% of students at CUHSD	As of June 2023, according to the Aeries Information System, 8.3% (133 suspensions for 95 total students) of students at CUHSD were suspended at least once (88.4% low-income students	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 subgroups:	The student suspension rate for those suspended at least once is 5%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		were suspended at least once according to EdData.	22.1% English Learners).	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). Other student subgroup data not available due to small population size.	
Attendance Rate at CUHS	In 2020-2021, the Aeries Information System reflected an attendance rate of 93.2% at CUHS.	In 2021-2022, the Aeries Information System reflected an attendance rate of 92.3% at CUHS.	As of June 2023, the attendance rate for 2022-2023 for CUHS was 92.6%. Attendance rates and disaggregated data related to attendance is not reported on the California Dashboard for 2022.	According to the Student Information System, Aeries, the District's 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% .	The attendance rate will increase to 96% at CUHS.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Graduation Rate	In 2018-2019, 91% of students graduated at CUHSD according to the California Dashboard.	In 2020-2021, 86% of students graduated at CUHSD according to EdData.	In 2021-2022, 90.1% of students graduated at CUHSD according to EdData. Low income students had a graduation rate of 89.9% and English Learners had a graduation rate of 84.1%. Foster and Homeless student data is not available due to their small size relative to the school population.	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 subgroups: 87.1% (Hispanic); 90.9% (White); 80.4% (English Learners); 86.6% (Socioeconomically Disadvantaged); 55.6% (Students with Disabilities); 81.3% (Homeless). Other student subgroup data not available due to small population size.	CUHSD's graduation rate is 96%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Safety and School Connectedness (Pupils)	According to the 2020-2021 LCAP Student Survey, 54.5% Strongly Agree or Agree with the following statement: I feel safe at my school.	According to the 2021-2022 LCAP Student Survey, over half of respondents indicated that they feel Very Safe (10%) or Safe (46%) in school.	According to the 2022-2023 LCAP Student Survey, over half of respondents indicated that they feel Very Safe (9%) or Safe (45%) in school.	According to Local District Indicator Survey Data, 53% of students reported that they feel Safe or Very Unsafe when at school while 7% felt Unsafe or Very Unsafe but 40% felt Indifferent to the question. 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.	Student surveys show that 75% of students feel safe on campus.

Goal Analysis

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

There were many substantive differences in planned actions and actual implementation of these actions. Bus driver stipends were added to Goal 3, Action 2 (Supplemental Transportation Services) in a effort to maintain qualified staffing in the Transportation Department and the District's order for supplemental vans was shifted to newer model SUVs that cost more per unit. The Tribe Pantry and Wellness Center (Goal 3, Action 3) served more students than initially planned. Also, among the challenges associated with these actions were the difficulties with moving forward on the contract with the Madera County Department of Behavioral Health for a Licensed Clinical Social Worker (Goal 3, Action 7). Though this action will be continued in the 24-25 LCAP. Lastly, Goal 3, Action 8 (Gymnasium and Classroom Seating for Campus-Wide Events and Additional Classroom Spaces) remains an ongoing project as the need for renovation and maintenance work was largely underestimated. This too, will be continued in the 24-25 LCAP.

Among the success of Goal 3 is the District's ability to maintain its bus drivers and day time custodians on staff throughout the 23-24 school year (Goal 3, Action 3 and Goal 3, Action 4). Another successful program from Goal 3 is that of the Tribe Pantry and Wellness Center. Consistently, the Pantry serves just over 60 students every time it opens. Students have responded well to the service and many educational partner groups (students, staff, parents) would like to see it continue.

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.

In Goal 3, five of the six actions showed significant material differences between Budgeted Expenditures and Estimated Actual Expenditures (of at least 20% difference between the budgeted amount and the expended amount).

Action 2 Supplemental Transportation Services: The difference was due to the addition of driver stipends to retain staffing and have consitient and continuous transportation for students. The difference was also due to the District purchasing a wheelchair accessible van and a new bus to replace buses that are no longer repairable in a cost-efficient manner.
Budgeted: $368,084.38   Actuals: $545,646.61

Action 3 The Tribe Pantry and Wellness Center: The difference was due to an increased and unforeseen increased participation from students in the program via athletics and the pantry.
Budgeted: $25,000   Actuals: $49,010.00

Action 7 Contracted Social Worker: The difference is due to turnover at Behavioral Health for Madera County that lead to continued efforts to solidify the partnership and supply a qualified staff member for services at CUHSD.
Budgeted: $55,000   Actuals: $0

Action 8 Pool Area and Weight Room Improvements: The difference is due to an unexpected reduction in the cost of the pool controller.
Budgeted: $320,000   Actuals: $227,182.45

Action 9 Gymnasium and Classroom Seating for Campus-Wide Events and Additional Classroom Spaces: The difference is due to a large underestimation of the costs associated with renovation and maintenance of the gymnasium bleacher project. The project was partially completed after it started due to insufficient funds to remodel the gymnasium. However, scoreboard repairs were completed and additional desks, chairs, and tables were purchased for the new classes created in CTE for 24-25. Plans to continue the remodeling project in the gymnasium are ongoing.
Budgeted: $285,000   Actuals: $101,926.89

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

The District identified several metrics that were influenced by the actions in Goal 1. They are also indicative of the successes (effectiveness) and areas of growth for this goal (ineffectiveness).

Among the EFFECTIVE actions measured via a metric analysis needs assessment are:

Action 3.3: The Tribe Pantry and Wellness Center: Internal data collected pertaining to student use of the Tribe Pantry shows an increase in participation from a total of 966 total students served in the 22-23 school year and 1,045 total students served in the 23-24 school year. This is also the case for low-income student participation. In 22-23, of those who participated 873 students were considered low-income (90.4%). In 23-24, of those who participated 923 students were considered low-income (88.3%).

Actions that were considered INEFFECTIVE are the following:

Action 3.1: School Resource Officer: When analyzing suspension rates, these have increased over time (6.9% in 18-19 and 8.8% in 22-23) not meeting the District's goal of 5% by 23-24. The percentage of students who Nearly Met Standard on the CAASPP ELA has increased over time (27.3% in 2021, 31.5% in 2022, 41.7% in 2023) when compared to 18-19 data (22.3%). The District surpassed its desired outcome for 23-24 set at 26%. The percentage of students who Nearly Met Standard on the CAASPP mathematics continues to be lower than baseline data (32.2% in 2021, 17.8% in 2022, 18.3% in 2023) in 18-19 data (25.4%). Therefore, the District did not meet its desired outcome for 23-24 of 29%.

Action 3.2: Supplemental Transportation Services: According to the Student Information System, Aeries, the District's 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%
The District did not meet its desired outcome for 2023-24 of 96%. The percentage of students who Nearly Met Standard on the CAASPP ELA has increased over time (27.3% in 2021, 31.5% in 2022, 41.7% in 2023) when compared to 18-19 data (22.3%). The District surpassed its

desired outcome for 23-24 set at 26%. The percentage of students who Nearly Met Standard on the CAASPP mathematics continues to be lower than baseline data (32.2% in 2021, 17.8% in 2022, 18.3% in 2023) in 18-19 data (25.4%). Therefore, the District did not meet its desired outcome for 23-24 of 29%.

Action 3.4: Day Time Custodians: According to the Student Information System, Aeries, the District's 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% The District did not meet its desired outcome for 2023-24 of 96%. According to the Student Information System, Aeries, the District's chronic absenteeism was 36.9% in 2022-2023. This is higher than the rate in 21-22 and prior to school closures. The District did not meet its desired outcomes for chronic absenteeism in the 23-24 school year.

Action 3.5: Campus and Community Liaisons: According to the Student Information System, Aeries, the District's 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% The District did not meet its desired outcome for 2023-24 of 96%. According to the Student Information System, Aeries, the District's chronic absenteeism was 36.9% in 2022-2023. This is higher than the rate in 21-22 and prior to school closures. The District did not meet its desired outcomes for chronic absenteeism in the 23-24 school year.

Action 3.6: Permanent Substitute Teachers: According to the Student Information System, Aeries, the District's 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% The District did not meet its desired outcome for 2023-24 of 96%. According to the Student Information System, Aeries, the District's chronic absenteeism was 36.9% in 2022-2023. This is higher than the rate in 21-22 and prior to school closures. The District did not meet its desired outcomes for chronic absenteeism in the 23-24 school year.

Action 3.7: Contracted Social Worker: According to the Student Information System, Aeries, the District's 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% The District did not meet its desired outcome for 2023-24 of 96%. According to the Student Information System, Aeries, the District's chronic absenteeism was 36.9% in 2022-2023. This is higher than the rate in 21-22 and prior to school closures. The District did not meet its desired outcomes for chronic absenteeism in the 23-24 school year.

Action 3.8: Pool Area and Weight Room Improvements: According to the Student Information System, Aeries, the District's 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% The District did not meet its desired outcome for 2023-24 of 96%. According to the Student Information System, Aeries, the District's chronic absenteeism was 36.9% in 2022-2023. This is higher than the rate in 21-22 and prior to school closures. The District did not meet its desired outcomes for chronic absenteeism in the 23-24 school year.

Action 3.9: Gymnasium and Classroom Seating for Campus-Wide Events and Additional Classroom Spaces: According to the Student Information System, Aeries, the District's 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% The District did not meet its desired outcome for 2023-24 of 96%. According to the Student Information System, Aeries, the District's chronic absenteeism was 36.9% in 2022-2023. This is higher than the rate in 21-22 and prior to school closures. The District did not meet its desired outcomes for chronic absenteeism in the 23-24 school year.

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

The only changes within Goal 3 had to do with the actions in this goal. The 2024-2025 LCAP features actions that are combined and simplified to increase understanding and clarity of intent behind actions for educational partners. The number of actions within each goal is greatly reduced as well. Goal 3 features six actions for 24-25 instead of the original nine in previous versions of the plan.

Goal 3: 2024-2025 LCAP
Action 1: Maintain and Modernize Facilities
Action 2: Supplemental Transportation
Action 3: Community Engagement and Awareness
Action 4: Day Time Custodians
Action 5: School Safety and Community Engagement
Action 6: Permanent Substitute Teachers

For the 24-25 LCAP, the following 23-24 actions were shifted or consolidated into the following actions:

Action 3.1: School Resource Officer was removed in 23-24 from the LCAP. This remains the same for 24-25 and the action is currently funded from the General Fund

Action 3.2: Supplemental Transportation Services remains as 3.2 (Supplemental Transportation) in the 24-25 LCAP

Action 3.3: The Tribe Pantry and Wellness Center was embedded into 2.4 (Pupil Services Support) in the 24-25 LCAP

Action 3.4: Day Time Custodians was moved to 2.4 (Pupil Services Support) in the 24-25 LCAP

Action 3.5: Campus and Community Liaisons remains as 3.5 (Community Safety and Support) for the 24-25 LCAP

Action 3.6: Permanent Substitute Teachers remains as 3.6 (Permanent Substitute Teachers) for the 24-25 LCAP

Action 3.7: Contracted Social Worker us now embedded into 2.4 (Pupil Services Support) for the 24-25 LCAP

Action 3.8: Pool Area and Weight Room Improvements is now included in 3.1 (Maintain and Modernize Facilities) in the 24-25 LCAP

Action 3.9: Gymnasium and Classroom Seating for Campus-Wide Events and Additional Classroom Spaces is now included in 3.1 (Maintain and Modernize Facilities) in the 24-25 LCAP

The metrics included in Goal 3 remain the same as previously reported. The District has seen growth with some metrics but overall, there is a clear need for the actions in Goal 3. This is especially true for the many actions that the District plans to continue.

Changes to the actions is Goal 3 are based on a metric analysis needs assessment as well as educational partner feedback. The District continues its efforts to remain aligned at the District and school site level to ensure that efforts on all fronts are intentional, purposeful, and as impactful as possible.

Actions that were not effective have also been changed for the 24-25 school year. The following is a list of those changes:

Action 3.1: School Resource Officer: This action was considered ineffective and it was removed in 23-24 from the LCAP. This remains the same for 24-25 and the action is currently funded from the General Fund.

Action 3.2: Supplemental Transportation Services: This action is tied to the metrics of attendance and chronic absenteeism. The District has worked on an entire plan to increase attendance on campus through Compliance and Implementation Monitoring and actions tied to its CIM Grant it was awarded. This action was previously ineffective because staff has not placed enough focus on procedures to increase attendance. These planned actions will result in a strengthened approach in encouraging positive school attendance especially for those who are considered chronically absent. It is worth noting that although the CIM Grant and the District's planned initiatives related to this grant are primarily focused on improving attendance of chronically absent students on IEPs, the District has a very small student population on IEPs overall and only a percentage of those students are considered chronically absent. Many of the initiatives in the CIM Grant will be implemented with all students who are chronically absent with additional targeted or focused steps to include students on IEPs who are considered chronically absent and their families, such as personalized phone calls, special invitations, bimonthly check-ins, etc.

Action 3.4: Day Time Custodians: This action is tied to the metrics of attendance and chronic absenteeism. The District has worked on an entire plan to increase attendance on campus through Compliance and Implementation Monitoring and actions tied to its CIM Grant it was awarded. This action was previously ineffective because staff has not placed enough focus on procedures to increase attendance. These planned actions will result in a strengthened approach in encouraging positive school attendance especially for those who are considered chronically absent. It is worth noting that although the CIM Grant and the District's planned initiatives related to this grant are primarily focused on improving attendance of chronically absent students on IEPs, the District has a very small student population on IEPs overall and only a percentage of those students are considered chronically absent. Many of the initiatives in the CIM Grant will be implemented with all students who are chronically absent with additional targeted or focused steps to include students on IEPs who are considered chronically absent and their families, such as personalized phone calls, special invitations, bimonthly check-ins, etc.

Action 3.5: Campus and Community Liaisons: This action is tied to the metrics of attendance and chronic absenteeism. The District has worked on an entire plan to increase attendance on campus through Compliance and Implementation Monitoring and actions tied to its CIM Grant it was awarded. This action was previously ineffective because staff has not placed enough focus on procedures to increase attendance. These planned actions will result in a strengthened approach in encouraging positive school attendance especially for those who are considered chronically absent. Liaisons will play an integral role in these planned actions. It is worth noting that although the CIM Grant and the District's planned initiatives related to this grant are primarily focused on improving attendance of chronically absent students on IEPs, the District has a very small student population on IEPs overall and only a percentage of those students are considered chronically absent. Many of the initiatives in the CIM Grant will be implemented with all students who are chronically absent with additional targeted or focused steps to include students on IEPs who are considered chronically absent and their families, such as personalized phone calls, special invitations, bimonthly check-ins, etc.

Action 3.6: Permanent Substitute Teachers: The district has two new staff from a total of four substitute teachers who look forward to connecting with students. Also, this action is tied to the metrics of attendance and chronic absenteeism. The District has worked on an entire plan to increase attendance on campus through Compliance and Implementation Monitoring and actions tied to its CIM Grant it was awarded. This action was previously ineffective because staff has not placed enough focus on procedures to increase attendance. These planned actions will result in a strengthened approach in encouraging positive school attendance especially for those who are considered chronically absent. It is worth noting that although the CIM Grant and the District's planned initiatives related to this grant are primarily focused on improving attendance of chronically absent students on IEPs, the District has a very small student population on IEPs overall and only a percentage of those students are considered chronically absent. Many of the initiatives in the CIM Grant will be implemented with all students who are chronically absent with additional targeted or focused steps to include students on IEPs who are considered chronically absent and their families, such as personalized phone calls, special invitations, bimonthly check-ins, etc.

