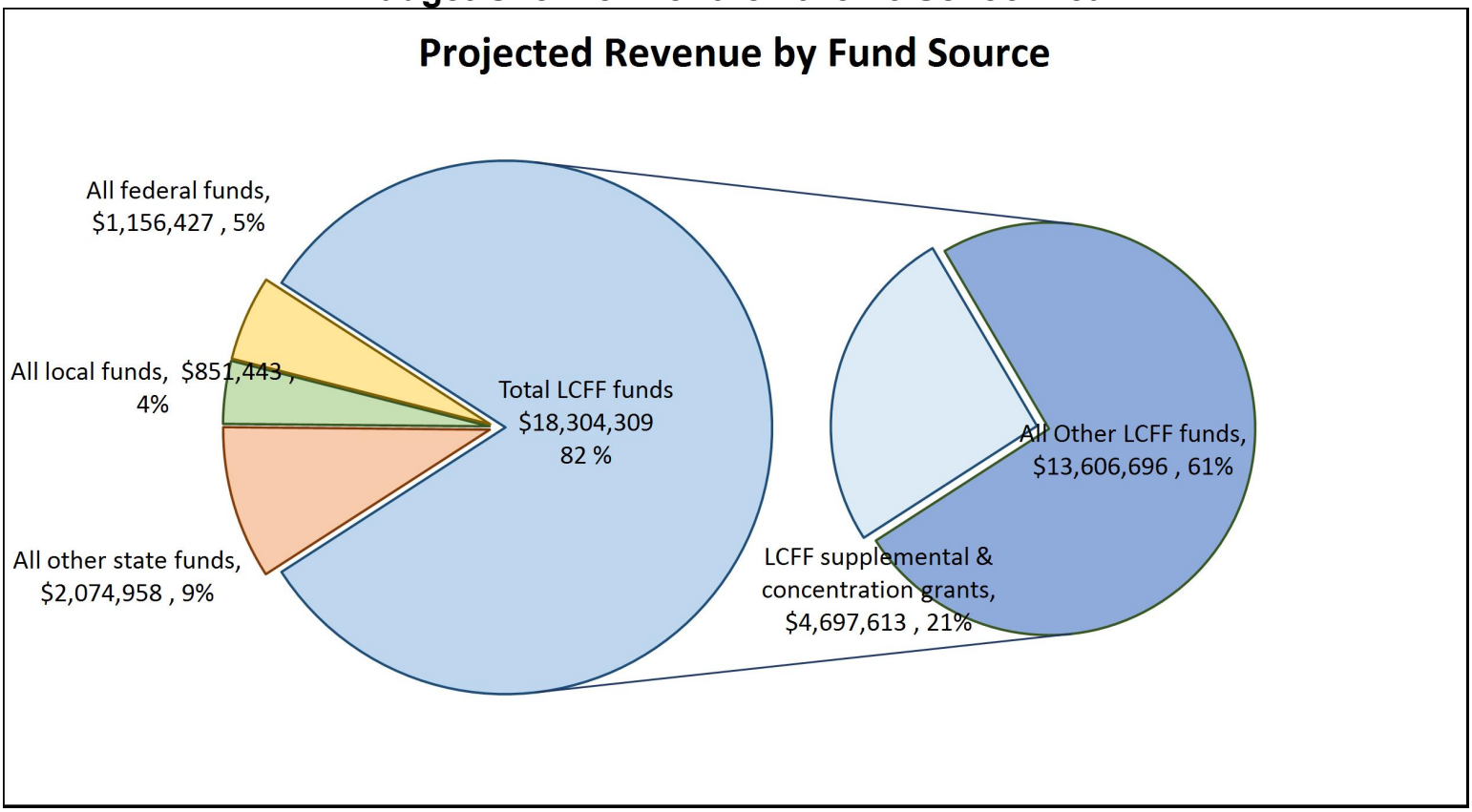
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Chowchilla Union High School District
CDS Code: 20652010000000
School Year: 2025-26
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 2025-26 School Year

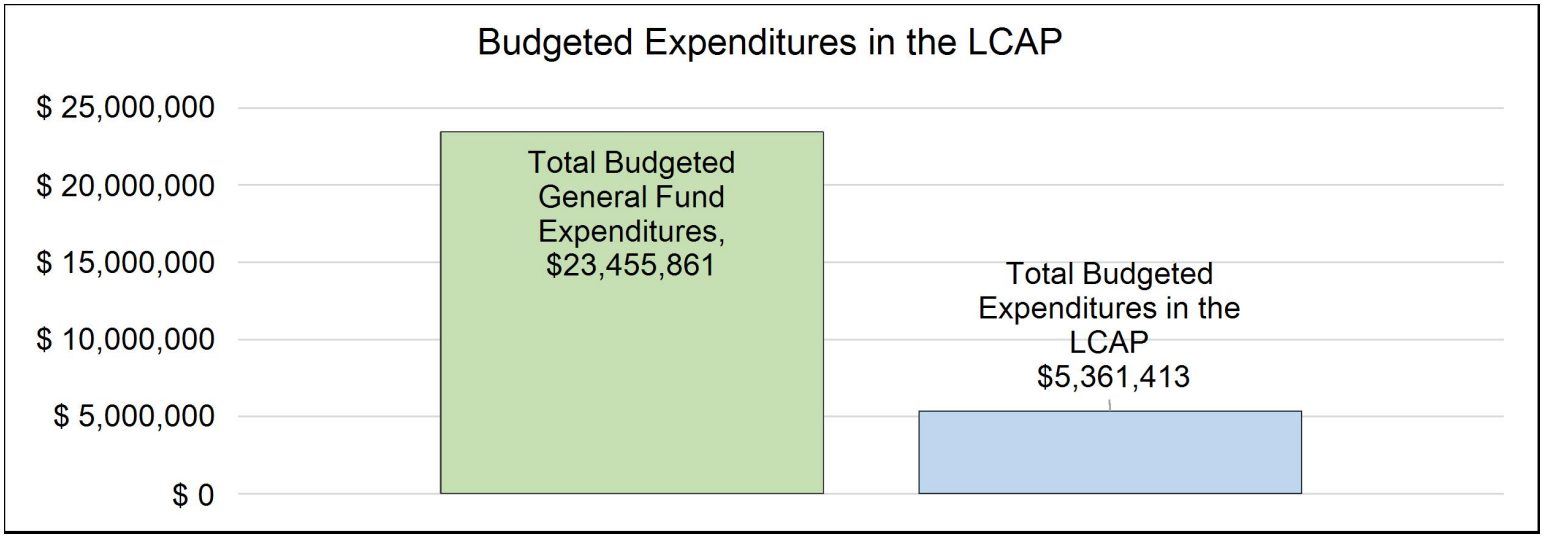


This chart shows the total general purpose revenue Chowchilla Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Chowchilla Union High School District is $22,387,137, of which $18,304,309 is Local Control Funding Formula (LCFF), $2,074,958 is other state funds, $851,443 is local funds, and $1,156,427 is federal funds. Of the $18,304,309 in LCFF Funds, $4,697,613 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Chowchilla Union High School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Chowchilla Union High School District plans to spend $23,455,861 for the 2025-26 school year. Of that amount, $5,361,413 is tied to actions/services in the LCAP and $18,094,448 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

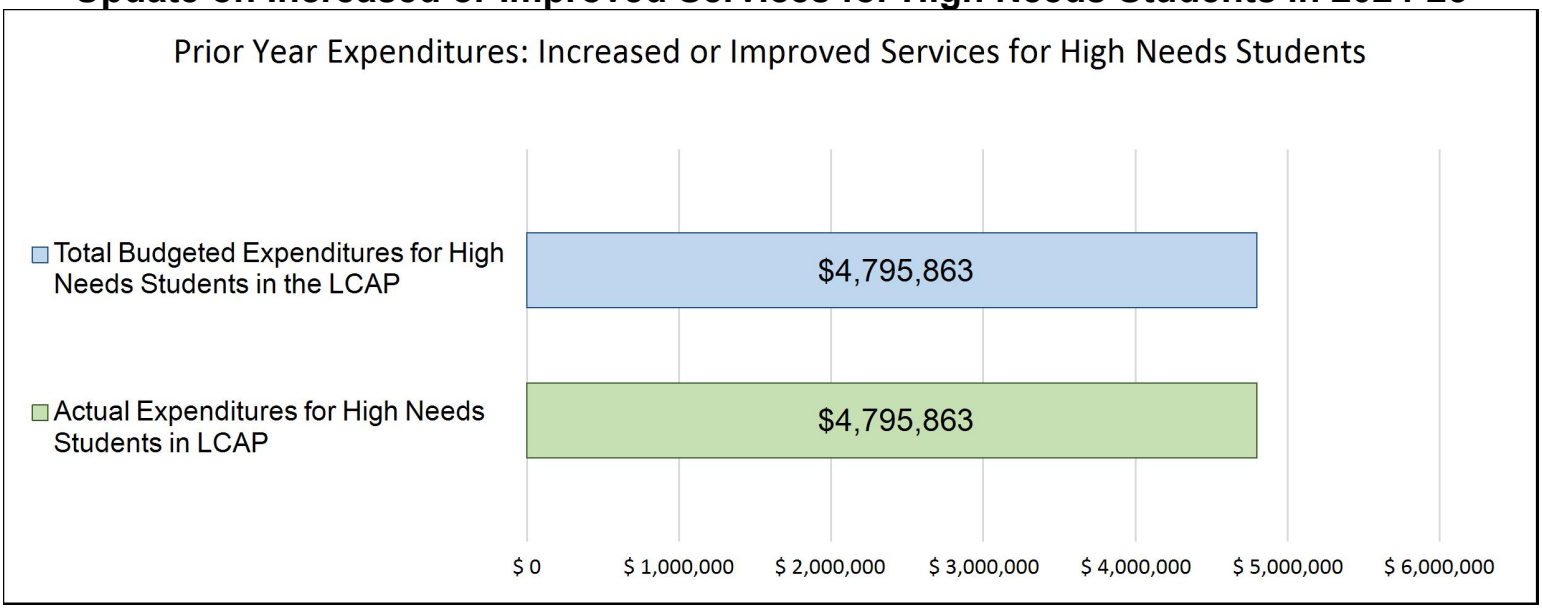
To support general operational functions essential to the effective management of the Chowchilla Union High School District.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Chowchilla Union High School District is projecting it will receive $4,697,613 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 $5,361,413 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 2024-25



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 2024-25, Chowchilla Union High School District's LCAP budgeted $4,795,863 for planned actions to increase or improve services for high needs students. Chowchilla Union High School District actually spent $4,795,863 for actions to increase or improve services for high needs students in 2024-25.

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 [2025-26]

General Information

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

Chowchilla Union High School District (CUHSD) is composed of one comprehensive site (Chowchilla Union High School) with an independent studies program that runs through alternative education and one continuation school site (Gateway High School). As of Census Day (October 2, 2024), Chowchilla Union High School had a total enrollment of approximately 971 students on a main campus in grades nine through twelve. Moreover, the independent studies program showed an enrollment of about 45 students. Gateway High School provides students a way to continue their education in an alternative setting and showed a total enrollment of 76 students.

The District enrollment by grade level is as follows: 9th grade (292 students), 10th grade (266 students), 11th grade (251 students) and 12th grade (283 students). The District Demographics include the following students groups: 162 English Learners (14.8%), 5 Foster Youth (0.5%), 18 Homeless (1.6%), 898 Socioeconomically Disadvantaged (82.2%), 23 Title III Eligible Immigrants (2.1%), 25 Title I Part C Migrant Students (2.3%), 82 Students with Disabilities served within the district and 30 non-district placements served by Madera County Superintendent of Schools programs or Non-Public Schools (10.3%). The students' race/ethnicity include Black/African American (1.7%), American Indian/Alaskan Native (1.2%), Asian (2.2%), Filipino (0.4%), Hispanic (69.6%), Two or more races (1.4%), and White (22.3%).

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

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

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

Reflections: Annual Performance

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

Chowchilla Union High School District remains committed to academic excellence by maintaining a strong focus on improving student outcomes across key performance areas. The district continues to prioritize growth in CAASPP English Language Arts (ELA) and Math scores, as well as performance on the California Science Test (CAST). A key area of emphasis includes providing targeted supports to English Learners to accelerate their progress in language acquisition, with the ultimate goal of achieving timely reclassification. In addition, the district is dedicated to fostering equity and collaboration by continuing to embed Professional Learning Communities (PLCs) into the campus culture at Chowchilla Union High School, ensuring that educators work collectively to support all students in reaching their full academic potential.

The District had an enrollment of 1092 students in 2024. Of these students, 82.2% were considered Socioeconomically Disadvantaged, 14.8% were English Learners and 0.5% 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:
--Although English Learner Progress decreased District-wide by 5.5% leading to 44.3% of students making progress toward English language proficiency, English Learner Progress Indicators increased by 6.3% to 31.3% at Gateway High School.

--Chowchilla Union High School's graduation rate maintained in 23-24 at 92.9% (92.6% of students graduated in 22-23 at CUHS) according to the California School Dashboard.