Action 3.7: Contracted Social Worker: A contracted social worker will be starting at CUHSD twice a week in August of 2024. This social worker will provide social-emotional support for students with the most need. This action was not effective because the District was not assigned anyone from Madera County Behavioral Health. Once the District is able to actually implement the action, it is hopeful that it will see effectiveness.

Action 3.8: Pool Area and Weight Room Improvements: The summer pool program will be advertised more than before in an effort to increase access to the community. Also, this action is tied to the metrics of attendance and chronic absenteeism. The District has worked on an entire plan to increase attendance on campus through Compliance and Implementation Monitoring and actions tied to its CIM Grant it was awarded. This action was previously ineffective because staff has not placed enough focus on procedures to increase attendance. These planned actions will result in a strengthened approach in encouraging positive school attendance especially for those who are considered chronically absent. It is worth noting that although the CIM Grant and the District's planned initiatives related to this grant are primarily focused on improving attendance of chronically absent students on IEPs, the District has a very small student population on IEPs overall and only a percentage of those students are considered chronically absent. Many of the initiatives in the CIM Grant will be implemented with all students who are chronically absent with additional targeted or focused steps to include students on IEPs who are considered chronically absent and their families, such as personalized phone calls, special invitations, bimonthly check-ins, etc.

Action 3.9: Gymnasium and Classroom Seating for Campus-Wide Events and Additional Classroom Spaces: Staff has determined that the gymnasium needs more renovation than was initially believed, CUHSD is working to develop a plan to fund the project in a way that allows students as much access as possible for their athletics seasons and allows for more access to the facility for the community of Chowchilla. The action was not effective because the District was unable to complete it. The District looks forwarding to doing this and seeing student participation in athletics and other extra-curricular events hosted in the gymnasium.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Chowchilla Union High School District	Dr. Justin Miller Superintendent	millerj@chowchillahigh.org 559-665-3662

Plan Summary [2024-25]

General Information

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

Chowchilla 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 4, 2023), Chowchilla Union High School had a total enrollment of approximately 997 students on a main campus in grades nine through twelve. Moreover, the independent studies program showed an enrollment of about 70 students. Gateway High School provides students a way to continue their education in an alternative setting and showed a total enrollment of 67 students.

The District enrollment by grade level is as follows: 9th grade (285 students), 10th grade (262 students), 11th grade (298 students) and 12th grade (289 students). The District Demographics include the following students subgroups: 205 English Learners (18.1%), 8 Foster Youth (0.7%), 12 Homeless (1.1%), 953 Socioeconomically Disadvantaged (84%), 83 Students with Disabilities served within the district and 31 non-district placements served by Madera County Superintendent of Schools programs or Non-Public Schools (10.1%). The students' race/ethnicity include Black/African American (1.3%), American Indian/Alaskan Native (0.7%), Asian (2.3%), Filipino (0.3%), Hispanic (70.3%), Two or more races (2.2%), and White (22.9%).

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 285 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 instability rate and percentage of unduplicated students.

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 showed an enrollment of 1,145 students in 2023. Of these students, 84.5% were considered Socioeconomically Disadvantaged, 19.6% were English Learners and 0.3% were Foster Youth. Over the last three years, the District has established an administrative team who 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 13.1% (16.9% at CUHS) leading to 49.8% of students making progress toward English language proficiency with 52.8% at Chowchilla Union High School and 25% at Gateway High School.

- -Chowchilla Union High School's graduation rate increased to 92.6% (1.9% increase compared to the year prior).

- -English Language Arts CAASPP Results have improved District-wide by 21 points (35.9 points at CUHS) leading to a status of 30.5 points below standard (5.6 points below standard at CUHS). However, English Learners are Red on the California Dashboard for CUHSD.

- -Mathematics CAASPP Results have improved District-wide by 15.4 points (23.6 points at CUHS) leading to a status of 124.1 points below standard (107.8 points below standard at CUHS).

Areas of Growth and Challenges:

- -Suspension Rates have increased District-wide by 3.5% (3.8% at CUHS) leading to a 8.8% suspension rate district-wide and a 9.1% suspension rate at Chowchilla Union High School. Student subgroups who are Red on the California Dashboard for CUHSD include English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and White students. The same is true for CUHS student subgroups with the exception of Homeless students.

- -Graduation Rates District-wide have decreased slightly by 1.3% leading to a 87.2% graduation rate. Gateway High School also experienced a decline by 19.6% leading to a 69% graduation rate.

- -College and Career Readiness is also an area of improvement for the District even though this metric wasn't reported in 2022 on the California School Dashboard. District-wide, 32.7% of students were considered prepared (37.6% at CUHS and 0% at Gateway High School).

- -English Language Arts CAASPP Results at Gateway High School have declined by 35.9 points leading to a status of 177.7 points below standard.

- -Mathematics CAASPP Results at Gateway High School have maintained by 0.4 points leading to a status of 228.1 points below standard.

For the 24-25 LCAP, required actions are those that are Red on the California Schools Dashboard for any indicators, student group, District, and/or school. In other words, for the 24-25 school year, required actions for the District are those where a school or student group within the District or a student group within a school that receives the lowest performance level on one or more state indicators on the Dashboard, with which a specific action in the LCAP that addresses that need must be included.

The 2023 California School Dashboard has identified Suspension rates at the District level and at the site level at CUHS as Red Indicators. At the District level the following student subgroups are also considered Red groups on the Dashboard: English Learners, Homeless Students, Students who are Economically Disadvantaged, Students with Disabilities, and White students (Goal 3, Action 7). At the site level at CUHS the following student subgroups are also considered Red groups on the Dashboard: English Learners, Students who are Economically Disadvantaged, Students with Disabilities, and White students. The 2023 California School Dashboard has also identified that at the District level CAASPP ELA achievement is Red for English Learners (Goal 2, Action1)

The District has worked through a cycle of Differentiated Assistance in 2022-2023 with a focus on Suspension Rates (an identified need and a Red indicator) for all students, especially Students with Disabilities. 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 subgroups: 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). Other student subgroup data not available due to small population size. The suspension rate at CUHS was 9.1% overall with an increase of 3.8% when compared to the year prior. Gateway High School's suspension rate was 4.9% overall with a decline of 0.9% when compared to the year prior. Thus, the District's dashboard status was largely due to the suspension rates at CUHS. Improvements and changes were made to Chowchilla Union High School's administrative processes, prevention activities and behavior interventions after disciplinary incidents take place (Goal 3, Action 7). There are several actions on the current Local Control and Accountability Plan (LCAP) that will help address the planned activities through the Differentiated Assistance plan including campus and community liaisons (Goal 3, Action 5); student leadership activities (Goal 2, Action 2); interventions such as the drug opportunity class; and calibration among staff (Goal 2, Action 4) handling disciplinary incidents play an integral role in these efforts.

The current LCAP has actions that focus on the needs of English Learners and the support (Goal 2, Action 1) they need to be academically and emotionally successful, especially when it comes to their academic achievement on statewide assessments like the CAASPP ELA (identified need and a Red student subgroup). According DataQuest, 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. Disaggregated data showed the following for student subgroups: - 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 subgroup data not available due to small population size. This school year, the District is also partially shifting its focus for Differentiated Assistance to the matriculation of English Learners and the level of access they have to classes that help support their college and career readiness.

The current LCAP also has actions that focus on improving student connectedness and supports for students with the most needs to

positively influence suspension rates and English Learner achievement (identified needs and a Red indicators). Several actions are focused on these efforts (Goal 1, Action 3; Goal 2, Action 4; Goal 3, Action 5) and increasing student access to programs like the Tribe Pantry, liaison support, and enhanced academic and extracurricular activities.

Reflections: Technical Assistance

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

Chowchilla Union High School District has been eligible for Differentiated Assistance for the last two years in 22-23 and 23-24.

The area of focus of 22-23 was suspension rates for all students, especially students with disabilities. An analysis of the data revealed that a majority of suspensions were due to drug-related offenses, in particular vaping or possession of vapes among mostly freshmen or sophomores. This plan is tied to Goal 3, Action 7.

There were three board initiatives that were a part of the 22-23 plan to improve suspension rates:

1. Use of Behavior Interventions
These included bathroom vaping sensors, a school resource officer, and the Drug Opportunity Class that students are assigned after their first drug-related offense.

2. Administrative Processes
These include a calibration among administrators at CUHS of disciplinary codes used for suspension and a calibration of disposition codes related to consequences after a disciplinary incident.

3. Prevention Activities
These include the PBIS program and Level 2 Supports, Tribe Time Lessons for student awareness and education, health classes through the county during freshmen PE, and Week of Welcome/Red Ribbon activities to increase student awareness.

For the 23-24 and 24-25 school years, the District's focus will be the matriculation of English Learners and the level of access they have to classes that help support their college and career readiness. Staff has established the following goals and identified the following change ideas:

Goals
1. Increase the percent of 9th & 10th grade EL students w/o a D or F in the 1st semester from:
9th: 32.6% (2023) to 37.5% (2024)
10th: 18.2% (2023) to 21.0 % (2024)

2. Increase the percent of 11th & 12th on track for A-G and CTE during 1st semester completion from:
11th: 8.0% (2023) to 12.0% (2024)
12th: 0.0% (2023) to 5.0 % (2024)

3. EL Progress: At least 44% of EL students will progress one or more levels from 2023-24 to 2024-25:
2022-23 (189)   2023-24 (167)
No Progress: 47.0% (90)   No Progress: 49.1% (83)
Down 1: 10.5% (20)   Down 1: 12.5% (21)
Down 2: 0.5%   (1)   Down 2: 0.5%   (1)
Up 1: 34.4% (65)   Up 1: 34.1% (57)
Up 2: 6.9%   (13)   Up 2: 3.0% (5)

Change Ideas
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, class expectations, and increase awareness of the many opportunities for project-based learning.
2. Use PLC process to help shift student mindset and sense of belonging in rigorous coursework outside of ELD classes.
3. Use PLC process to help shift adult mindset.
4. Empathy interviews with LTELs and ELs to gain an understanding of their perspective and student experience in ELD classes.
5. Expand after school program tutorial and base it on MTSS referrals tied to the PLC process.
6. Provide students academic support to pass 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.

This plan is tied to Goal 2, Action 3 and is also considered the District's required LTEL action.

Along with data pertaining to the matriculation English Learners, suspension data will continue to be tracked as per the planned actions in 22-23.

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
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 sent to staff in English. Surveys were created online using Qualtrics. Parent/Community and Staff surveys were posted onto social media and ParentSquare on January 12, 2024, and follow-up reminder messages were also posted on January 24, 2024. Students were allotted time in the instructional day district-wide to complete their surveys on December 13, 2023. Follow-up reminder messages on Parent Square were also sent on January 12 and January 29, 2024. 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 62 parent/community member responses; 38 staff survey responses were collected, and 608 student survey responses were gathered. STUDENTS Of the 608 student survey responses, 84.4% were completed by students who are considered Unduplicated Pupils (16 foster students, 8 homeless students, 401 students on the free lunch program, and 88 students on the reduced cost lunch program.

Educational Partner(s)	Process for Engagement
	Student Survey data was positive regarding school culture with at least about 30%-44% of students indicating they either Strongly Agree or Agree 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 take parental concerns seriously. • At my school, it is hard for me to stay focused when doing my schoolwork. However, student survey data also indicated a prevalence of neutrality, meaning that about 39%-56% of responses were neutral on Likert Scales for the same statements indicated above. When looking specifically at English Learners and low income students, survey data revealed: • 14% of low-income students who responded to the student survey reported feeling Dissatisfied or Very Dissatisfied with their school experience. This is higher than the level of dissatisfaction among those students who do not qualify for free and reduced lunch at 12%. • 10% of English Learners who responded to the student survey reported feeling Dissatisfied or Very Dissatisfied with their school experience. This is also lower than the level of dissatisfaction among those students who are not considered English Learners at 14%.

Educational Partner(s)	Process for Engagement
	• Written feedback from English Learners and low-income students reflected a variety of responses (positive and negative) to the question Is there anything else you can share with us about your school experience: "The teachers care about my learning." "[My math teacher] is very good and has a lot of patience for teaching his class as I am not good with math but this teacher helps a lot and teaches extremely well." (Comment written is Spanish) "The exams are bad. I believe that teachers should write exams about the class...It is difficult to know what will be tested [and to prepare]." (Comment written in Spanish) "It is a good school, but I feel like some classes are not as challenging as I would like them, so it is harder for me to push myself." "It is fun to learn and to be part of the school atmosphere." "The after school program is pretty cool." STAFF Staff survey responses showed the following trends: Of the 38 survey responses, 18 came from instructional staff, 2 came from school-level administrators, 4 came from district-level administrators, 7 came from other school-level staff, and 2 came from other district-level staff. About 56% of survey responses came from staff who has been with the District 7 or more years. About 91% 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. When responding to the following statement: Students at CUHSD are motivated to learn, 47% Agree with the statement. None of the survey respondents Strongly Agree or Strongly Disagree to the statement. When responding to the statement: Students come to class prepared,

Educational Partner(s)	Process for Engagement
	43% Agree with the statement, while 30% Neither Agree nor Disagree, 23% Disagree, and 1% Strongly Disagrees. When responding the following statement: Under-performing students receive the resources and support they need, 67% of staff Agree or Strongly Agree with the statement. When asked similar questions about English Learners and Students in Special Education, 70% and 73% respectively Agreed or Strongly Agreed. When asked to respond to the following statement: Students feel safe at school, 86% of staff Agreed or Strongly Agreed. No one Disagreed or Strongly Disagreed. When asked to respond to the following statement: Our schools are clean and well maintained, 97% of staff Agreed or Strongly Agreed. When staff was asked what would help parents become more involved in Chowchilla Union High School District, a majority of staff ranked the following the highest: 1. More participation opportunities at the school level. 2. More information on involvement opportunities. When asked to rank what they believed the District should prioritize with regards to each of the eight state priorities, a majority of staff ranked the following the highest: • State Priority 1: Basic Services Access to physical and mental health services for student/families/guardians (74%) Teacher recruitment, selection, retention, and new teacher support (70%) Technology (e.g. laptops, writing and internet speed at school sites) (59%) • State Priority 2: Implementation of CCSS 1. Collaboration time for teachers (67%) 2. Classroom resources and instructional supplies for teachers (63%)