--Suspension Rates have decreased District-wide by 4.4% (5.3% at CUHS) leading to a 4.3% suspension rate district-wide and a 3.8% suspension rate at Chowchilla Union High School. Previously, the District had student groups that were Red on the California Dashboard for the District, the 23-24 Dashboard reflects that this is no longer the case. This is also not the case for Chowchilla Union High School and Gateway High School.

--College and Career Readiness also improved for the District when compared to 2023 on the California School Dashboard. District-wide, 39.5% of students were considered prepared, an increase of 6.7% (46.2% at CUHS (an increase of 8.7%) and 0% at Gateway High School).

--Mathematics CAASPP Results at Gateway High School have increased by 6.5 points leading to a status of 221.6 points below standard

Areas of Growth and Challenges:
--English Learner Progress decreased District-wide by 5.5% (-6.7% at CUHS and a growth of 6.3% at Gateway High School) leading to 44.3% of students making progress toward English language proficiency with 46.1% at Chowchilla Union High School and 31.3% at Gateway High School.

--Gateway High School experienced a decline by 19.6% leading to a 69% graduation rate.

--English Language Arts CAASPP Results at Gateway High School have declined by 8.3 points leading to a status of 186 points below standard.

--English Language Arts CAASPP Results have decreased District-wide by 35.2 points (43.8 points at CUHS and 8.3 points at Gateway High School) leading to a status of 65.6 points below standard (49.4 points below standard at CUHS and 186 points below standard at Gateway High School). Hispanic students, Long-Term English Learners and Socioeconomically Disadvantaged students were all listed as Red on the California School Dashboard.

--Although Mathematics CAASPP Results have maintained District-wide by 0.7 points, they have decreased by 3.4 points at CUHS leading to a status of 123.5 points below standard (111.2 points below standard at CUHS).

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 student groups 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)

For the 25-26 LCAP, required actions are those that are Red on the California Schools Dashboard for any indicators, student group, District, and/or school based on the 2023 Dashboard:

-District: Suspension Rates
-CUHS: Suspension Rates
-District: Suspension Rates for English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, White Students
-CUHS: Suspension Rates for English Learners, Socioeconomically Disadvantaged, Students with Disabilities, White Students
-CAASPP ELA: English Learners

In other words, for the 25-26 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.

Chowchilla Union High School District has been eligible for Differentiated Assistance for the last three years in 22-23, 23-24, and 24-25.

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. For the 25-26 school year, the District is no longer eligible for Differentiated Assistance due to improvements made on the California Schools Dashboard. Actions from both plans to improve suspensions and the experience of EL students as they matriculate with the District will continue in the future and have become part of instructional and disciplinary practices.

The 2024 California School Dashboard has identified performance on the CAASPP English Language Arts and CAASPP Mathematics at the District level as Red Indicators. Performance on the CAASPP English Language Arts is also Red at the site level for Chowchilla Union High School. At the District level the following student groups are also considered Red groups on the Dashboard for CAASPP ELA: English Learners, Long-Term English Learners, Hispanic students, Socioeconomically disadvantaged students, and White students (Goal 2, Action 1). At the site level at CUHS the following student groups are also considered Red groups on the Dashboard for CAASPP ELA: English Learners, Students who are Economically Disadvantaged, and Hispanic students. At the District level the following student groups are considered Red groups on the Dashboard for CAASPP Mathematics: Long-Term English Learners, Hispanic students, and Socioeconomically Disadvantaged students (Goal 2, Action 1). Also, although CUHS is considered Orange for CAASPP Mathematics performance, the 2024 California School Dashboard has also identified Red student groups for English Learners, Hispanic students and students who are Socioeconomically Disadvantaged.

As previously articulated, the District has worked through a one-year and two-year cycle of Differentiated Assistance in 2022-2023 and 2023-2025 with a focus on Suspension Rates for all students in the first year (Goal 3, Action 7) followed by a focus on the matriculation and experience of English Learners and the level of access they have to classes that help support their college and career readiness in the last two years. 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 group). According to DataQuest, the District is 65.6 points below standard on the CAASPP English Language Arts in the 2023-2024 school year. Chowchilla Union High School students were 49.4 points below standard while

Gateway High School students were 186 points below standard. For comparison, the California state average for all students was 13.2 points below standard.

Through the Differentiated Assistance process, among other things, the administration team conducted analysis of transcripts as well as class pass rates to determine if any trends were noticeable. They also reviewed data related to students' progression from level to level each year for the past two years on the ELPAC by grade level to determine how many students were or were not making progress towards proficiency. They also conducted empathy interviews with students at both Chowchilla Union High School and Gateway High School to determine what students perceived their educational experiences to be as well as to identify how supported students felt in classes as they matriculate through programs at their current settings. The team also reviewed shop safety test pass rates and put practices in place to support students as they retook the test for a chance at passing in order to work in the shop. Lastly, empathy interview data was reviewed anonymously with teachers at a professional development session regarding ELD Reclassification, the Observation Protocol for Teachers of English Learners (OPTEL) form, and strategies for collaborative learning that can be integrated into already existing teacher lessons.

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.

Goal 5 includes the allocation of Learning Recovery Block Grant funds and related actions that will be expended through the 2027–2028 school year to support a range of initiatives. This includes Saturday School, Guided Study, and Credit Recovery for attendance and learning loss recovery; an intern school psychologist and a contracted part-time social worker for expanded mental health supports; parent education and engagement classes via local university and college partnerships; student internet hotspots and supplemental school meals to help remove barriers to learning for students at the fundamental basic levels, the district’s Ag Farm Manager position to support student's extracurricular endeavors in related CTE pathways; and a professional development contract with Solution Tree to support the PLC at Work framework and further embed teacher collaboration into the culture at CUHS.

Reflections: Technical Assistance

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

The District is no longer eligible for Technical Assistance in the 2025-2026 school year.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Chowchilla Union High School District Staff (CTA)	January 30, 2025 at 8:00 am (Multi-Purpose Room) A one-hour in-person meeting was held on campus and participants sat through a presentation of the 2024 CUHSD California School Dashboard Indicators before being asked to give feedback on the local indicator topics and what they believed the District should prioritize for students through the LCAP. At this session, mostly teachers were in attendance but some front office staff attended as did instructional aides as students were not present on campus due to a late start schedule. Previously, the District scheduled a session with a CTE Advisory Committee comprised of many teachers, all of which were present at this session. Teachers shared a desire to continue Career and Technical Education (CTE) Pathway classes. Based on the California Schools Dashboard information the expansion in CTE classes has had a significant and positive impact on the District's College and Career Readiness rates and this was a source of positive feedback with the group. The group also felt that continuing certifications and experiences such as industry-based field trips, competitions are important and need to be continued. Some staff also remarked that continuing CTE classes at Alternative Education should be considered as should the expansion to other industries on the CUHS campus, if possible.

Educational Partner(s)	Process for Engagement
	Staff also shared a desire for continued funding for professional development opportunities. They would like to see continued funding for contracted substitute teachers and, with the increased need of 1:1 instructional aides on campus, the staff felt that expanding classroom instructional aide support would be helpful as well for English Learners and those students with Individualized Education Plans (IEPs). Teachers remarked that social emotional supports funded through the LCAP such as the Wellness Center, social worker, and school psychologist needs to continue as they have helped support learning in the classroom. Students now have the ability to seek out support when they are experiencing hardships in their personal lives or when they are having behavioral difficulties outside of the traditional disciplinary model of visiting the front office administration. Staff also stated that having so many nutritional programs on campus via breakfast, second chance breakfast (mid-morning), lunch, supper, and after school program snacks along with the Tribe Pantry are integral to keeping students well-fed furthering their ability to perform in the class. Feedback also included a desire for the District to maintain after school and evening transportation for students to get to and from school and participate in extracurriculars they may otherwise opt-out of without a ride home. Teachers shared that the PBIS program with Minga Tribe Bucks and the Student Store really motivates students to improve behavior and work harder in class. The staff shared a desire for the District to maintain IT support staffed and funded to be able to support students and staff. They were praised for their ability to quickly respond to technological support tickets that may otherwise be negatively impacted without sufficient staffing. Given that the campus has existed for over 100 years, the staff shared that a need for continuous facility improvements is something that needs to be addressed yearly. The District was praised by staff due to the improvements that have been made over the years to the weight room, which is heavily utilized by the Physical Education Department, athletics programs, and students who attend The Tribe After School Program regularly seeking opportunities for exercise to maintain their health. Staff also requested that the District continue to upgrade student seating arrangements in classrooms to improve

Educational Partner(s)	Process for Engagement
	learning conditions for more collaborative learning (some classrooms still have static tables or old desks that make it difficult to groups students). The Agriculture Department along with other staff praised the Agriculture Farm Manager for the growth in that area due to recent crops that were harvested to benefit their programs and allow students hands-on experience. They were also appreciative of the District's support of hydroponic farming that can potentially benefit the Food Services Department in Farm to Table efforts, the Tribe Pantry, and the community of Chowchilla overall.
Gateway High School Students and Staff	February 3, 2025 at 10:00 am and 2:20 pm (Gateway High School) Two one-hour in-person meetings were held on campus and participants sat through a presentation of the 2024 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 continue to need academic support in classrooms via bilingual aide support. They also stressed the importance of maintaining consistent staffing in teaching positions at Gateway High School as one of the positions has been filled with substitute teachers on rotation due to the District's inability to fill the position with a permanent staff member. Students also expressed that they would like to continue to take CTE classes and for the District to consider offering classes in other industries. Students and staff mentioned that they would like improvements to be made to their outdoor patios as well as to the food that is served daily for breakfast and lunch. Students also shared that they would like access to drinking fountains and access to restroom facilities closer to the portable classrooms that were recently opened. Lastly, students expressed a desire for more hands-on and interactive academic instruction and a consideration for offering transportation for students who need it to complete community services hours, a District graduation requirement.

Educational Partner(s)	Process for Engagement
Chowchilla Union High School District Administration (Including Site Principals)	February 5, 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 2024 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 maintaining programs such as the Tribe Pantry is something the District should prioritize. Services such as After School Program Transportation at 5:30 pm allow students without rides home to participate in activities who may not otherwise do so and should also be continued. The District leadership also shared that maintaining a third bilingual counselor, campus and community liaisons, and custodial staff to set up and clean up after late night extracurriculars is integral is supporting students who participate in clubs, after school programs, athletics, or who are in need of social emotional support. Administrators also shared that recognition for CTE pathway completers at graduation is now needed as students complete the programs that were established four year ago. For students without cell phones, the counselors stressed the need for multi-factor authentication keys to allow students to access their college courses on their District-issued Chromebook. With multi-factor authentication now becoming standard in most industries, students need two devices to access any Dual Enrollment classes with the local colleges. Principals attended this session and the Alternative Educational Principal shared a need for improvements to the outdoor space at Gateway High School. At Alternative Education, teachers are in need of professional development opportunities regarding increasing classroom engagement, incorporating collaborative learning strategies into lessons, and ways of improving classroom management. Both principals also shared feedback about the need

Educational Partner(s)	Process for Engagement
	for standardized and empirically based assessments to be used District wide for early intervention in academic and social emotional areas for students. The Principal at Chowchilla Union expressed that Professional Learning Communities (PLC) continue to be an area of focus on campus. They expressed that California Dashboard data continues to show a need for collaboration between and within the various academic disciplines on campus. He expressed a desire to continue their work with further establishing PLC culture on campus. Other leadership staff expressed a need for continuous technical support as well as Chromebook devices for students as they continue their education, which heavily relies more on software and the internet as technology advances. Staff also stated that they would like to see the District keep funding programs such as AP and Dual Enrollment. Among other feedback, they also shared that college and industry trips for students need to continue. Lastly, they expressed an interest in seeing the District continue to offer opportunities for professional development at all levels: Teachers, instructional aides, administration, and support staff.
Chowchilla Parents and Community Members	February 5, 2025 at 6:30 pm (Google Meet) February 12, 2025 at 6:30 pm (Google Meet) Two one-hour meetings were held (online) and participants sat through a presentation of the 2024 CUHSD California School Dashboard Indicators before being asked to give feedback on the local indicator topics and what they believed the District should prioritize for students through the LCAP. Parents of unduplicated students attended the feedback sessions. They shared that Advanced Placement (AP) and Dual Enrollment classes need to be taught by college staff that truly understand the needs of high school students. They also expressed positive feedback about CTE pathways on the CUHS campus as they provide students with hands-on experience and the possibility of certifications that have

Educational Partner(s)	Process for Engagement
	the potential to benefit them in future professions. A parent also stressed the importance of professional development opportunities for staff, specially teachers. She also shared that with the advances in Artificial Intelligence, students need to be taught about the positive and negative impacts of it while teachers would benefit from training to show them how to incorporate it in their pedagogy. Parents also had several comments regarding a need for improvements to the structure of the Teacher Assisted Program for Students (TAPS) and the District's graduation portfolio. They spoke about a need for growth in the Agriculture pathways, specifically with regards to a Farm-to-Table program through the District farm that could potentially serve the Food Services Department or serve as a fundraiser to the Agriculture Department through sales to the community.
Independent Study Students and Staff	February 10, 2025 at 11:00 am (Google Meet) A half-hour meetings weas held online and participants sat through a presentation of the 2024 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. Independent Studies teachers interviewed students individually throughout the week and gathered feedback that was provided to the District at a later time via email. Student shared a desire for CUHS to focus on training teachers in providing more individualized instruction. They also felt that staffing needed to be maintained because they have too many substitutes in classes both in the Independent Studies Program and at Chowchilla Union High School. They also mentioned that they believe campus restrooms need to be monitored closely for safety as well is be made more accessible to students and visitors with disabilities. Students expressed a desire to have mental health classes to help them learn coping skills and ways to handle anxiety.