Educational Partner(s)	Process for Engagement
	3. Professional development for teachers & administrators (52%) • State Priority 3: Parent Engagement 1. Access to technology and the internet outside of school (48%) 1. Parent/Family/Guardian Resources Centers; Parent Liaisons at school sites (48%) 2. Family education, math and literacy nights (37%) 2. English Learner Parent/Family/Guardian Academics (37%) 2. Ongoing Parent/Family/Guardian communication (37%) • State Priority 4: Student Achievement 1. Increased academic supports for students (81%) 2. Career and Technical (CTE) Pathways (63%) 3. Increased and improved access to technology (59%) • State Priority 5: Student Engagement 1. Incentives and celebrations focused on increased academic achievement and attendance (74%) 2. Extracurricular activities, clubs, events and programs (56%) 3. Parent/Family/Guardian Liaisons (48%) • State Priority 6: Student Climate 1. Mental health resources and behavioral intervention teams (81%) 2. Positive school culture programs & activities (63%) 3. Social & emotional learning (curriculum, restorative justice, circle of friends (59%) • State Priority 7: Access to a Broad Course of Study 1. Family/Guardian resources focused on college and career readiness for students (70%) 2. Extra support and workshops aligned with assessment and application preparation (59%) 2. Access to specialized programs (59%) • State Priority 8: Other Student Outcomes 1. Connecting classroom learning to real world & job based skills & experiences (89%) 2. Dual Enrollment classes that allow students to earn college credits

Educational Partner(s)	Process for Engagement
	while in high school (67%) 3. Athletics, music, band, and visual & performing arts programs (59%) PARENTS Of the 62 responses collected, 62% were from parents/guardians/family members while 14% were from community members. Respondents indicated that their student(s) attended Chowchilla Union High School (87%), CUHS Independent Studies (10%), and Gateway Continuation (3%). Grade breakdowns indicated their students were in 9th (6%), 10th (22%), 11th (25%), 12th (44%), 12th+ (9%). Responses indicate that a majority of students plan to attend a 4-year college/university (59%) or a 2-year community college (31%). Others indicated their student plans to attend a trade school, join the workforce, or had other plans. When respondents were asked to rate the following: My student(s) has/have access to high quality textbooks and instructional materials (including technology resources). 52% indicated they Strongly Agree 33% indicated they Somewhat Agree 10% indicated they Neither Agree nor Disagree 5% Somewhat Disagree 0% Strongly Disagree My student's teachers provide high quality instruction. 43% indicated they Strongly Agree 29% indicated they Somewhat Agree 14% indicated they Neither Agree nor Disagree 14% Somewhat Disagree 0% Strongly Disagree My student(s) knows how to access academic support opportunities. 57% indicated they Strongly Agree 29% indicated they Somewhat Agree 10% indicated they Neither Agree nor Disagree 5% Somewhat Disagree

Educational Partner(s)	Process for Engagement
	0% Strongly Disagree Chowchilla Union High School District is effective in creating a safe, professional learning environment. 56% indicated they Strongly Agree 22% indicated they Somewhat Agree 6% indicated they Neither Agree nor Disagree 11% Somewhat Disagree 6% Strongly Disagree I believe my student(s) is/are treated respectfully by school staff. 61% indicated they Strongly Agree 17% indicated they Somewhat Agree 6% indicated they Neither Agree nor Disagree 17% Somewhat Disagree 0% Strongly Disagree I believe my student(s) school is well-maintained and in good repair. 50% indicated they Strongly Agree 22% indicated they Somewhat Agree 11% indicated they Neither Agree nor Disagree 11% Somewhat Disagree 6% Strongly Disagree I believe my student(s) feels safe at his/her school. 50% indicated they Strongly Agree 22% indicated they Somewhat Agree 11% indicated they Neither Agree nor Disagree 17% Somewhat Disagree 0% Strongly Disagree
Alternative Education School Site Council (SSC)	Community Partner LCAP Feedback sessions were held during various dates and times in-person and online via Google Meets. Sessions were scheduled throughout the months of January and February of 2024. A poster was created with all of the session dates and information about location (online/in-person). It was posted on

Educational Partner(s)	Process for Engagement
	social media for the District (Facebook and Instagram), the District website, and ParentSquare. Posters were also printed and posted on campus in high traffic areas.
	Alternative Education School Site Council (SSC): February 7, 2024 at 2:15 pm (Gateway High School)
	The School Site Council at Alternative Education met and broke into Parent Advisory Committee within the same agenda meeting the requirements for a Parent Advisory Committee (PAC) under EC 52063 (A)(3).
	A one-hour in-person meeting was held on campus and participants sat through a presentation of the 2023 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 students in Special Education attended various feedback sessions including the PAC/SSC session. Feedback highlights include a need for students to continue to have access to Driver's Education certifications funded by the District. The School Site Council also communicated a desire for the District to offer hand-on learning through in-person CTE classes. Students also communicated a need for the District to continue funding nursing and Tribe Pantry services.
	A formal response from the superintendent regarding feedback received was presented to the ELAC/DELAC Committee on May 22, 2024 and the CUHS and Alternative Education School Site Councils in the spring of 2024 (CUHS: May 22, 2024 and Alt Ed: May 1, 2024).
	The 23-24 LCAP was presented to the ELAC DELAC Committee on October 10, 2023; the Alternative Education SSC on September 27, 2023; and the CUHS SSC on November 16, 2023.
	A draft of the 24-25 LCAP was presented to the School Site Councils for Alternative Education (May 1, 2024) and Chowchilla Union High

Educational Partner(s)	Process for Engagement
	Schools (May 22, 2024) as well at the District's ELAC/DELAC Committee (May 22, 2024).
Chowchilla Athletic Foundation	February 15, 2024 at 5:00 pm (Alexander Residence) A half-hour in-person meeting was held at a community member's residence and participants sat through a presentation of the 2023 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. Highlights from this feedback session echoed the feelings of others including continuing the supplemental food services programs such as supper and the Tribe Pantry. Feedback also included commentary regarding how the District has made great improvements to the pool area, weight room, and agriculture farm. These are all benefits to students and the community. The District also received lots of praise for the Parent Empowerment Program. Feedback from this group indicated that the District should continue these efforts as well as address the bleachers in the gymnasium as well as continue instructional aide support and after school program transportation.
Chowchilla Parents and Community Members	January 31, 2024 at 5:00 pm (CUHS Room 105) February 1, 2024 at 11:30 am and February 1, 2024 7:00 pm (Google Meet) Two one-hour meetings were held (one on campus in-person and one online) and participants sat through a presentation of the 2023 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 also attended several feedback sessions. They shared that the transportation offered for the after school program participants should continue. They also expressed that college visits and field trips related to CTE classes should be

Educational Partner(s)	Process for Engagement
	increased to expose students to opportunities outside of Chowchilla. Parents also expressed a need for the District to continue its efforts to pursue a contracted Social Worker through the Madera County Department of Behavioral Health.
Chowchilla Union High School District Administration (Including Site Principals)	February 8, 2024 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 2023 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, District administration commented that the District could use a Wellness Center that includes many of the services that have been added for students over the years to address their physical and emotional needs. The administration also believed that contracted substitutes should continue into the next LCAP cycle as should professional development for both certificated and classified staff. Staff also believed that maintaining bus driver stipends was of benefit to students and programs. Lastly, another highlight was their assertion that the IT Technician and Learning Direction positions have already made a positive impact on Dashboard indicators such as statewide assessment data and English Learner Progress.
Chowchilla Union High School District Ag Advisory Committee	January 24, 2024 6:00 pm (CUHS Ag Department) A one-hour in-person meeting was held on campus and participants sat through a presentation of the 2023 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. Like other parent feedback groups, the CUHSD Ag Advisory Committee believed the District should offer CTE opportunities to Alternative Education students. Staff and parents also believed that

Educational Partner(s)	Process for Engagement
	students should continue to benefit from bilingual instructional aide support. Parents commented that the Parent Empowerment Program is something that should continue and that the Tribe Pantry could continue benefit students if continued to the next LCAP cycle.
Chowchilla Union High School District CSEA Committee (Other School Personnel)	February 1, 2024 8:15 am (CUHS Gaming Lab) A one-hour in-person meeting was held on campus and participants sat through a presentation of the 2023 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. Highlights from this feedback session includes requests for more college preparation and guidance workshops for both parents and students. Staff believed the District should offer more professional development opportunities. Staff also requested training around topics such as supporting student mental health and trauma-informed practices.
Chowchilla Union High School District CTA Committee	February 13, 2023 at 3:35 pm (CUHS Sachem Building) A one-hour in-person meeting was held on campus and participants sat through a presentation of the 2023 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. Teachers shared that the District should continue its funding of all costs associated with AP classes and testing for students. They also shared that the District should continue to fund its Campus and Community Liaison positions as well as its CTE pathways as they have been great additions for students exposure and connectedness. Teachers also shared that the Tribe Pantry should be continued. Teachers also shared that students rely and need instructional aide support to be successful in the classroom.

Educational Partner(s)	Process for Engagement
Chowchilla Union High School District CTE Advisory Committee	February 28, 2024 at 3:30 pm (CUHS Sachem Building) A one-hour in-person meeting was held on campus and participants sat through a presentation of the 2023 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. Like other educational partners, the CTE Advisory Committee believed the District should continue programs that benefit homeless and low-income students. They also believed that the Parent Empowerment Program should be continued. Attendees also shared that the Tribe Time program needs to continue to be improved.
Chowchilla Union High School Students	January 31, 2024 at 1:25 pm (CUHS Sachem Building) A half-hour in-person meeting was held on campus and participants sat through a presentation of the 2023 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. Highlights from this session includes that the District should consider keeping the Tribe Pantry open for students. Students also expressed that they would like to see AP and Dual Enrollment courses continue. Students also wanted continued and improved psychological support services. They also wanted to see improvements made to Tribe Time and the TAPS program. Lastly, they stated that they wanted to see more college tour opportunities.
Chowchilla Union High School District ELAC/DELAC	February 13, , 2023 at 5:00 pm (Google Meet) A one-hour meeting was held on online and participants sat through a presentation of the 2023 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.

Educational Partner(s)	Process for Engagement
	Parents from this committee shared that the District should continue to fund Dual Enrollment opportunities for students. They also shared that the District should continue to offer tutoring services after school. Lastly, they reiterated what other groups stated in that the Campus and Community Liaisons are important supports to increase student connectedness and school attendance. Interpretation between Spanish and English was provided orally at the ELAC/DELAC meeting. A formal response from the superintendent regarding feedback received was presented to the ELAC/DELAC Committee on May 22, 2024 and the CUHS and Alternative Education School Site Councils in the spring of 2024 (CUHS: May 22, 2024 and Alt Ed: May 1, 2024). The 23-24 LCAP was presented to the ELAC DELAC Committee on October 10, 2023; the Alternative Education SSC on September 27, 2023; and the CUHS SSC on November 16, 2023. A draft of the 23-24 LCAP was presented to the School Site Councils for Alternative Education (May 1, 2024) and Chowchilla Union High Schools (May 22, 2024) as well at the District's ELAC/DELAC Committee (May 22, 2024).
Chowchilla Union High School District Maintenance, Operations, and Transportation Department	February 7, 2024 2:15 pm (CUHSD MOT Office) A one-hour in-person meeting was held on campus and participants sat through a presentation of the 2023 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. Like other educational partners, the Maintenance, Operations, and Transportation Department believes the District should continue its facilities and equipment improvements on campus with renovations to the gymnasium bleachers. The staff also believed the after school

Educational Partner(s)	Process for Engagement
	program along with the transportation provided to students, should be continued. The staff communicated that replacing fleet vehicles for supplemental transportation needs to be continued to replace old vehicles.
Chowchilla Union High School School Site Council (SSC)	January 24, 2024 3:45 pm (Google Meet) January 31, 2024 5:00 pm (CUHS Room 105) Two one-hour meetings were held (one on campus in-person and one online) and participants sat through a presentation of the 2023 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 Council at CUHS met and broke into Parent Advisory Committee within the same agenda meeting the requirements for a Parent Advisory Committee (PAC) under EC 52063 (A)(3). Parents of students in Special Education attended various feedback sessions including the PAC/SSC session. They expressed that the District should continue to fund the Tribe Pantry and the CUHS After School Program. Parents also expressed a need for students to continue being served supper daily. Parents also shared that students CTE class exposure should be continued and expanded to include Alternative Education students in an effort to increase engagement and attendance. A formal response from the superintendent regarding feedback received was presented to the ELAC/DELAC Committee on May 22, 2024 and the CUHS and Alternative Education School Site Councils in the spring of 2024 (CUHS: May 22, 2024 and Alt Ed: May 1, 2024). The 23-24 LCAP was presented to the ELAC DELAC Committee on October 10, 2023; the Alternative Education SSC on September 27, 2023; and the CUHS SSC on November 16, 2023.

Educational Partner(s)	Process for Engagement
	A draft of the 23-24 LCAP was presented to the School Site Councils for Alternative Education (May 1, 2024) and Chowchilla Union High Schools (May 22, 2024) as well at the District's ELAC/DELAC Committee (May 22, 2024).
Independent Study Students and Staff	January 24 and January 30, 2023 at 11:00 am (Google Meet) Two half-hour meetings were held online and participants sat through a presentation of the 2023 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, in the chat, or when offered to call or email at a later time via their teacher or with the Director of Student and Educational Services.
Gateway High School Students and Staff	January 29, 2024 at 10:30 am and 2:15 pm (Gateway High School) A one-hour in-person meeting was held on campus and participants sat through a presentation of the 2023 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. Students and staff at Gateway High School shared that students need increased access to counselors and school psychologists as well as the District nurse. Students also shared an appreciation for having a bilingual instructional aide, a result of the previous year's feedback and needs assessment analysis. Students also stated that they would like more opportunities to become College and Career Ready. Lastly, they shared that they would like improvements made to the outdoor patio area, their seating arrangements in class, and a variety of quiet activities to do indoors during instructional breaks in the school day.

Educational Partner(s)	Process for Engagement
	The District consulted with the Madera-Mariposa SELPA in May of 2023 regarding the goals and actions in this LCAP. One highlight stemming from this consultation is that the SELPA shared... The District held its public hearing for the budget and LCAP for 23-24 on June 10, 2024 during a regularly schedule board meeting and the plan and budget were approved and adopted on June 24, 2023 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.

In response to educational partner feedback, special emphasis was placed on several things including providing enriched eudcational opportunities for students at Gateway Continuation through the offering of CTE classes that are supplemental to their instructional school day. The District has also decided to focus on enhacing the student experience on both campuses through the exapansion of supplmental supports such as the Tribe Pantry and field trips related to College and Career Readiness as well as reinforcement of positive student behaviors on campus. The District has also focused efforts on improving the learning and extracurricular environment for students (and access to the community of Chowchilla) through planned renovation projects to several facilities on campus. Lastly, the District remains commited to academic growth in English Learners as well as providing socio-emotional support for all students in an effort to remove barriers that may be present in students' educational paths. All of these intiatives and plans for growth and improvement are a direct result of educational partner feedback as well as District Administration's desire for the betterment of Chowchilla Union High School District. The influence of educational partners will be explained further below.

- -Educational partner input also indicated a desire for rigorous coursework through AP and Dual Enrollment courses (teachers (CTA), Ag Advisory Board (parents and teachers), CUHS SSC (parents, students, teachers), CUHS students, and ELAC/DELAC (parents, staff). These opportunities will continue to increase English Learners, foster students, homeless students, and socioeconomically disadvantaged student involvement in challenging classes that will prepare them for life after high school (Goal 1, Action 1).