Educational Partner(s)	Process for Engagement
	They also want to see increased communication between administrators and parents or staff.
Chowchilla Union High School District Staff (CSEA)	February 13, 2025 2:15 pm (Multi-Purpose Room) A one-hour in-person meeting was held on campus and participants sat through a presentation of the 2024 CUHSD California School Dashboard Indicators before being asked to give feedback on the local indicator topics and what they believed the District should prioritize for students through the LCAP. This session was mostly attended by members of the CSEA union of Chowchilla Union High School though the Directors of Business Services, Food Services, and Maintenance, Operations, Transportation were present for at least part of the session. This session was scheduled at a time of day that is more convenient for staff who help support transporting and feeding students throughout the day. Highlights from this feedback session include a desire to continue bus driver stipends to help staff these positions. The Transportation Department is almost fully staffed this point. Staff explained that a few years back they lost bus driver stipends which made it difficult to compete with neighboring Districts. With the stipends, staff retainment becomes more consistent. Also, along those same lines, the staff expressed a desire to continue bus driver certification training in-house. This allows staff who want to include this in their work day as needed, to do this. Similarly, they expressed that evening transportation for the After School Program is necessary for students to participate and the need has grown recently from one vehicle to two and sometimes three driving as far as the Fairmead community. Staff shared the District should work to maintain IT staffing as well as funding for them to replace student Chromebooks regularly on a rotation. Staff also expressed a need to continue off campus student experiences for CTE competitions and certifications. They also praised the Food Services Department for their consistent presence in

Educational Partner(s)	Process for Engagement
	student lives and their desire for adequate nutrition. They would like these efforts to continue. The staff stated they think the After School Program is a huge hit and enrichment such as boxing needs to continue. They provided positive feedback about the recent growth at the agriculture farm and believe that it is great for students to continue to get hands-on experience through the growth of year-round crops. They also asked that the District consider expanding support in the maintenance of vehicles (either through increased mechanic support staff and/or new vehicle purchases to update the white van fleet) and athletic fields with the new sports complex being built through the passage of a school bond project. The staff remarked that the counseling department has been working very hard to serve students and immediately address concerns as they come up. Lastly, the Wellness Center received lots of positive commentary and the staff believes that the PBIS Student Store is a good addition to campus that needs to be continued. Several parents of students in the District were in attendance at this session. Student groups include low socio-economic status and students with Individualized Education Plans.
Chowchilla Union High School Students	February 19, 2025 at 1:30 pm (CUHS Sachem Building) A half-hour in-person meeting was held on campus and participants shared feedback on what they believed the District should prioritize for students through the LCAP after a brief review of the LCAP'S purpose and an explanation of what is funded via LCAP for the 24-25 school year. Students shared that they would like the District to maintain the After School Program transportation services in the evening. They would also like the District to continue to offer boxing. They shared that classroom instructional aides are very helpful in their learning in class. They appreciated the District-issued Chromebooks and believe the District needs to continue providing updated devices. Students also shared that many athletic teams need updated uniforms and

Educational Partner(s)	Process for Engagement
	equipment as well as updates equipment for Physical Education classes. Students expressed a desire for the District to continue to fund Driver's Education certifications. Students shared that they like the CTE classes offered and would like that to continue. They would also like to see more tutoring opportunities after school as well as more field trip opportunities to colleges and universities. Students asked the District to consider adding other world languages outside of Spanish and they suggested that AVID return to campus.
Chowchilla Union High School District ELAC/DELAC	February 25, 2025 at 5:00 pm (Google Meet) A one-hour meeting was held on online and participants sat through a presentation of the 2024 CUHSD California School Dashboard Indicators before being asked to give feedback on the local indicator topics and what they believed the District should prioritize for students through the LCAP. Several parents of students in the District were in attendance at this session. Student groups include low socio-economic status and students with Individualized Education Plans. 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 April 28, 2025 and the CUHS and Alternative Education School Site Councils in the spring of 2025 (CUHS: May 8, 2025 and Alt Ed: May 8, 2025). A brief review of the 23-24 LCAP was presented to the ELAC DELAC Committee on February 24, 2025; the Alternative Education SSC on November 21, 2024; and the CUHS SSC on December 11, 2024. A draft of the 25-26 LCAP was presented to the School Site Councils for Alternative Education (May 8, 2025) and Chowchilla Union High Schools (May 8, 2025) as well at the District's ELAC/DELAC Committee (April 28, 2025).

Educational Partner(s)	Process for Engagement
Chowchilla Union High School School and Alternative Education Site Councils (SSC)	February 27, 2025 3:45 pm (Google Meet) A one-hour meetings was held (online) and participants sat through a presentation of the 2024 CUHSD California School Dashboard Indicators before being asked to give feedback on the local indicator topics and what they believed the District should prioritize for students through the LCAP. The School Site Councils at CUHS and Gateway High School met and broke into a Parent Advisory Committee within the same agenda meeting the requirements for a Parent Advisory Committee (PAC) under EC 52063 (A)(3). Students were present throughout this meeting and provided input. Parents of students in Special Education and/or those who are considered low socio-economic status attended various feedback sessions including the PAC/SSC session. They expressed a desire to have as the District continue its supper program for students as well as evening transportation for students who wish to participate in the After School Program but don't have a consistent ride home. They remarked that bus driver stipends help ensure continuity in services for home-to-school transportation due to the nationwide bus driver shortage. They also expressed a need for the District to continue updating its white fleet because students many students on evening routes live in the countryside and old vehicles have a harder time running in this terrain. The parents also remarked that the liaisons in the Wellness Center are a bit support for students in linking them to necessary services and supports. A formal response from the superintendent regarding feedback received was presented to the ELAC/DELAC Committee on April 28, 2025 and the CUHS and Alternative Education School Site Councils in the spring of 2025 (CUHS: May 8, 2025 and Alt Ed: May 8, 2025).