- -Educational partner input showed that many groups want the District to continue to grow and continue its CTE course offerings (Goal 1, Action 2) This feedback came from teachers (CTA), CUHS students, the CUHS SSC, the District's CTE Advisory, staff (CSEA), and the Chowchilla Athletic Foundation (parents and community members). Related the CTE, feedback also showed that CUHSD should offer CTE courses to students at Gateway High School in an effort to give them hands-on training and provide an engaging oppotunity to motivate them to maintain positive school attendnace and increase their academic achievement (Goal 4, Action 1). This feedback came from the Gateway High School students and SSC as well as the District's Ag Advisory. Action 4.1 is funded from Equity Multiplier funds and although it is not contributing in the LCAP as increased or improved services, the District is commited towards improving equity and access for all students.

- -The enhancement of student experiences while on campus is somehting that has been brought up by more than one educational partner group with different perspectives (Goal 1, Action 3). Parents and students have expressed that they would like to see more college field trips. Teachers and parents have expressed that students need to be exposed to competions such as those hosted through CTE and the Academic Decathlon. Parents and students believe that funding Driver's Education certifications for students allows for increased equity and access. Parents are aware of the positive behavior interventions and supports that CUHS has made avaialble to students on campus and are supportive of them.

- -EL Support has gained lots of praise on campus with educational partners as the District's ELPI and reclassification numbers have grown considerably (Goal 2, Action 1). Teachers (CTA), students (GHS and CUHS), and classified staff (CSEA) all believe that instructional aide support in the classroom is essential for student academic success.

- -Teachers (CTA), administrators, and support staff (CSEA) all shared that funds need to be set aside to ensure that staff is trained and equipped with the tools needed to serve students, especially those with the most educational barriers, such as homeless students, foster youth, low-income students, and English Learners (Goal 2, Action 3).

- -Goal 2, Action 4 Pupul Services Support encompassess lots of services for the whole child. These services were part of feedback from many educational partner groups. The Chowchilla Athletic Foundation, administrators, and classified staff all agree that the Tribe Pantry needs to remain open. Parents expressed that they desire more counseling department services for College and Career Readiness. This is impossible without a third bilingual counselor. Students and parents expressed a need for more socio-emotional support, thus this action also includes a contracted social worker and 0.40 FTE of a school psychologist. Students and the SSC at Gateway High School expressed that nursing services are needed districtwide. Therefore, this action includes a 0.7125 FTE school nurse.

- -Many parents and staff (Chowchilla Athletic Foundation, administrators, CTA, board members) also expressed a need for the District to continue its efforts to improve facilities such as the gymnasium, the pool area, and the weight room, whenever possible (Goal 3, Action 1).

- -The Chowchilla Athletic Foundation along with the MOT Department (classified staff) expressed a continued need for transportation services to provide services for students beyond home-to-school transportation (Goal 3, Action 2). They spefically communicated that without transportation services, many students (including those who are low-income) would not be able to participate in athletics, the after school program, and supplemental field trips and competitions.

- -The school liaisons have had a positive impact on our campus and several educational partner groups have expressed the impact that their presence has had on the CUHS campus as well as at Gateway High School (Goal 3, Action 5). Groups such as the administrative team, the ELAC/DELAC group, teachers (CTA), and the CUHS SSC have all expressed that the District should continue to employ liaisons.

Although Learning Recovery Block Grant funds are included in Goal 4 of the LCAP, the actions in theis goal are not marked as contributing towards increased or improved services for students. Even so, the actions in these 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 (Ag Advisory, parents), the District funded an Ag Farm Manager position to improve the educational learning environment for students in those programs. Also, parents have expressed a continued desire for the District to offer summer school and credit recovery options for students, both of which are funded through Learning Recovery Block Grant (LRBG) 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 reflects 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 (56.9% in 2022-2023) are an area of focus for the District as there are 8 classes for students to choose from in the program. 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%.

The District is not only focused on raising it's graduation rate (87.2% CUHSD; 92.6% CUHS; 69% Gateway High in 2022-2023) but also ensuring that students graduate with the skills necessary for life after high school by increasing CTE pathway completion rate (34.4% in 22-23). 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 22-23, disaggregated data showed the following percentages for student subgroups: 30.4% (Hispanic); 48.5% (White); 21.6% (English Learners); 32.8% (Socioeconomically Disadvantaged); 3.7% (Students with Disabilities); 6.3% (Homeless Students). The disaggregated graduation rate data on the 2023 California Dashboard showed the following percentages for student subgroups: 87.1% for the District and 93.8% for CUHS (Hispanic); 90.9% for the District and 93.8% for CUHS (White); 80.4% for the District and 92.3% for CUHS (English Learners); 86.6% for the District and 92.1% for CUHS (Socioeconomically Disadvantaged); 55.6% for the District (Students with Disabilities); 81.3% (Homeless Students).

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 DataQuest, 49.8% of students in the District are making progress toward English proficiency in the 2022-2023 school year.			By the 2026-2027 school year, 70% of English Learners will make progress toward English proficiency as measured by the ELPAC.	
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.			By the 2026-2027 school year, 100% of students participate in Physical Fitness Testing.	
1.3	Attendance Rates	According to the Student Information System, Aeries, the 23-24 Attendance Rate for CUHSD was 83.2% (CUHS: 94.3%; Independent Studies: 76.5%; Gateway High School: 81%).			The District's attendance rate will be 90% in the 2026-2027 school year. CUHS's will be 96%. Independent Studies' will be 84%. Gateway High School's will be 89%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Student Completion of CTE Pathways	According to the California School Dashboard, 34.4% of students successfully completed a CTE Pathway in the 2022-2023 school year. Disaggregated data showed the following percentages for student subgroups: 30.4% (Hispanic); 48.5% (White); 21.6% (English Learners); 32.8% (Socioeconomically Disadvantaged); 3.7% (Students with Disabilities); 6.3% (Homeless Students). Other student subgroup data not available due to small population size.			The District's rate of CTE Pathway Completion will be 50% in 2026-2027. Disaggregated data will also show the following percentages for student subgroups: 45% (Hispanic); 65% (White); 40% (English Learners); 55% (Socioeconomically Disadvantaged); 25% (Students with Disabilities); 25% (Homeless Students).	
1.5	Student Completion of A-G Requirements	According to the California School Dashboard, 25.9% of students completed A-G requirements in the 2022-2023 school year. Disaggregated data showed the following percentages for student subgroups: 23.2% (Hispanic); 36.4%			The District's rate of A-G Requirements Completion will be 40% in 2026-2027. Disaggregated data will also show the following percentages for student subgroups: 40% (Hispanic);	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(White); 15.7% (English Learners); 22.1% (Socioeconomically Disadvantaged); 7.4% (Students with Disabilities); 0% (Homeless Students). Other student subgroup data not available due to small population size.			50% (White); 35% (English Learners); 40% (Socioeconomicall y Disadvantaged); 20% (Students with Disabilities); 25% (Homeless Students).	
1.6	Student Completion of A-G Requirements and CTE Pathways	According to the California School Dashboard, 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 subgroups: 10.8% (Hispanic); 22.7% (White); 3.9% (English Learners); 10.3% (Socioeconomically Disadvantaged); 0% (Students with Disabilities); 0% (Homeless Students). Other student subgroup 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. Disaggregated data will also show the following percentages for student subgroups: 40% (Hispanic); 50% (White); 35% (English Learners); 40% (Socioeconomicall y Disadvantaged); 20% (Students with Disabilities); 25% (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. 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%.			The District's AP Passage rate will be 65% in the 2026-2027 school year. Students Eligible for fee waivers will have a pass rate of 63%.	
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. Disaggregated data showed the following percentages for student subgroups: 17.5% (Hispanic);18% (White);			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.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		0% (English Learners); 13.2% (Socioeconomically Disadvantaged); 41.3% (Not Socioeconomically Disadvantaged); 4.2% (Students with Disabilities). Other student subgroup data not available due to small population size.			Disaggregated data will also show the following percentages for student subgroups: 22% (Hispanic); 22% (White); 8% (English Learners); 18% (Socioeconomicall y Disadvantaged); 50% (Not Socioeconomically Disadvantaged); 8% (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 Mathematics CAASPP EAP. Disaggregated data showed the following percentages for student subgroups: 3.8% (Hispanic); 4.8% (White); 2% (English Learners); 4.1% (Socioeconomically Disadvantaged); 6.5% (Not Socioeconomically Disadvantaged); 4% (Students with Disabilities).			The percentage of students who 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 subgroups: 10% (Hispanic); 10% (White); 8% (English Learners); 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Other student subgroup data not available due to small population size.			(Socioeconomically Disadvantaged); 15% (Not Socioeconomically Disadvantaged); 8% (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 2026 California School Dashboard.	
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.			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.	
1.12	Chronic Absenteeism	According to the Student Information System, Aeries in			The District's chronic absenteeism will	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		connection with Attention to Attendance, the District's chronic absenteeism was 36.9% in 2022-2023. Disaggregated student data shows the following chronic absenteeism rates for: • English Learners: 33.14% • Non-English Learners: 37.81% • Students who Qualified for Paid Lunch Program: 36.94% • Homeless Students: 90% • Non-Homeless Students: 36.62% • Migrant Students: 14.29% • Non-Migrant Students: 37.46%			be 22% in the 2026-2027 school year. Student subgroup rates will be as follows: • English Learners: 23% • Non-English Learners: 27% • Low-Income Students: 24% • Students who Qualified for Paid Lunch Program: 26% • Homeless Students: 75% • Non-Homeless Students: 36.62%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Students in Special Education: 40.96% • Students Not In Special Education: 36.81% Other student subgroup data not available.			• Migrant Students: 10% • Non-Migrant Students: 27% • Students in Special Education : 30% • Students Not In Special Education : 26%	
1.13	High School Dropout Rate	According to DataQuest, the District's dropout rate in 2022-2023 was 7.9%. Student subgroup data not available due to small population size.			The District's dropout rate will be 5% in the 2026-2027 school year.	
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			The District's suspension rate will be 5% in the 2026-2027 school year. Target rates for the following student subgroups will be: 5% (Hispanic); 6%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		subgroups: 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). Other student subgroup data not available due to small population size.			(White); 7% (English Learners); 6% (Socioeconomically Disadvantaged); 9% (Students with Disabilities); 10% (Homeless); 10% (African American); 4% (Asian); 8% (Two or More Races).	
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 subgroups: 0.8% (Hispanic); 0.4% (White); 0.8% (English Learners); 0.9% (Socioeconomically Disadvantaged); 2.9% (Students with Disabilities); 0% (Homeless); 9.1% (African American); 0% (Asian); 0% (Two or			The District's expulsion rate will be 0.5% in the 2026-2027 school year. Target rates for the following student subgroups will be: 0.5% (Hispanic); 0.1% (White); 0.5% (English Learners); 0.5% (Socioeconomically Disadvantaged); 1% (Students with Disabilities); 0% (Homeless); 5% (African	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		More Races); 0% (Migrant Education). Other student subgroup data not available due to small population size.			American); 0% (Asian); 0% (Two or More Races); 0% (Migrant Education).	
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: California Food Handler Card (Culinary Foods): 102 students ServSafe Manager (Culinary Foods): 12 students OSHA-10-Hour General Industry Safety and Health (Culinary Foods): 10 students Unity Certified User (Applied Computer Science): 2 students Professional Communications (Agriculture): 10 students			The District's CTE Certification completion rate will be at least 25% in the 2026-2027 school year.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Plant Science (Agriculture): 12 students Elanco Fundamentals of Animal Science (Agriculture): 2 students Principles of Floral Design (Agriculture): 4 students Total: 154 students out of a total 1,002 (15.4%) enrollment at CUHS. 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				
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).			The District's State Seal of Biliteracy rate will be at least 20% in the 2026-2027 school year.	
1.18	Golden State Merit Diploma	According to Local District Indicators, 45% of the District's senior			The District's Golden State Merit Diploma rate will	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		class graduated with some type of CTE Certification in 2023 (84 of 186 students).			be at least 54% in the 2026-2027 school year.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Dual Enrollment and Advanced Placement Classes	This action item will fund 8 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 2024. Students, especially those with increased barriers such as EL and low-income, benefit from extra academic support and a nutritious snack at each	$242,451.24	Yes

Action #	Title	Description	Total Funds	Contributing
		session. The hope is that this will provide more support for students as they take the exam and increase pass rates. 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.		
1.2	Career and Technical Education Programs	The District maintains that the 28 class sections that were offered in 2012-2013 are base program and that course offerings beyond those sections after the implementation of LCFF in 2013-2014 is supplemental to the base. Therefore, this action will fund 51 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.	$1,348,752.95	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 addresses and positively influences suspension rates, 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, 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.	$120,123.18	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Access to Technology	This action item will fund Chromebooks (hotspots for those who need connectivity support at home will be funded for the next four years out of the Learning Recovery Block Grant (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.	$445,734.98	Yes

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 local and state student achievement data reflects 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 2022-2023, 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. Disaggregated data for the District showed the following for student subgroups:
- 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 subgroup data not available due to small population size.

According DataQuest, 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 for the District showed the following for student subgroups:

- 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 subgroup data not available due to small population size.

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, 3.2% of students Exceeded Standard and 22.2% Met Standard. At Gateway High School, of the 39 students tested, 0% Exceeded Standard and 2.56% Met Standard. For comparison, in California, 7.3% of students Exceeded Standard and 24.4% of students Met Standard. Disaggregated data for the District showed the following for student subgroups:

Socioeconomically Disadvantaged: 2% Exceeded Standard and 17.1% Met Standard
Not Socioeconomically Disadvantaged: 6.5% Exceeded Standard and 32.6% Met Standard
Students with Disabilities: 0% Exceeded Standard and 8% Met Standard
Hispanic: 1.9% Exceeded Standard and 19.3% Met Standard
White: 6.5% Exceeded Standard and 19.4% Met Standard
English Learners: 0% Exceeded Standard and 2% Exceeded Standard.

Other student subgroup data not available due to 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 DataQuest, 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. Disaggregated data showed the following for student subgroups: -31.7 (Hispanic); -29.4 (White); -106.1 (English Learners); -42.8 (Socioeconomically Disadvantaged); -74 (Students with Disabilities). Negative numbers indicate below standard status.			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 subgroups: -11 (Hispanic); -10 (White); -80 (English Learners); -20 (Socioeconomically Disadvantaged); -55 (Students with Disabilities). Negative numbers indicate below standard status.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Other student subgroup data not available due to small population size.				
2.2	CAASPP Mathematics	According DataQuest, 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 subgroups: -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.			In 2026-2027, the District will be 100 points below standard on the CAASPP Mathematics. Disaggregated data will show the following for student subgroups: -100 (Hispanic); -90 (White); -150 (English Learners); -105 (Socioeconomically Disadvantaged); -175 (Students with Disabilities). Negative numbers indicate below standard status.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Other student subgroup data not available due to small population size.				
2.3	California Science Test	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, 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 2.56% Met Standard (2.56% combined). For comparison, in California, 7.3% of students Exceeded Standard and 24.4% of students Met Standard.			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 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%	

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 subgroups: 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 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% Exceeded Standard (2% combined)			Hispanic students will be at 31% White students will be at 38% English Learners will be at 12%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Other student subgroup data not available due to small population size.				
2.4	English Learner Reclassification Rate	According to CALPADS and the California School Dashboard, 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.			The District's reclassification rate in 2026-2027 will be 25%.	
2.6	Fully Credentialed and Appropriately Assigned Teachers	According to DataQuest, in the 2021-2022 school year, of the 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.			All teachers in the District are fully credentialed and appropriately assigned.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		This is the most recent official data available.				
2.7	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.			All core subject teachers are using curriculum aligned to the California Common Core State Standards.	
2.8	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.			The District shows implementation of state standards.	
2.9	High School Graduation Rate	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)			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:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 (Socioeconomically Disadvantaged) 62% for the District (Students with Disabilities) 90% for the District (Homeless Students)			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 (Socioeconomically Disadvantaged) 62% for the District (Students with Disabilities) 90% for the District (Homeless Students)	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Required Action (English Learners ELA Districtwide): Support for English Language Learners	This action funds the administration and oversight of all instructional aides, which is supplementary to the base EL program in the District. This also includes the scheduling of support in classes, and other supplemental administrative duties related to English Learners. In addition, it includes all of the oversight and administration of the CUHS after school program (grant funded) that is entirely supplemental to the high school's base program. It is equivalent to 0.50 FTE in staff salary of one administrator. This action also funds supplies for the program as well 1 FTE bilingual instructional aide to support students in core classes. Additionally, this action item will fund an bilingual Alternative Education Clerk (1 FTE) and the equivalent of 1 FTE between two 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. Daily phone calls home to check on attendance, grades, and other success indicators. The Alternative Education Clerk will also go on home visits to do wellness checks with administration and also improve school connectedness through parent engagement. This is an action that addresses and positively influences English Learner achievement, a Red Student Subgroup on the California School Dashboard on the CAASPP ELA for Chowchilla Union High School.	$364,055.99	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Leadership Opportunities for Students	This action item will fund the Link Crew and Student Leadership opportunities (ASB and Renaissance) including a teaching salary for five class periods, some program supplies and student learning opportunities, and costs related to supplementary events that Link Crew, ASB, and Renaissance 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 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, 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.	$137,351.67	Yes
2.3	Required Action (LTEL): Enhancing Capacities and Maintaining a High Quality Staff	Another initiative that CUHS is actively pursuing, which is not funded through the LCAP but positively influences staff training and LTEL learning strategies, is that an English and ELD teacher now has a period of her day devoted to activities that increase staff's efforts to engage students in language acquisition. She uses this time to collaborate with other teachers, not just in her department but in others as well. She also pulls assessment data for interim and summative assessments to help guide the conversations in her department during PLC time. Lastly, she is now an integral part in staff development with administration during late start Thursdays for CUHS's push for Cross-Curricular Writing as well as a part of the Differentiated Assistance team tasked with analyzing English Learner access to courses that help make students College and Career Ready (Advanced Placement, Honors, Dual Enrollment, CTE, and A-G). This action will fund professional development opportunities for classified and certificated staff. The PD will be on a variety of topics including supporting English Learners and students on IEPs in the classroom and ensuring the emotional wellbeing of students. This action will also fund the	$612,848.57	Yes

Action #	Title	Description	Total Funds	Contributing
		equivalent of four FTE teacher position salaries, one from each core department: English, science, mathematics, and social science, with 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 that it specifically positively influences Long-Term English Learner Achievement and their academic needs in the classroom cross-curricularly.		
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 Licensed Clinical Social Worker contracted through the Madera County Department of Behavioral Health, a District nurse (0.7125 FTE), and 0.40 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, non-perishable food items, and second chance meals and a daily supper program.	$576,991.60	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 2021-2022 (4.4%).

More recent survey data from students and parents alike indicated the need to ensure student safety on campus (December of 2023). For example, only 31% of student respondents shared that school is a place where they feel Very Safe or Safe.

Parent and community member survey data showed that 78% of respondents Strongly Agreed or Agreed with the follow statement: Chowchilla Union High School District is effective in creating a safe, professional learning environment, However, only about 33% of the student respondents also indicated that they believe the school does a good job at 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 supports 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.			The Facilities Inspection Tool, which is completed at both Chowchilla Union High School and Gateway Continuation School, will show no findings in 2026-2027.	
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 preparation for 2024-2025 LCAP.			The District will have 100 parent responses, 50 staff responses and at least 750 student responses to surveys by the school year 2026-2027.	
3.3	Parent Participation	According to Local District Indicators, about 35% of parents/guardians participated in ELAC/DELAC, School Site Councils, Back to-School Night, feedback			The District's Parent Participation rate will be 50% by the 2026-2027 school year for events hosted by school sites, such as	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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, feedback committees, parent education/awareness classes, and other school events throughout the academic year.	
3.4	Chronic Absenteeism	According to the Student Information System, Aeries in connection with Attention to Attendance, the District's chronic absenteeism was 36.9% in 2022-2023. Disaggregated student data shows the following chronic absenteeism rates for: • English Learners: 33.14% • Non-English Learners: 37.81% • Students who Qualified for Paid Lunch Program: 36.94%			The District's chronic absenteeism will be 22% in the 2026-2027 school year. Student subgroup rates will be as follows: • English Learners: 23% • Non-English Learners: 27% • Low-Income Students: 24% • Students who Qualified	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		- Homeless Students: 90% - Non-Homeless Students: 36.62% - Migrant Students: 14.29% - Non-Migrant Students: 37.46% - Students in Special Education: 40.96% - Students Not In Special Education: 36.81% Other student subgroup data not available.			for Paid Lunch Program: 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%	
3.5	High School Dropout Rate	According to DataQuest, the District's dropout rate in 2022-2023 was 7.9%.			The District's dropout rate will be 5% in the 2026-2027 school year.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Student subgroup 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 subgroups: 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). Other student subgroup data not available due to small population size.			The District's suspension rate will be 5% in the 2026-2027 school year. Target rates for the following student subgroups 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).	
3.7	Attendance Rates	According to the Student Information System, Aeries, the District's attendance			The District's attendance rate will be 90% in the 2026-2027 school year.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% .			CUHS's will be 96%. Independent Studies' will be 84%. Gateway High School's will be 89%.	
3.8	High School Graduation Rate	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)			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)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		95% for the District and 97% for CUHS (Socioeconomically Disadvantaged) 62% for the District (Students with Disabilities) 90% for the District (Homeless Students) Other student subgroup 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)	
3.9	Safety and School Connectedness (Pupils)	According to Local District Indicator Survey Data, 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)			District 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.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		feel(s) safe at his/her school. 86% of staff Agree or Strongly Agree with the following statement: Students feel safe at school.				

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Maintain and Modernize Facilities	This action will fund pool area and weight room improvements to facilities for use by students in the after school program and the community through the summer pool program (also in Goal 3, Action 3). This action will also fund new gymnasium bleacher seating and facility improvements overall as well as 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.	$180,000.00	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 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 is 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. 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. | $224,035.68 | Yes |
| **3.3** | Community Engagement and Awareness | This action will fund a summer pool program with a partnership with the City of Chowchilla and a variety of events and workshops to increase participation in the Parent Empowerment Program. | $40,454.95 | Yes |
| **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 student of extracurricular activities on campus, thus, increase student school attendance as well as positively impact the campuses' climate and culture. | $153,101.22 | Yes |

Action #	Title	Description	Total Funds	Contributing
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 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 with the goal of impacting 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 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, 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.	$138,573.14	Yes
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).	$211,387.83	Yes

Action #	Title	Description	Total Funds	Contributing
3.7	Required Action/Technical Assistance (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	As part of their Differentiated Assistance meetings, the CUHSD administrative team meets and calibrates how disciplinary incidents are recorded in Aeries. This work began in 22-23 and has continued into the 23-24 and 24-25 school years. A draft set of protocols was created and was brought to the team for review. At the conclusion of the Fall semester of the 22-23 school year, the administrative team reviewed all suspensions during the last two months to see if they aligned with the protocols and to determine if any protocols need to be modified or changed. These actions have continued to occur in the 23-24 school year and will be ongoing in the 24-25 school year with students and the administrative team.

In the 22-23 and 23-24 school year the administrative team evaluated the Drug Opportunity Class (DOC) modules and modified to reduce certain sections that were not relevant in the online course offering. The goal for this was to improve engagement and reduce the hours students will be in the program. Students are now be able to complete in the modules in 2 days reducing time out of class. These actions will continue to occur in the 24-25 school year with students and the administrative team.

In the 22-23 and 23-24 school year, the team also conducted surveys with students who were suspended for a drug-related offense and who completed the Drug Opportunity Program. Survey data has 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 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 at Drug-Free pledge during Red Ribbon Week activities and events in the 23-24 school year. These actions will continue to occur in the 24-25 school year with students and the administrative team. | $16,130.94 | No |

Action #	Title	Description	Total Funds	Contributing
		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). These actions will continue to occur in the 24-25 school year with students and the administrative team. 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 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 DOC Program White Students at CUHS: Calibration and Protocol Review This process of analyzing data will continue in the 24-25 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.		

Action #	Title	Description	Total Funds	Contributing
		This is an action that addresses and positively influences suspension rates, 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, 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 high instability rate and Unduplicated Pupil Count, the site is receiving Equity Multiplier Funds. This goal was developed as a result of areas of growth identified on the California Schools Dashboard. For example, although Gateway High School school population is considered too small to be issued performance colors, 25% of ELs at the site are making progress towards English proficiency which is half of what is reflected at CUHS. Gateway's graduation rate is 69%, significantly lower than CUHS's. Gateway High School also shows significantly lower performance on the CAASPP ELA and mathematics. 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. Feedback was also gathered at feedback sessions for the development of the California Community School Partnership Program Grant Application. All of these feedback sessions happened in the Spring of 2024 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. Attendance and graduation rates at Gateway High school have continued to decline over the years to such a point that both have skewed Districtwide data locally and on the California Schools Dashboard. 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 necessary and useful career training and a possibility of completing a CTE pathway prior to graduation while also increasing their school attendance and encouraging them to remain committed to graduating from Gateway High School.	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)

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

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 23-24 Attendance Rate at Gateway High School was 81%.			Gateway High School's attendance rate will be at least 89% in 2026-2027.	
4.2	High School Graduation Rate at Gateway High School	According to the California School Dashboard, Gateway High School's graduation rate was 69%.			Gateway High School's graduation rate will be 75% in 2026-2027.	
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.			Gateway High School's rate of CTE Pathway Completion will be 25% in 2026-2027.	

Goal Analysis [2023-24]
An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Access to CTE Classes at Gateway High School	This action will fund a section in the Chowchilla Union High School master schedule exclusively open to Gateway High School students and partially fund a third Gateway High School teacher to allow more students access to the program at continuation (0.50 FTE).	$85,261.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Due to the Learning 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.	Focus 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 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.

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 23-24 Attendance Rate for CUHSD was 83.2% (CUHS: 94.3%; Independent Studies: 76.5%; Gateway High School: 81%).			The District's attendance rate will be 90% in the 2026-2027 school year. CUHS's will be 96%. Independent Studies' will be 84%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Gateway High School's will be 89%.	
5.2	Safety and School Connectedness (Pupils)	According to Local District Indicator Survey Data, 53% of students reported that they feel Safe or Very Unsafe when at school while 7% felt Unsafe or Very Unsafe but 40% felt Indifferent to the question. 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.			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.	
5.3	High School Graduation Rate	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%			The District's graduation rate will be 94% in the 2026-2027 school year. CUHS will be at 96%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 (Socioeconomically Disadvantaged) 62% for the District (Students with Disabilities) 90% for the District (Homeless Students) Other student subgroup data not available due to small population size.			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 (Socioeconomically Disadvantaged) 62% for the District (Students with Disabilities) 90% for the District (Homeless Students)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.4	CAASPP English Language Arts	According DataQuest, 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. Disaggregated data showed the following for student subgroups: -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 subgroup data not available due to small population size.			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 subgroups: -11 (Hispanic); -10 (White); -80 (English Learners); -20 (Socioeconomically Disadvantaged); -55 (Students with Disabilities). Negative numbers indicate below standard status.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.5	CAASPP Mathematics	According DataQuest, 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 subgroups: -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.			In 2026-2027, the District will be 100 points below standard on the CAASPP Mathematics. Disaggregated data will show the following for student subgroups: -100 (Hispanic); -90 (White); -150 (English Learners); -105 (Socioeconomically Disadvantaged); -175 (Students with Disabilities). Negative numbers indicate below standard status.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Other student subgoup data not 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.			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/awareness classes, and other school events throughout the academic year.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Instructional Learning Time	This will fund guided study and Saturday school.	$20,000.00	No
5.2	Integrating Pupil Supports	This action will fund an intern school psychologist (1 FTE), English as a Second Language classes for parents, student hotspots, increased access to the library and literacy for students, supplemental school meals, the District's Ag Farm Manager (1 FTE), and supplies for a stressless recreational room at Gateway High School.	$150,000.00	No
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.	$160,000.00	No
5.4	Additional Academic Services for Pupils	This action will fund a 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.	$90,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$4,795,863	$589,355

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
36.228%	0.000%	$0.00	36.228%

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 sociogenically disadvantaged students in the most rigorous courses on campus is essential (Honors, Advanced Placement, and Dual Enrollment).	The District will offer 8 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. The District maintains that the original five class sections are base program and that anything offered beyond those sections after the implementation of LCFF in 2013-2014 is supplemental to the base. Therefore, this action item will fund 8 class sections in the AP program. This includes any exam costs that would otherwise	AP pass rates and the rate of those considered Prepared for College and Career, especially low-income students, English Learners, and foster youth, on the California Dashboard's CCI will be monitored to gauge overall success of the AP

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
	Through data analysis the District has found that removing the financial burden to English Learners, foster students, homeless students, and socioeconomically disadvantaged students by paying the AP exam fees for all students does exactly that. In the 2011-12 school year, CUHSD did not pay for AP exams for students, which led to only 62 AP exams taken. 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. Since the District stopped paying for AP exams again in 2019-20, 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.

Another reason for a focus on Dual Enrollment and AP, is the disproportionality in achievement for various student subgroups. While the District's College and Career Readiness Indicator (CCI) is Low with 32.7% considered Prepared for college (2023 California School Dashboard), White students in the District are performing better overall as they are Medium in CCI (52.3%). All other student subgroups are Low (English Learners (12.2%); Hispanic (28.2%); Homeless(13.3%); Socioeconomically Disadvantaged(28.5%)). Although the achievement gap is slowly closing, the District believes there is still work to be done and wants to do everything it can to continue this forward progress with increasing | be the responsibility of the student, teacher salaries for the specific class sections, curriculum for these classes, and other classroom materials and supplies.

Secondly, 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. Thus, the District postulates that all of its current Dual Enrollment offerings (six class sections) are supplemental to its base program. 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 does nothing to support them in maintaining good academic achievement in these classes.