Educational Partner(s)	Process for Engagement
	A brief review of the 23-24 LCAP was presented to the ELAC DELAC Committee on February 24, 2025; the Alternative Education SSC on November 21, 2024; and the CUHS SSC on December 11, 2024. A draft of the 25-26 LCAP was presented to the School Site Councils for Alternative Education (May 8, 2025) and Chowchilla Union High Schools (May 8, 2025) as well at the District's ELAC/DELAC Committee (April 28, 2025).
Chowchilla Athletic Foundation	March 20, 2025 at 7:30 pm (Alexander Residence) A 45 minutes 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 include that the District should consider keeping the summer pool program for the community of Chowchilla. They also commented that the District should make an effort to maintain and modernize baseball and softball fields for athletes. They believe that contracted substitute teachers at providing continuity of instruction when teachers are absent and should remain in the LCAP. They believed that the District should consider offering athletic training services. A meeting attendee commented that transportation for students with special needs is important and needs to continue. They also remarked that the drivers may have a need to receive training on how to work with students with special needs while on the bus or other District vehicles. A meeting attendee also shared that second chance meals during school and the supper program are really important for students as are the Wellness Center and Tribe Closet. These are items that need to be maintained based on their feedback. Meeting attendees also remarked that the Field Specialist who handles field maintenance is often driving a bus, pulling him away from duties. They suggested the District hire a second staff member to offset the workload.

Educational Partner(s)	Process for Engagement
Chowchilla Union High School District Ag Advisory Committee	March 26, 2025 6:00 pm (CUHS Ag Department) A one-hour in-person meeting was held on campus and participants sat through a presentation of the 2024 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 includes that the District should prioritize keeping the Ag Farm Manager (Learning Recovery Block Grant Funded) as the farm has had a lot of improvements and it looks beautiful. This year marks the first time in a long time that the Ag Department had a harvest season for pumpkins, corn, wheat, tomatoes, and lettuce (via hydroponic pods). Pumpkins, corn, and wheat were sold to the public and lettuce was provided to the CUHSD Food Services Department to feed students and staff with a Farm to Table model. Feedback also indicated that CTE programs needs to be continued in the District. Some of the meeting attendees felt that having contract substitute teachers is helpful and the District should consider adding an additional position. The meeting attendees asked if it was possible that LCAP funds cover the cost of fair entry fees for students in order for them to compete as well as fees associated with AP exams, and Supervised Agricultural Experience (SAE) boards for student projects to be displayed at the FFA's end of the year event. Feedback also included that bus driver stipends should continue and the staff should be provided professional development in working with students with special needs. Meeting attendees believes that programs such as the Wellness Pantry, student closet, and student store for PBIS should be maintained and continued.
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 February 10, 2025 and follow-up reminder

Educational Partner(s)	Process for Engagement
	messages were also posted on February 11, 2025; February 18, 2025; and February 21, 2025. Students were allotted time in the instructional day district-wide to complete their surveys on December 4, 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 30 parent/community member responses; 77 staff survey responses were collected, and 631 student survey responses were gathered. STUDENTS Of the 631 student survey responses, 83.7% were completed by students who are considered Unduplicated Pupils (17 foster students, 14 homeless students, 402 students on the free lunch program, and 95 students on the reduced cost lunch program. Student Survey data was positive regarding school culture with at least about 33%-50% of students indicating they either Strongly Agree or Agree with the following statements: -At my school, I feel close to people (50%) -I am happy to be at my school (35%) -At my school, I feel like I am part of it (40%) -At my school, the teachers treat the students fairly (43%) -At my school, I feel safe (42%) -At my school, the teachers communicate with parents/guardians about what students are expected to learn in class (49%) -At my school, parents feel welcome to participate (42%) -At my school, the school staff take parental concerns seriously (47%) -At my school, it is hard for me to stay focused when doing my schoolwork (33%) However, student survey data also indicated a prevalence of neutrality, meaning that about 36%-48% of responses were neutral on Likert Scales for the same statements indicated above.

Educational Partner(s)	Process for Engagement
	When looking specifically at English Learners and low income students, survey data revealed: -16% 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%. -13% 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 to the question Is there anything else you can share with us about your school experience: "I like the school. It's a very nice place to learn and hang out." Feedback provided in Spanish: "I like how students are supported very much." Feedback provided in Spanish: "Everything has been good up until now." Feedback provided in Spanish: "Mr. Rose is very good and has a lot of patience to teach his class. Math doesn't come easy to me but this teacher helps a lot and he teaches very well." Feedback provided in Spanish: "I haven't been enrolled in school for too long but up until now, the school seems really good." STAFF Staff survey responses showed the following trends: Of the 77 survey responses, 38 came from instructional staff, 5 came from school-level administrators, 4 came from district-level

Educational Partner(s)	Process for Engagement
	administrators, 10 came from other school-level staff, and 6 came from other district-level staff. About 46% of survey responses came from staff who has been with the District 7 or more years. About 83% 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 (8%), Gateway Continuation School (6%), and the Maintenance, Operations, Transportation, and Grounds Department (3%). When responding to the following statement: Students at CUHSD are motivated to learn, 62% Agree and 7% Strongly Agree with the statement with 12% indicated they Disagree and 19% indicated they Neither Agree for Disagree. When responding to the statement: Students come to class prepared, 5% Strongly Agree, 41% Agree while 31% Neither Agree nor Disagree, and 22% Disagree, with the statement. When responding the following statement: Under-performing students receive the resources and support they need, 79% of staff Agree or Strongly Agree with the statement. When asked similar questions about English Learners and Students in Special Education, 88% and 80% respectively Agreed or Strongly Agreed. When asked to respond to the following statement: Students feel safe at school, 82% of staff Agreed or Strongly Agreed while 19% Neither Agree not Disagree. When asked to respond to the following statement: Our schools are clean and well maintained, 98% 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 how to support students at home.

Educational Partner(s)	Process for Engagement
	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 1. Teacher recruitment, selection, retention, and new teacher support (65%) 2. Access to physical and mental health services for student/families/guardians (56%) 3. Healthy, nutritious, and tasty meals/snacks before, during and after school (52%) -State Priority 2: Implementation of CCSS 1. Classroom resources and instructional supplies for teachers (67%) 2. Collaboration time for teachers (63%) 3. Professional development for teachers & administrators (58%) -State Priority 3: Parent Engagement 1. Family education, math and literacy nights (57%) 2. Parent/Family/Guardian Resources Centers; Parent Liaisons at school sites (41%) 2. Parent/Family/Guardian training and workshops (41%) -State Priority 4: Student Achievement 1. Increased academic supports for students (78%) 2. Career and Technical (CTE) Pathways (55%) 2. Increase opportunities for after-school tutoring and enrichment classes (55%) -State Priority 5: Student Engagement 1. Incentives and celebrations focused on increased academic achievement and attendance (73%) 2. Extracurricular activities, clubs, events and programs (55%) 3. Healthy, nutritious, and tasty meals/snacks before, during and after school (47%) -State Priority 6: Student Climate