New for the 22-23 school year and continuing for the 23-24 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 2023. Students, especially those with increased barriers such as EL and low-income, benefit from extra academic support and a | Program and Dual Enrollment Program. |

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	access to Dual Enrollment and Advanced Placement Classes. 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%. When it comes to unduplicated pupils, those who are socioeconomically disadvantaged make up the largest subgroup 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. **Scope:** Schoolwide	nutritious snack at each session. The aim is that this will provide more support for students as they take the exam and increase pass rates. Lastly, this action provides these students more academic options at CUHS in order to compete with other students from larger communities and more resources for college admissions. It helps expose students to college level rigor through a variety of AP and Dual Enrollment opportunities on campus through the master schedule. Because of the structure of the current EL program, EL students who do well academically have access to and register for these classes in any way they desire.	
1.2	**Action:** Career and Technical Education Programs **Need:** Educational partner feedback from parents and community members indicated that 62% of survey participants believe CUHS should increase and improve access to Career and Technical Education programs. When answering to another question on the same survey, 67 % parents and community members believed that the District should	CUHS is expanding Career and Technical Education (CTE) pathways in many industry sectors. Overall, CTE grew by two FTEs to reduce class sizes (25:1) in 22-23 and expand program offerings. In 23-24, this increased to include all second year courses for the new pathways. These positions will expanded the following two pathways: Patient Care and Public Safety. Additional pathways were also put in place in the areas of International Business; Marketing; Design, Visual, and Media Arts; Performing Arts; and Mental and Behavioral Health. There are already established pathways in Software and	The College and Career Readiness indicator on the California Dashboard will be monitored to measure success (especially for English Learners, low-income students, homeless and foster youth).

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	prioritize connecting classroom learning to real world and job based skills and experiences.

According to the 2023 California Schools Dashboard, in 2022-2023, 25.9% of students completed A-G Requirements. Of those students, 22.1% were low-income,15.7% were English Learners and 0% were Homeless students. Foster student data is not available due to their small size relative to the school population. Also, according the California School Dashboard, in 2022-2023, 34.4% of students in the senior class completed at least one CTE Pathway. Disaggregated data shows that of these students, 32.8% were low-income students, 21.6% were English Learners, and 6.3% were Homeless students. Data for Foster students was not available due to the group's size.

While the District's College and Career Readiness Indicator (CCI) is Low with 32.7% considered Prepared for college (2023 California School Dashboard), White students in the District are performing better overall as they are Medium in CCI (52.3%). All other student subgroups are Low (English Learners (12.2%); Hispanic (28.2%); Homeless(13.3%); Socioeconomically Disadvantaged(28.5%)).

Also, an analysis of current CTE course enrollment data (2023-2024), showed that 831 students were enrolled in at least one CTE class. Of these, 83.2% meet one or more of the eligibility criteria to be considered unduplicated pupils (English Learners, foster | Systems Development; Food Service and Hospitality; Animal Science; Ornamental Horticulture; Agricultural Mechanics; and Agriscience. 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. Moreover, this 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 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, State Seal of Biliteracy, and A-G Requirements. The expansion of the CTE program not only provides students another avenue by which to meet CCI but it 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 | |

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	students, homeless students, and socioeconomically disadvantaged). Likewise, an analysis of previous CTE course enrollment data (2022-2023), showed that 804 students were enrolled in at least one CTE class. Of these, 82.6% meet one or more of the eligibility criteria to be considered unduplicated pupils (English Learners, foster students, homeless students, and socioeconomically disadvantaged). Lastly, through the District's Differentiated Assistance work to analyze the matriculation of English Learners, 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 from shying 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. This shows a concerted effort from the District to provide students with exposure and awareness to career training as well as knowledge and skills for application through the LCAP process in a way that directly impacts students with the most need in a positive way. **Scope:**	areas of technology, hospitality, and behavioral health, which are pathways that will also be 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. The District maintains that the 28 class sections that were offered in 2012-2013 are base program and that course offerings beyond those sections after the implementation of LCFF in 2013-2014 is supplemental to the base. Therefore, this action will fund 51 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 for mental health and CNA pathways. Through the Differentiated Assistance work, the administration has identified the following Change Ideas for 24-25 school year with the goal of helping students complete CTE classes and CCI requirements: 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, class expectations, and increase awareness of the many opportunities for project-based learning. 2. Use PLC process to help shift student mindset and sense of belonging in rigorous coursework outside of ELD classes.	

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	Schoolwide	3. Use PLC process to help shift adult mindset. 4. Empathy interviews with LTELs and ELs to gain an understanding of their perspective and student experience in ELD classes. 5. Expand after school program tutorial and base it on MTSS referrals tied to the PLC process. 6. Provide students academic support to pass 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.	
1.3	**Action:** Student Experiences **Need:** Although student attendance data shows a slight decrease in chronic absenteeism in the last two years, it is still high with 38.2% in 2022-2023 and 36.2% as of April of 2023-2024. Disaggregated student data shows the following chronic absenteeism rates for: • English Learners: 33.14% • Non-English Learners: 37.81% • Students who Qualified for Paid Lunch Program: 36.94% • Homeless Students: 90% • Non-Homeless Students: 36.62% • Migrant Students: 14.29% • Non-Migrant Students: 37.46%	Data shows that student suspensions and chronic absenteeism at CUHS is on the rise while parents and staff believe the District should prioritize extracurricular activities that give students the motivation to show up every day and do well in school. Offering these activities through the LCAP will increase participation and allow staff to target students who may otherwise not participate such as English Learners, foster youth, homeless students, and those who are socioeconomically disadvantaged. In an effort to promote and encourage academic achievement throughout the District with various extracurricular activities, the District will support the Academic Decathlon Program for students in our District that will compete academically against other districts in Madera County and possibly the state. Academic Decathlon requires a variety of students with varying academic strengths.	Student success indicators on the California Dashboard such as the District's distance from standard on CAASPP English and mathematics exams will be monitored to measure the effectiveness of this action (especially for English Learners, low-income students, and foster youth). The District will also gauge the success of this action through pass and completion rates as measured in Edgenuity (especially for English Learners, low-income

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	• Students in Special Education: 40.96% • Students Not In Special Education: 36.81% Other student subgroup data not available. Suspensions have also increased over time. In 21-22 the District had a 5.3% suspension rate. 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 subgroups: 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). Other student subgroup data not available due to small population size. This indicates a lack of student connectedness and engagement to school and a need for a school-wide intervention that is research based at CUHS. Educational partner feedback from parents indicated that 64% of parents and 56% of staff surveyed believe CUHS should increase and prioritize access to engaging extracurricular activities. Team roster data for 22-23 and 23-24 showed that over 90% of students are considered low-income status. English Learner and foster/homeless data was not analyzed due to the small size of the teams and to prevent identification of students.	With the increase in CTE course offerings as well as AP and Dual Enrollment classes, the District also plans to fund college trips and CTE competitions for students to be exposed to opportunities outside the community of Chowchilla for higher education and real-world, hands-on engaging activities. Based on educational partner feedback from 2023-2024 (students and parents), the District will include Driver's Education during class sections of PE II in the master schedule. This class will be provided online through Edgenuity, giving students from all sites the opportunity to take it either as part of their schedule or after school independently. English Learners, foster students, homeless students, and socioeconomically disadvantaged students will benefit from this offering since the lack of local and financial resources may otherwise make this unattainable for them. This is a state-approved course that is available anytime and on any device. The course contains media-rich lessons, interactive activities and 3-D case studies, as well as quizzes and practice tests. Upon successful completion of the course, will receive a certification of completion as well as unlimited practice permit tests free of charge. The certification and practice tests are something that students would need to pay out of pocket for in order to acquire them if they were not otherwise offered by the District. The Positive Behavior Interventions and Supports (PBIS) Program will continue to roll out next school year. Not only will PBIS focus on overall school	students, and foster youth).

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	Scope: LEA-wide	climate and culture, but will provide a positive experience for students as they work towards a reward. The District will continue to purchase items for the student store that will be used to incentivize and motivate students to demonstrate positive behavior and positive school attendance. PBIS also gives students an opportunity to thrive in a positive learning environment with staff who will establish rapport and trusting relationships. This is a direct benefit to all students but adds an an extra layer of support and connectedness for English Learners, foster students, homeless students, and socioeconomically disadvantaged students.	
1.4	**Action:** Access to Technology **Need:** Educational partner survey data from staff (59%) and parents (54%) 2023-2024 indicated that access to technology, such as 1:1 Chromebook devices (funded from LCAP) and internet hotspots (funded from LRBG) for those in need should continue to be a priority for the District. The student survey respondents indicated that 99% of students have access to a Chromebook at home and at school and 99% indicated they also have access to 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.	Increasing student connectivity will allow students to research and complete homework assignments while at home. Also, increasing levels of internet connectivity will allow students to access our 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 are not provided by the District.	Student success indicators on the California Dashboard such as the District's distance from standard on CAASPP English and mathematics exams will be monitored to measure the effectiveness of this action (especially for English Learners, low-income students, homeless students, and foster youth).

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	Over the last couple of years and especially sinch 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 experiences 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		
2.1	**Action:** Required Action (English Learners ELA Districtwide): Support for English Language Learners **Need:** Over the last three school years, the English Learner (EL) population has remained large and more than is the usual norm at CUHS (176 students in 20-21; 230 students in 21-22; and 224 students in 22-23).	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 that focuses on reading, writing, listening, and speaking to prepare English Learners for the ELPAC. Students are recruited for the voluntary program via their English Language Development class, especially	EL reclassification rates and ELPI rates on the California Dashboard will be monitored to measure success.

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	Also, although 49.8% of students are making progress towards English language proficiency and the District's performance level is considered Green overall, about 23.2% of English Learners decreased by at least one ELPI level in 22-23, according to the California Dashboard. Moreover, according to CALPADS and the California School Dashboard, 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. Over time, the number of students who are considered At-Risk for becoming Long-Term-English-Learners or Long-Term-English-Learners has also been increasing at CUHS. In 21-22 there were 108 students (32 ARLTEL and 76 LTEL); in 22-23 (15 ARLTEL and 183 LTEL); in 23-24 (7 ARLTEL and 199 LTEL), according to internal data on Aeries. This is in contrast to the District's reclassification and ELPI rates. 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.	long-term English learners, and they attend tutorial twice a week for an hour in-person. This program is funded outside of LCAP funds but it entirely targets English Learners and is customized to building up their weaker skills in relation to passing the ELPAC. These services enhance the educational experience of English Learners by providing support in core classes and also helping them develop their skills cross-curricularly and in listening, speaking, reading, and writing to master English language acquisition.	

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	Scope: LEA-wide		
2.2	**Action:** Leadership Opportunities for Students **Need:** Although student attendance data shows a slight decrease in chronic absenteeism in the last two years, it is still high with 38.2% in 2022-2023 and 36.2% as of April of 2023-2024. The CUHS administrative team has also seen suspensions increase over time. In 21-22 the District had a 5.3% suspension rate. Disaggregated data shows that 20% of foster youth, 13% of homeless students, 8.6% of English Learners, and 5.9% of students who were Socioeconomically Disadvantaged were suspended at least one day (2022 California Dashboard). According to the California School Dashboard, the District's suspension rate in 2022-2023 was 8.8%. Disaggregated data shows that 21.1% of homeless students, 11.7% of English Learners, and 9.4% of students who were Socioeconomically Disadvantaged were suspended at least one day (2023 California Dashboard). Foster youth were not issued a color or rate due to the population size. This is evidence of not only an overall increase in disciplinary incidents and student disconnectedness through chronic absenteeism but also disproportionality in both	With this action, the District's aim is to increase engagement and school connectedness with students. When students are encouraged and motivated to be in school they are usually also mindful about their academic success and how it is tied to their future outcomes. With support from Link Crew leaders freshmen will have mentorship that has been proven to provide students with successful guidance and companionship from students who have been in their shoes previously as they transition to a new school, a new district, and new school environment. Student leaders in ASB and Renaissance will offer students activities that supplement and enhance students' learning experience. They provide activities that make school enjoyable and give students opportunities to look forward to. As the District continues to refine its Teacher Assisted Program for Students (TAPS) paired with a graduation portfolio, mock interview, and community service hour requirements. In an effort to improve this valuable program for students and increase its usefulness to postgraduate experiences for students, the District plans to have a TAPS Coordinator oversee the program. Students with low socio-economic status and those who are English Learners may have additional boundaries due to their life circumstances and the lack of adults in their lives	The District will use attendance and suspension rates to measure the effectiveness of this action.

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	discipline and attendance. Moreover, feedback on student survey data from December of 2023 was positive regarding school culture with at least about 30%-44% of students indicating they either Strongly Agree or Agree 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 take parental concerns seriously. - At my school, it is hard for me to stay focused when doing my schoolwork. However, student survey data also indicated a prevalence of neutrality, meaning that about 39%-56% of responses were neutral on Likert Scales for the same statements indicated above. This points a lack of student connectedness and engagement to school and a need to use school-wide curriculum that is research based and embedded into the learning day. When looking specifically at English Learners	who can provide guidance to complete the graduation portfolio. To address this, the District plans to have its TAPS Coordinator serve as support for these students. This staff member would help connect students with community service opportunities in the community and provide editing and professional guidance for students as they prepare their professional documents for their graduation portfolios. Also, this staff member could help identify students who need additional supports to ensure they have the attire necessary for their senior interview. These program lead to an increased opportunity for English Learners, foster students, homeless students, and socioeconomically disadvantaged students to improve College and Career Readiness, school attendance, and academic achievement.	

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	and low income students, survey data revealed: • 14% of low-income students who responded to the student survey reported feeling Dissatisfied or Very Dissatisfied with their school experience. This is higher than the level of dissatisfaction among those students who do not qualify for free and reduced lunch at 12%. • 10% of English Learners who responded to the student survey reported feeling Dissatisfied or Very Dissatisfied with their school experience. This is also lower than the level of dissatisfaction among those students who are not considered English Learners at 14%. • Written feedback from English Learners and low-income students reflected a variety of responses (positive and negative) to the question Is there anything else you can share with us about your school experience: "The teachers care about my learning." "[My math teacher] is very good and has a lot of patience for teaching his class as I am not good with math but this teacher helps a lot and teaches extremely well." (Comment written is Spanish)		

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	"The exams are bad. I believe that teachers should write exams about the class...It is difficult to know what will be tested [and to prepare]." (Comment written in Spanish) "It is a good school, but I feel like some classes are not as challenging as I would like them, so it is harder for me to push myself." "It is fun to learn and to be part of the school atmosphere." "The after school program is pretty cool." Although this survey data is important and needs to be analyzed, the data does not reveal any significant disproportionality or higher levels of negative experiences among low-income and English Learners. Thus, indicating that while effective, there is still ongoing need of the actions in the plan over the last couple of years. Quick analysis of enrollment in Link Crew and Leadership classes for 23-24 showed that a majority of students at CUHS in these classes are considered unduplicated students (foster, homeless, low-income, English Learner) at 81.4%. The group is representative of the overall school population. This is useful because these groups plan school wide events that are meant to engage all students. To address the social emotional needs of students and increase their level of connectedness to school, specifically those		

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	who are EL and low-income, the District will be implementing The Core Curriculum for Social Emotional Learning (SEL) during Tribe Time at CUHS and morning SEL time weekly at Gateway High School. The Core Curriculum will develop students character and leadership abilities at school and in the community. A teacher will oversee the implementation of this curriculum campus-wide by ensuring that teachers across both campuses are following the same pacing calendar and covering similar material during the SEL lessons. Link Crew will connect upper class students with incoming Freshman students in order to link them to CUHS and develop school connectedness. Similarly, Student Leadership opportunities (ASB and Renaissance) will develop schoolwide events to boost connectedness and improve the climate and culture of the campus. Both programs have proven to raise student achievement and reduce at-risk behaviors while at school. 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		

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2.3	**Action:** Required Action (LTEL): Enhancing Capacities and Maintaining a High Quality Staff **Need:** California Dashboard data for 2023 indicated an overall student performance on the CAASPP for ELA in the Yellow category. The District was 30.5 points below standard (the state of California is 13.6 points below standard). Although that is an increase of 21 points in comparison to 2022, a detailed look at the data reveals that English Learners are in the Red category at 106.1 points below standard (a decline of 3.9 points in comparison to 2022). Socioeconomically Disadvantaged students were in the Yellow category at 42.8 points below standard (an increase of 12.8 points compared to 2022). White students also performed in the Yellow category. Foster, Homeless, and other student subgroups were not issued a performance color due to their population size. In 2023 the CAASPP mathematics indicated an overall student performance in the Orange category. The District was 124.1 points below standard (the state of California is 49.1 points below standard). Although that is an increase of 15.4 points in comparison to 2022, a disaggregated data reveals that English Learners and Socioeconomically Disadvantaged students are in the Red category:	Equipping staff with the knowledge and strategies necessary to effectively lead their classrooms is a priority for the District. In the last three years, administration has strived to support teachers with tools that will help guide their PLC meetings and support their reteaching and remediation decisions. This action helps prepare teachers to identify and meet the needs of English Learners, foster students, homeless youth, and students with socioeconomic disadvantage. Research shows that quality professional development has a direct correlation on the quality of teaching independent of school type (primary or secondary), school location (urban or rural), and the teachers' years of teaching experience. The study's results even show that the effects of quality professional development are sustained for many months after the training has taken place (Gore, Loyd, Smith, Bowe, Ellis, Lubans, 2017).	Student success indicators on the California Dashboard such as the District's distance from standard on CAASPP English and mathematics exams will be monitored to measure the effectiveness of this action (especially for English Learners, low-income students, homeless students, and foster youth).