Educational Partner(s)	Process for Engagement
	1. Positive school culture programs & activities (86%) 2. Mental health resources and behavioral intervention teams (67%) 3. Social & emotional learning (curriculum, restorative justice, circle of friends (53%) -State Priority 7: Access to a Broad Course of Study 1. Students' ability to enroll and participate in dual enrollment classes (69%) 2. Challenging and engaging courses that prepare students for college-level work (65%) 3. Family/Guardian resources focused on college and career readiness for students (59%) -State Priority 8: Other Student Outcomes 1. Connecting classroom learning to real world & job based skills & experiences (80%) 2. Athletics, music, band, and visual & performing arts programs (69%) 3. Dual Enrollment classes that allow students to earn college credits while in high school (63%) PARENTS Of the 30 responses collected, 96% were from parents/guardians/family members while 4% were from community members. Respondents indicated that their student(s) attended Chowchilla Union High School (91%), CUHS Independent Studies (5%), and Gateway Continuation (9%). Grade breakdowns indicated their students were in 9th (45%), 10th (18%), 11th (36%), 12th (23%), 12th+ (18%). Responses indicate that a majority of students plan to attend a 4-year college/university (77%) or a 2-year community college (9%). Others indicated their student plans to attend a trade school (9%), or had other plans (5%). When respondents were asked to rate the following: My student(s) has/have access to high quality textbooks and instructional materials (including technology resources). 25% indicated they Strongly Agree

Educational Partner(s)	Process for Engagement
	50% indicated they Somewhat Agree 10% indicated they Neither Agree nor Disagree 5% Somewhat Disagree 10% Strongly Disagree My student's teachers provide high quality instruction. 35% indicated they Strongly Agree 35% indicated they Somewhat Agree 10% indicated they Neither Agree nor Disagree 10% Somewhat Disagree 10% Strongly Disagree My student(s) knows how to access academic support opportunities. 45% indicated they Strongly Agree 25% indicated they Somewhat Agree 5% indicated they Neither Agree nor Disagree 25% Somewhat Disagree 0% Strongly Disagree Chowchilla Union High School District is effective in creating a safe, professional learning environment. 30% indicated they Strongly Agree 35% indicated they Somewhat Agree 5% indicated they Neither Agree nor Disagree 15% Somewhat Disagree 15% Strongly Disagree I believe my student(s) is/are treated respectfully by school staff. 50% indicated they Strongly Agree 40% indicated they Somewhat Agree 0% indicated they Neither Agree nor Disagree 5% Somewhat Disagree 5% Strongly Disagree I believe my student(s) school is well-maintained and in good repair. 30% indicated they Strongly Agree 40% indicated they Somewhat Agree 0% indicated they Neither Agree nor Disagree

Educational Partner(s)	Process for Engagement
	30% Somewhat Disagree 0% Strongly Disagree I believe my student(s) feels safe at his/her school. 25% indicated they Strongly Agree 25% indicated they Somewhat Agree 20% indicated they Neither Agree nor Disagree 30% Somewhat Disagree 0% Strongly Disagree
Chowchilla Union High School District Board of Trustees and Madera-Mariposa SELPA	The District consulted with the Madera-Mariposa SELPA in April of 2025 regarding the goals and actions in this LCAP. One highlight stemming from this consultation is that the SELPA shared that the District continues to be creative with the resources available to it, though limited at times, to improve the culture and climate for students. The District held its public hearing for the budget and LCAP for 25-26 on June 9, 2025 during a regularly schedule board meeting and the plan and budget were approved and adopted on June 23, 2025 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. For example, the District continues to expand CTE programs. In 24-25, the District added Design, Visual and Media Arts with the addition of Photography (funded via Proposition 28 Arts Program). For 25-26, Patient Care will expand to include more Sports Medicine courses. For students in the Alternative Education Program at Gateway High School, CTE opportunities continue through the offering of CTE classes that are supplemental to their instructional school day. In 24-25, students were offered Public Safety 1 and in 25-26 students will be offered a Photography class.

The District has also decided to focus on enhancing the student experience on both campuses through the expansion of supplemental supports such as the Wellness Center for social emotional supports and the Tribe Pantry to address physiological needs. Students, parents, and staff have also voiced continued need to student transportation and technological supports. As the after school program continues to thrive, evening routes will be maintained to ensure that this isn't a barrier for students who wish to participate in the after school program. Chromebooks and technological support will continue to be provided to students. Although greatly reduced, student hotspots will be loaned out to students who are in need of internet at home (funded via). Field trips related to College and Career Readiness as well as reinforcement of positive student behaviors on campus through the Student Store will continue. 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 (funded via several sources such as a bond project, LCAP funds, and general funds). Lastly, the District remains committed 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 initiatives 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 (Ag Advisory Committee, CUHS and GHS School Site Councils, Parents and Community Members (particularly Spanish-speaking parents), Administrators and Directors). 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 sessions including the Ag Advisory Committee, CUHS and GHS School Site Councils, CUHS Students, Staff (CSEA and CTA), Parents and Community Members (particularly Spanish-speaking parents), and Gateway High School Students and Staff). Related the CTE, feedback also showed that CUHSD should continue to offer CTE courses to students at Gateway High School in an effort to give them hands-on training and provide an engaging opportunity to motivate them to maintain positive school attendance and increase their academic achievement (Goal 4, Action 1). This feedback came from the Gateway High School students and Staff, as previously mentioned. 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 committed towards improving equity and access for all students.

--The enhancement of student experiences while on campus is something that has been brought up by more than one educational partner group with different perspectives (Goal 1, Action 3). Administrators, Directors and Students have expressed that they would like to see more college field trips. Students believe that funding Driver's Education certifications for students allows for increased equity and access. Feedback sessions for the Ag Advisory, Chowchilla Athletic Foundation, Administration and Directors, Staff (CSEA and CTA), and CUHS and GHS School Site Councils indicated that they are aware of the positive behavior interventions and supports that CUHS has made available 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). Students, Staff (CSEA and CTA), and Administrators and Directors all believe that instructional aide support in the classroom is essential for student academic success.

--Staff (CSEA and CTA) and Parents and Community Members (particularly Spanish-speaking parents) 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 Pupil Services Support encompasses lots of services for the whole child. These services were part of feedback from many educational partner groups. The Chowchilla Athletic Foundation, the Ag Advisory Committee, Administrators and Directors, and Staff (CSEA and CTA) all agree that the Tribe Pantry needs to remain open. Administrators and Directors agree that having a bilingual counselor is absolutely necessary to serve students and their parents effectively. Administrators and Directors as well as ELAC/DELAC Committee

members and students in the independent Studies Program 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. The Wellness Center has been effective in identifying students who may need a variety of services (social-emotional, academic, career readiness, and/or physiological) to connect them with appropriate staff (nurse, counselor, tutor, etc). Therefore, this action also includes a 0.7125 FTE school nurse.