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	• English Learners: 183.8 points below standard (an increase of 3.2 points in comparison to 2022) • Socioeconomically Disadvantaged students: 135.4 points below standard (an increase of 11.6 points in comparison to 2022) Hispanic students performed in the Orange category. White students performed in the Yellow category. Foster, Homeless, and other student subgroups were not issued a performance color due to their population size. 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, 3.2% of students Exceeded Standard and 22.2% Met Standard. At Gateway High School, of the 39 students tested, 0% Exceeded Standard and 2.56% Met Standard. For comparison, in California, 7.3% of students Exceeded Standard and 24.4% of students Met Standard. Disaggregated data showed the following for student subgroups: Socioeconomically Disadvantaged: 2% Exceeded Standard and 17.1% Met Standard		

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	Not Socioeconomically Disadvantaged: 6.5% Exceeded Standard and 32.6% Met Standard		
	Students with Disabilities: 0% Exceeded Standard and 8% Met Standard		
	Hispanic: 1.9% Exceeded Standard and 19.3% Met Standard		
	White: 6.5% Exceeded Standard and 19.4% Met Standard		
	English Learners: 0% Exceeded Standard and 2% Exceeded Standard		
	Other student subgroup data not available due to small population size.		
	About 32.7% of students were considered College and Career ready in 2023 and the District was in the Low category. For comparison purposes, the California rate for 2023 was 43.9% and the District's last reported rated in 2019 was 39.4%. Disaggregated data showed that Socioeconomically Disadvantaged, Homeless, Hispanic, and English Learner students were in the Low category as well for the College and Career Preparedness Indicator. White students were in the Medium category and no other student subgroup levels were reported due to the population sizes.		
	Also, when students were surveyed in December 2023, about 50% of student respondents indicated that they Strongly		

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	Agree or Agree with the following statement: My teacher(s) have high expectations for my learning. Also, a majority of students (55%) indicated that they Strongly Agree or Agree with the following statement: There is a teacher/staff member who believes that I will be a success. All of these data points are indicative of a continuous need to provide staff development opportunities that increase capacity and growth mindsets. **Scope:** LEA-wide		
2.4	**Action:** Pupil Services Support **Need:** California Dashboard data for 2023 indicated an overall student performance on the CAASPP for ELA in the Yellow category. The District was 30.5 points below standard (the state of California is 13.6 points below standard). Although that is an increase of 21 points in comparison to 2022, a detailed look at the data reveals that English Learners are in the Red category at 106.1 points below standard (a decline of 3.9 points in comparison to 2022). Socioeconomically Disadvantaged students were in the Yellow category at 42.8 points below standard (an increase of 12.8 points compared to 2022). White students also performed in the Yellow category. Foster,	Over the last three years, students have continued to indicate on Student Surveys and in LCAP Feedback sessions that having services such as the Tribe Pantry, on-request counseling, and consistent check-ins for students experiencing foster care or homelessness helps meet needs that would otherwise go unmet. Chowchilla is a small community with limited resources. Students have taken advantage of these services in large numbers consistently every year. It is the District's belief that continuing these services is necessary especially for English Learners, low-income students, homeless students, and foster youth	Student success indicators on the California Dashboard such as the District's distance from standard on CAASPP English and mathematics exams will be monitored to measure the effectiveness of this action (especially for English Learners, low-income students, homeless students, and foster youth).

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	Homeless, and other student subgroups were not issued a performance color due to their population size. In 2023 the CAASPP mathematics indicated an overall student performance in the Orange category. The District was 124.1 points below standard (the state of California is 49.1 points below standard). Although that is an increase of 15.4 points in comparison to 2022, a disaggregated data reveals that English Learners and Socioeconomically Disadvantaged students are in the Red category: - English Learners: 183.8 points below standard (an increase of 3.2 points in comparison to 2022) - Socioeconomically Disadvantaged students: 135.4 points below standard (an increase of 11.6 points in comparison to 2022) Hispanic students performed in the Orange category. White students performed in the Yellow category. Foster, Homeless, and other student subgroups were not issued a performance color due to their population size. About 32.7% of students were considered College and Career ready in 2023 and the District was in the Low category. For comparison purposes, the California rate for 2023 was 43.9% and the District's last reported rated in 2019 was 39.4%.		

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	Disaggregated data showed that Socioeconomically Disadvantaged, Homeless, Hispanic, and English Learner students were in the Low category as well for the College and Career Preparedness Indicator. White students were in the Medium category and no other student subgroup levels were reported due to the population sizes. Students and staff in educational partner feedback sessions also voiced a need for increased counseling and 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 that) but staff is also aware that students come to school with other unmet needs that can be less burdensome with services offered through the District's foster and homeless services, socio-emotional counseling, and pantry services. **Scope:** LEA-wide		
3.1	**Action:** Maintain and Modernize Facilities **Need:** Needs for Pool Area and Weight Room Improvements:	The District plans to continue its summer pool program for the community in June and July of 2023 (now in its third year). This program is cost-shared with the City of Chowchilla (also in Goal 3, Action 5).	Student attendance and chronic absenteeism rates will be monitored (especially for English Learners, low-income students, homeless

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	Research shows that the COVID-19 pandemic and the subsequent school closures are correlated to increased 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 the last three years, District administrators agree with researchers in that the pandemic and school closures have shown 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 participation was high on the California Physical Fitness testing (95.6% of all freshmen in 2022-2023), 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 is 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).

Related to campus climate and culture, | At the encouragement of the school board and superintendent, the District has also strived to increase community relationships. The District has implemented an updated facility use fees policy that benefits and supports local non-profits in the area. The district is aware that families in Chowchilla families face many difficulties in providing educational opportunities for their children. As a rural community Chowchilla is not close to many social services and recreational opportunities. The city is located 20 miles from Fresno and 18 miles from Merced. From June through September yearly the average high temperature ranges from 90-96 degrees with a high of 114 degrees on September 6, 2022 in Fresno. During these months indoor spaces are at a premium for Chowchilla students and community members. The CUHS gymnasium becomes extremely important as there are few buildings of that size.

While the After School Program has grown tremendously over time with an average attendance of 100 students in 22-23 and 115.5 in 23-24, 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 (over 710 students on the CUHS campus have attended at least once). Without campus facilities where students can exercise and engage in healthy activities after school, these students may not otherwise achieve access. | students, and foster youth). |

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	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 back on campus. Feedback on student survey data from December of 2023 was positive overall regarding school culture with the majority of students indicating they either Strongly Agree or Agree 30-44% 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 take parental concerns seriously. • At my school, it is hard for me to stay focused when doing my schoolwork. However, student survey data also indicated a prevalence of neutrality, meaning that about 39%-56% of responses were neutral on Likert Scales for the same statements indicated above. This points a lack of student connectedness and engagement to school and a need to use school-wide events that promote	It is the District's hope that updating these facilities will not only help improve students' physical wellbeing but also their self-esteem and school connectedness by providing them facilities that allow them to exercise safely and interact with peers and staff in a positive environment. The District also believes that the summer pool program helps the community's families bond over a common activity that contributes to the safety of children in the water. Lastly, for students and families who are low-income, the summer pool program provides access and exposure to a pool in a situation where there likely wouldn't be any.	

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	school pride, inclusion of all students, and engagement in activities that are memorable for students. Moreover, feedback from CUHS student sessions highlighted a desire for increased and improved activities and school events that promote inclusion. Student groups from CUHS expressed a desire for more rallies and culturally diverse events that encourage student participation and engagement. Educational partner feedback from parents and staff on survey data indicated that 64% of parents and 56% of staff surveyed believe CUHS should increase 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 38.2% in 2022-2023 and 36.2% as of April of 2023-2024. The District is focused on ways with which to engage and motivate students to come to school more regularly, particularly those who have the hardest time doing so. Need for Gymnasium Improvements: According to US Census (2017-21) data, families in Chowchilla have economic challenges evidenced by the following: • Median household income in Chowchilla is $60,075 compared to $84,097 in California		

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	• Per capita income is $17,075 in Chowchilla compared to $41,276 in the state • The average value of a home in Chowchilla is $241,000 compared to $573,000 in California • Only 11.1% of citizens twenty-five years of age or older in Chowchilla have earned a Bachelor's Degree compared to 35.3% in California overall This indicates that because resources are scarce in the community of Chowchilla, the Chowchilla Union High School campus and its facilities are an integral part of any community event held for families. In the past, CUHS's facilities have hosted all youth football, volleyball, swim, and cheer team events. They have hosted CHP classes for Class B drivers and parenting classes for adults in the community. Ultimately, goal is that facilities across campus, including the gymnasium, will be a community hub. Given that Chowchilla is a small community, resources for community-wide events are scarce but extremely valuable, especially for community organizations who also have few resources or support marginalized subgroups. The gymnasium is the only facility on campus large enough to house the entire student population at once. However, the current gym bleachers do not allow for that as they only fit about half of the student population on them. Over the last couple of years, the gymnasium		

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	has seen no facility improvements other than those for HVAC and the current set of bleachers were installed in 1963 without motorized mechanisms to set them up. Thus, as of last year, it became evident that the existing bleachers did not accommodate students for schoolwide rallies and would need to be strategically set up moving forward due to the effort needed from staff. Need for Additional Seating in Classroom Spaces: With the hiring of additional staff on campus for CTE classes, additional student desks are needed. 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. **Scope:** Schoolwide		
3.2	**Action:** Supplemental Transportation **Need:** Transportation to-and-from school is a need that was communicated by parents at educational partner meetings over the last three years. In particular, a need was exposed for transportation within the school two-mile radius in neighborhoods located across the freeway overpass due to safety concerns. Students also expressed a need for	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).	Student attendance rates will be monitored to measure success (especially for English Learners, low-income students, homeless students, and foster youth).

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	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 Although student attendance data shows a slight decrease in chronic absenteeism in the last two years, it is still high with 38.2% in 2022-2023 and 36.2% as of April of 2023-2024. In 2023-2024 of the 544 student athletes who participated on teams, 377 qualified for free and reduced lunch (69%). When compared to 22-23 data, this is an increase of 167 students overall and 5% more unduplicated pupils (Foster youth, homeless students, low-income students, and English Learners). While the After School Program has grown tremendously over time with an average attendance of 100 students in 22-23 and 115.5 in 23-24, 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 (over 710 students on the CUHS campus have attended at least once). An analysis of 23-24 district student data revealed that 94.2% of all students eligible to		

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	receive transportation by CUHSD are unduplicated in some way (low-income, homeless, foster, English Learners). **Scope:** Schoolwide		
3.3	**Action:** Community Engagement and Awareness **Need:** At many educational partner feedback sessions (parents, students, staff), it became abundantly clear that the District should increase opportunity for parents to become involved; educated about postsecondary opportunities; and aware of how to support their students in this process. Parents indicated that they needed more information about topics such as scholarships, college applications, 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 2023 included 186 students, 83.9% of which are English Learners, foster students, homeless students, and/or socioeconomically disadvantaged students. When students were surveyed about their postsecondary plans, 26 graduates of the class of 2023 (14% of the graduating class) indicated that they were planning to pursue	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 on a weekly basis in the spring 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	The college and career readiness indicator on the California Dashboard, especially for English Learners, low-income students, homeless 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
	higher education at a four-year university. Of these students, 19 were English Learners, foster students, homeless students, and/or socioeconomically disadvantaged students (10%). Given the small percentage of students attending a four-year college, this is 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. In 2022-2023 and 2023-2024, Spanish-speaking parents also indicated a desire for classes that further develop their English language skills just like their students'. **Scope:** LEA-wide	• 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 UC Merced staff to answer District specific questions and provide further support. The program provides pre/post-survey 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 Chowchilla Elementary School District, Alview-Dairyland Union School District, and Merced College: ESL Classes The District remains committed to continue its partnership with Chowchilla Elementary School District, Alview-Dairyland Union School District, and 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. These classes will continue to occur weekly in the Fall of 2024 and include child care, dinner, and materials free of cost to parents just like with the Parent Empowerment Program. This action item will fund a contracted service with UC Merced for the Parent Empowerment Program 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	

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		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.	
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 student of extracurricular activities on campus, thus, increase student school attendance as well as positively impact 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 in staffing to set-up and break-down for special events in addition to the necessary daily maintenance on campuses. For example, since 2022, the District has doubled the size of its After School Program; added more than three student clubs or teams; added CTE programs in Public Safety, Patient Care, Arts, Media, and Entertainment,	With the additional custodians, the District is better able set up and break down for student activities, provide well-maintained facilities for use in Athletic and After School Program activities, provide consistent Second-Chance Breakfast at student breaks, and support Food Services as they serve supper every evening for students This is also the case for home to school and school to home transportation of students. The Maintenance, Operations, and Transportation department at CUHSD has staff that splits their days between maintenance and transportation or operations/custodial and transportation. As student activities and programs expand their offerings, staff has to fit more duties within their day to ensure that students are able to participate as they desire on school grounds. For example, the additional custodial staff allows drivers who split their day with maintenance work, to be available to transport students to extracurricular trips, athletic events, and to and from the After School Program, which have all grown in the last three years.	Attendance and chronic absenteeism rates, especially for low-income students, English Learners, homeless students, and foster youth, will be monitored to measure effectiveness.

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	Information and Communications Technology, and Marketing; gained four 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 has the ability to fulfill maintenance roles on campus but is also able to or willing to transport students on buses.

Although student attendance data shows a slight decrease in chronic absenteeism in the last two years, it is still high with 38.2% in 2022-2023 and 36.2% as of April of 2023-2024.

Also, as indicated previously, in 2023-2024 of the 544 student athletes who participated on teams, 377 qualified for free and reduced lunch (69%). When compared to 22-23 data, this is an increase of 167 students overall and 5% more unduplicated pupils (Foster youth, homeless students, low-income students, and English Learners). Additionally, 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 | | |

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
	exceptional needs according to after school program attendance records. **Scope:** LEA-wide		
3.5	**Action:** Community Safety and Support **Need:** The District plans to continue to use its supplemental concentration grant add-on funds to continue to employ a 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 become clear that additional staffing was needed to bolster services on campus. Feedback on student survey data from December of 2023 was positive regarding school culture with at least about 30%-44% of students indicating they either Strongly Agree or Agree 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	These staff members will also improve the campus culture. Based on educational partner feedback from parents, they voiced concerns over student safety on campus and the need for increased supervision during unstructured time, especially in the campus bathrooms. They believed that increased supervision is crucial to student academic success. These FTE staff not only provide constant ongoing supervision throughout the day but be a source of connectedness between parents and students to community resources and campus services. These staff are 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, this staff members will serve as a connection to community resources for parents who lack them. These staff will be an integral part of the District's SART and SARB efforts with the goal of impacting student school attendance. Lastly, in an effort to improve the site's restorative practices in relation to student discipline, the staff will use such a tactful approach and focus on students' emotional wellbeing and root causes of behavior.	Attendance, chronic absenteeism rates, 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
	about what students are expected to learn in class. • At my school, parents feel welcome to participate. • At my school, the school staff take parental concerns seriously. • At my school, it is hard for me to stay focused when doing my schoolwork. However, student survey data also indicated a prevalence of neutrality, meaning that about 39%-56% of responses were neutral on Likert Scales for the same statements indicated above. This points a lack of student connectedness and engagement to school and a need to use school-wide curriculum that is research based and embedded into the learning day. 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. When looking specifically at English Learners and low income students, survey data revealed: • 14% of low-income students who responded to the student survey reported feeling Dissatisfied or Very Dissatisfied with their school experience. This is higher than the level of dissatisfaction among those students who do not qualify for free and reduced lunch at 12%.	The District believes that these positions are still very much a need for students based on the recent survey data collected in preparation for the 24-25 LCAP.	

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	• 10% of English Learners who responded to the student survey reported feeling Dissatisfied or Very Dissatisfied with their school experience. This is also lower than the level of dissatisfaction among those students who are not considered English Learners at 14%. • Written feedback from English Learners and low-income students reflected a variety of responses (positive and negative) to the question Is there anything else you can share with us about your school experience: "The teachers care about my learning." "[My math teacher] is very good and has a lot of patience for teaching his class as I am not good with math but this teacher helps a lot and teaches extremely well." (Comment written is Spanish) "The exams are bad. I believe that teachers should write exams about the class...It is difficult to know what will be tested [and to prepare]." (Comment written in Spanish) "It is a good school, but I feel like some classes are not as challenging as I would like them, so it is harder for me to push myself." "It is fun to learn and to be part of the school atmosphere."		

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	"The after school program is pretty cool." Although this survey data is important and needs to be analyzed, the data does not reveal any significant disproportionality or higher levels of negative experiences among low-income and English Learners. Thus, indicating that while effective, there is still ongoing need of the actions in the plan over the last couple of years. Although student attendance data shows a slight decrease in chronic absenteeism in the last two years, it is still high with 38.2% in 2022-2023 and 36.2% as of April of 2023-2024. **Scope:** LEA-wide		
3.6	**Action:** Permanent Substitute Teachers **Need:** Over the last couple of years and since reopening schools after the pandemic, 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 amount of substitute teachers on hand. The District plans to continue to use the	Although more closely tied to parenting, research shows that consistency in day-to day positive interaction is key for youth wellbeing (Lippold, Davis, Lawson, McHale, 2016) and an article from the University of Georgia Extension also showed that consistent routines help children regulate their own emotions and behavior better (Bales, 2014). Therefore, the District believes that consistency in staffing with substitute teachers not only positively impacts students' academic achievement but also their social emotional wellbeing. Like the other positions the District plans to fill, these staff members will provide stability for	Attendance and chronic absenteeism rates, 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
	additional concentration grant add-on funding to continue to employ four permanent substitute teachers in the 2024-2025 school year. Although student attendance data shows a slight decrease in chronic absenteeism in the last two years, it is still high with 38.2% in 2022-2023 and 36.2% as of April of 2023-2024. **Scope:** LEA-wide	unduplicated students who need it most. Having a permanent substitute cover a classroom over an extended period of time allows students and staff to connect, building trust and positively impacting the learning environment, and as a result, student academic achievement. As the District prepares for the 24-25 school year, its needs for substitute teachers have gone unchanged. Therefore, this action will fund 4 full-time contracted substitute teachers for 2024-2025.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

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.

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 set up extracurricular events and activities while also providing supplemental transportation, thus, increase student school attendance as well as positively impact 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 has the ability to fulfill maintenance roles on campus but is 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 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 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 with the goal of impacting 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 wellbeing 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 amount 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 2024-2025 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 16% of students not included in the unduplicated student groups (as of CBEDS date 23-24 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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	13,238,002	4,795,863	36.228%	0.000%	36.228%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,811,993.94	$505,261.00	$0.00	$0.00	$5,317,254.94	$4,376,966.48	$940,288.46

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	School wide	English Learners Foster Youth Low Income	Specific Schools: Chowchilla Union High School	Ongoing	$197,183.43	$45,267.81	$242,451.24				$242,451.24	
1	1.2	Career and Technical Education Programs	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Chowchilla Union High School	Ongoing	$1,291,242.95	$57,510.00	$1,348,752.95				$1,348,752.95	
1	1.3	Student Experiences	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$45,873.18	$74,250.00	$120,123.18				$120,123.18	
1	1.4	Access to Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$209,234.98	$236,500.00	$445,734.98				$445,734.98	
2	2.1	Required Action (English Learners ELA Districtwide): Support for English Language Learners	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$361,555.99	$2,500.00	$364,055.99				$364,055.99	
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	$123,651.67	$13,700.00	$137,351.67				$137,351.67	
2	2.3	Required Action (LTEL): Enhancing Capacities and Maintaining a High Quality Staff	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$602,848.57	$10,000.00	$612,848.57				$612,848.57	

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	$495,991.60	$81,000.00	$576,991.60				$576,991.60	
3	3.1	Maintain and Modernize Facilities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Chowchilla Union High School	Ongoing	$0.00	$180,000.00	$180,000.00				$180,000.00	
3	3.2	Supplemental Transportation	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Chowchilla Union High School	Ongoing	$149,035.68	$75,000.00	$224,035.68				$224,035.68	
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	$5,454.95	$35,000.00	$40,454.95				$40,454.95	
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	$153,101.22	$0.00	$153,101.22				$153,101.22	
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	$138,573.14	$0.00	$138,573.14				$138,573.14	
3	3.6	Permanent Substitute Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$211,387.83	$0.00	$211,387.83				$211,387.83	
3	3.7	Required Action/Technical Assistance (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;	Students with Disabilities English Learners, Homeless Students, Low-Income Students, and White Students who were Suspended	No			All Schools	Ongoing	$16,130.94	$0.00	$16,130.94				$16,130.94	

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
		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														
4	4.1	Access to CTE Classes at Gateway High School	All	No			Specific Schools: Gateway High School	Ongoing	$75,700.35	$9,560.65		$85,261.00			$85,261.00	
5	5.1	Instructional Learning Time	All	No			All Schools	Ongoing	$20,000.00	$0.00		$20,000.00			$20,000.00	
5	5.2	Integrating Pupil Supports	All	No			All Schools	Ongoing	$100,000.00	$50,000.00		$150,000.00			$150,000.00	
5	5.3	Access to Instruction for Deficient Pupils	All	No			All Schools	Ongoing	$140,000.00	$20,000.00		$160,000.00			$160,000.00	
5	5.4	Additional Academic Services for Pupils	All	No			All Schools	Ongoing	$40,000.00	$50,000.00		$90,000.00			$90,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
13,238,002	4,795,863	36.228%	0.000%	36.228%	$4,795,863.00	0.000%	36.228 %	**Total:**	$4,795,863.00
								LEA-wide Total:	$2,800,623.13
								Limited Total:	$0.00
								Schoolwide Total:	$1,995,239.87

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	$242,451.24	
1	1.2	Career and Technical Education Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Chowchilla Union High School	$1,348,752.95	
1	1.3	Student Experiences	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$120,123.18	
1	1.4	Access to Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$445,734.98	
2	2.1	Required Action (English Learners ELA Districtwide): Support for English Language Learners	Yes	LEA-wide	English Learners	All Schools	$364,055.99	
2	2.2	Leadership Opportunities for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$137,351.67	

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	LEA-wide	English Learners	All Schools	$612,848.57	
2	2.4	Pupil Services Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$576,991.60	
3	3.1	Maintain and Modernize Facilities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Chowchilla Union High School	$180,000.00	
3	3.2	Supplemental Transportation	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Chowchilla Union High School	$224,035.68	
3	3.3	Community Engagement and Awareness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,454.95	
3	3.4	Extracurricular and After School Program Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$153,101.22	
3	3.5	Community Safety and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$138,573.14	
3	3.6	Permanent Substitute Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$211,387.83	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,379,529.62	$5,379,529.62

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	Increasing Student Access to Rigorous Coursework	Yes	$221,111.68	$250,281.59
1	1.2	Academic and Socio-Emotional Counseling and Mentorship for the Whole Student	Yes	$156,251.91	$160,288.25
1	1.3	Access to Technology and Technology Support Services	Yes	$481,114.06	$480,917.25
1	1.4	School Psychologist Services for Social Emotional Learning Needs	Yes	$93,116.89	$89,803.83
1	1.5	Positive Behavior Interventions and Supports	Yes	$43,165.69	$45,260.78
1	1.6	Academic Decathlon	Yes	$8,517.00	$6,172.14
1	1.7	District School Nurse	Yes	$116,764.24	$120,715.46
1	1.8	Alternative Education Program	Yes	$60,577.90	$64,169.72
1	1.9	CTE Program Expansion to Increase Student Exposure and Participation	Yes	$1,375,114.34	$1,518,055.93
1	1.10	The Core Curriculum (SEL) Teacher, Link Crew and Student Leadership and Program Supplies	Yes	$78,417.39	$108,592.54
1	1.11	Driver's Education	Yes	$15,000.00	$14,985.00

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	1.12	Student Support Clerks	Yes	$80,998.16	$85,499.84
1	1.13	California Career Zone	No	$0.00	$0.00
1	1.14	Counseling Department Outreach	No	$0.00	$0.00
1	1.15	Parent Empowerment Program	Yes	$41,807.30	$24,316.52
1	1.16	TAPS and Tribe Time Program Coordinator	Yes	$22,465.79	$20,082.71
2	2.1	Professional Development for Certificated Staff	No	$0.00	$0.00
2	2.2	Increased Supports for English Learners	Yes	$191,088.06	$133,403.06
2	2.3	PLC Teacher Collaboration Days	Yes	$24,473.20	$2,320.17
2	2.4	Learning Director	Yes	$172,857.30	$176,821.33
2	2.5	Summer School	No	$0.00	$0.00
2	2.6	Staffing for Reduction of Classroom Size	Yes	$528,693.68	$556,775.86
3	3.1	School Resource Officer	No	$0.00	$0.00
3	3.2	Supplemental Transportation Services	Yes	$368,084.38	$545,646.61

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	3.3	The Tribe Pantry and Wellness Center	Yes	$25,000.00	$49,010.00
3	3.4	Day Time Custodians	Yes	$142,077.94	$158,259.21
3	3.5	Campus and Community Liaisons	Yes	$131,778.55	$,133,434.48
3	3.6	Permanent Substitute Teachers	Yes	$341,054.16	$305,608.00
3	3.7	Contracted Social Worker	Yes	$55,000.00	$0.00
3	3.8	Pool Area and Weight Room Improvements	Yes	$320,000.00	$227,182.45
3	3.9	Gymnasium and Classroom Seating for Campus-Wide Events and Additional Classroom Spaces	Yes	$285,000.00	$101,926.89

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$4,655,614	$5,379,529.62	$5,379,529.62	$0.00	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	Increasing Student Access to Rigorous Coursework	Yes	$221,111.68	$250,281.59		
1	1.2	Academic and Socio-Emotional Counseling and Mentorship for the Whole Student	Yes	$156,251.91	$160,288.25		
1	1.3	Access to Technology and Technology Support Services	Yes	$481,114.06	$480,917.25		
1	1.4	School Psychologist Services for Social Emotional Learning Needs	Yes	$93,116.89	$89,803.83		
1	1.5	Positive Behavior Interventions and Supports	Yes	$43,165.69	$45,260.78		
1	1.6	Academic Decathlon	Yes	$8,517.00	$6,172.14		
1	1.7	District School Nurse	Yes	$116,764.24	$120,715.46		
1	1.8	Alternative Education Program	Yes	$60,577.90	$64,169.72		
1	1.9	CTE Program Expansion to Increase Student Exposure and Participation	Yes	$1,375,114.34	$1,518,055.93		
1	1.10	The Core Curriculum (SEL) Teacher, Link Crew and Student Leadership and Program Supplies	Yes	$78,417.39	$108,592.54		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.11	Driver's Education	Yes	$15,000.00	$14,985.00		
1	1.12	Student Support Clerks	Yes	$80,998.16	$85,499.84		
1	1.15	Parent Empowerment Program	Yes	$41,807.30	$24,316.52		
1	1.16	TAPS and Tribe Time Program Coordinator	Yes	$22,465.79	$20,082.71		
2	2.2	Increased Supports for English Learners	Yes	$191,088.06	$133,403.06		
2	2.3	PLC Teacher Collaboration Days	Yes	$24,473.20	$2,320.17		
2	2.4	Learning Director	Yes	$172,857.30	$176,821.33		
2	2.6	Staffing for Reduction of Classroom Size	Yes	$528,693.68	$556,775.86		
3	3.2	Supplemental Transportation Services	Yes	$368,084.38	$545,646.61		
3	3.3	The Tribe Pantry and Wellness Center	Yes	$25,000.00	$49,010.00		
3	3.4	Day Time Custodians	Yes	$142,077.94	$158,259.21		
3	3.5	Campus and Community Liaisons	Yes	$131,778.55	$133,434.48		
3	3.6	Permanent Substitute Teachers	Yes	$341,054.16	$305,608		
3	3.7	Contracted Social Worker	Yes	$55,000.00	$0.00		
3	3.8	Pool Area and Weight Room Improvements	Yes	$320,000.00	$227,182.45		
3	3.9	Gymnasium and Classroom Seating for Campus-Wide Events and Additional Classroom Spaces	Yes	$285,000.00	$101,926.89		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$13,096,698	$4,655,614	4.59%	40.138%	$5,379,529.62	0.000%	41.075%	$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.

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

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

Reflections: Technical Assistance

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

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

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

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

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

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

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

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

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

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

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

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

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

Charter schools: *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  - The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

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

  o The baseline data must remain unchanged throughout the three-year LCAP.

    ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

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

    o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

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

  o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- 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
- 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.

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  o 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.

  o These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - 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)**

o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

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

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

  o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

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

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

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

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

  o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table
- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

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