--Many partners (Chowchilla Athletic Foundation, Administrators and Directors, Staff (CSEA and CTA) as well as 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 Staff (CSEA and CTA) and Students at CUHS and GHS expressed a continued need for transportation services to provide services for students beyond home-to-school transportation (Goal 3, Action 2). They specifically 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 Administrators and Directors as well as Staff (CSEA and CTA), and Parents and Community Members (particularly Spanish-speaking parents) 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 this 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 Committee, Staff (CSEA and CTA) and Administrators and Directors), the District funded an Ag Farm Manager position to improve the educational learning environment for students in those programs. Also, because grade distribution reports show a decline in failure rates and credit deficiency rates have decreased because of it, the District continues to have a need 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 (61.3% in 23-24 with an increase of 4.4% when compared to 22-23 pass rates) 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 81.8% of the overall student population in 23-24, and took 73% percent of the AP exams completed in May 2024 with a pass rate of only about 54.1%. This is in contrast to those students who were not eligible for an AP exam fee waiver who completed 27% of the total exams proctored but had a pass rate of 64%.

The District is not only focused on raising it's graduation rate (86.8% CUHSD; 92.9% CUHS; 59.5% Gateway High in 2023-2024) but also ensuring that students graduate with the skills necessary for life after high school by increasing CTE pathway completion rate (45.4% in 23-24 with an increase of 11% when compared to 22-23 pass rates). Disaggregated data for graduation rates and CTE completion rates reveal similar disproportionality to that of the AP program. Of the students who completed a CTE pathway in 22-23, disaggregated data showed the following percentages for student groups: 45.5% (Hispanic); 47.9% (White); 28.1% (English Learners); 26.8% (LTEL); 44.6% (Socioeconomically Disadvantaged); 25% (Students with Disabilities); 16.7% (Homeless Students).

The disaggregated graduation rate data on the 2024 California Dashboard showed the following percentages for student groups: 87.6% for the District and 93.9% for CUHS (Hispanic); 83.1% for the District and 88.3% for CUHS (White); 85.9% for the District and 94.3% for CUHS (English Learners); 85.7% for the District and 95.6% for CUHS (LTEL); 86.5% for the District and 93.6% for CUHS (Socioeconomically Disadvantaged); 75% for the District and 95.5% for CUHS (Students with Disabilities); 66.7% (Homeless Students). Although most student groups show high rates for graduation, it is apparent that Students with Disabilities and those who are considered Homeless face more barriers in their ability to graduate. White students also show a lower percentage when compared to all other groups.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English Learner Progress Indicator	According to the California School Dashboard, 49.8% of students in the District are making progress toward English proficiency in the 2022-2023 school year.	According to the California School Dashboard, 44.3% of students in the District are making progress toward English language proficiency in the 2023-2024 school year.		By the 2026-2027 school year, 70% of English Learners will make progress toward English proficiency as measured by the ELPAC according to the California School Dashboard.	The current difference from baseline is a decrease of 5.5% in students in the District making progress toward English proficiency.
1.2	Physical Fitness Indicators	According to Local District Indicators, 95.6% of freshmen students (241 of 252 students) participated in Physical Fitness Testing in the Spring of 2023.	According to Local District Indicators, 96.3% of freshmen students (262 of 272 students) participated in Physical Fitness Testing in the Spring of 2024.		By the 2026-2027 school year, 100% of students participate in Physical Fitness Testing according to Local District Indicators.	The current difference from baseline is an increase of 0.7% for freshmen students who participated in Physical Fitness Testing.
1.3	Attendance Rates	According to the Student Information System, Aeries, the 22-23 Attendance Rate for CUHSD was 83.2% (CUHS: 94.3%; Independent Studies: 76.5%; Gateway High School: 81%).	According to the Student Information System, Aeries, the District's attendance rate in 2023-2024 was 91.2%.		According to the Student Information System, Aeries, the District's attendance rate will be 90% in the 2026-2027 school year.	The difference from baseline for the District's attendance rate is a growth of 8%. For Chowchilla Union High School it is an increase of 1.6%. For the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Chowchilla Union High School was at 92.7% while the Independent Studies Program was at 60.4% and Gateway High School was at 72% Data is pulled monthly and averaged across sites to reflect yearly average.		CUHS's will be 96%. Independent Studies' will be 84%. Gateway High School's will be 89%.	Independent Studies Program it is a decrease of 6.1%. For Gateway High School it is a decrease of 9%.
1.4	Student Completion of CTE Pathways	According to DataQuest, 34.4% of students successfully completed a CTE Pathway in the 2022-2023 school year. Disaggregated data showed the following percentages for student groups: 30.4% (Hispanic); 48.5% (White); 21.6% (English Learners); 32.8% (Socioeconomically Disadvantaged); 3.7% (Students with Disabilities); 6.3% (Homeless Students).	According to DataQuest, 45.4% of students successfully completed a CTE Pathway in the 2023-2024 school year. Disaggregated data showed the following percentages for student groups: 45.5% (Hispanic); 47.9% (White); 28.1% (English Learners); 26.8% (LTEL); 44.6% (Socioeconomically Disadvantaged); 25% (Students		According to DataQuest, the District's rate of CTE Pathway Completion will be 50% in 2026-2027. Disaggregated data will also show the following percentages for student groups: 45% (Hispanic); 65% (White); 40% (English Learners); 35% (LTEL); 55% (Socioeconomically Disadvantaged); 25% (Students with Disabilities); 25% (Homeless Students).	The current difference from baseline shows an increase of 11% of students who successfully completed a CTE Pathway. Disaggregated data showed the following differences from baseline for student groups: 15.1% (Hispanic); a decrease of 0.6% (White); 6.5% (English Learners); 11.8% (Socioeconomically Disadvantaged);

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Other student group data not available due to small population size.	with Disabilities); 16.7% (Homeless Students). Other student group data not available due to small population size.			21.3% (Students with Disabilities); 10.4% (Homeless Students).
1.5	Student Completion of A-G Requirements	According to DataQuest, 25.9% of students completed A-G requirements in the 2022-2023 school year. Disaggregated data showed the following percentages for student groups: 23.2% (Hispanic); 36.4% (White); 15.7% (English Learners); 22.1% (Socioeconomically Disadvantaged); 7.4% (Students with Disabilities); 0% (Homeless Students). Other student group data not available due to small population size.	According to DataQuest, 28.5% of students completed A-G requirements in the 2023-2024 school year. Disaggregated data showed the following percentages for student groups: 27.3% (Hispanic); 26.8% (White); 12.5% (English Learners); 14.3% (LTEL); 25.8% (Socioeconomically Disadvantaged); 7.1% (Students with Disabilities); 8.3% (Homeless Students). Other student group data not		The District's rate of A-G Requirements Completion will be 40% in 2026-2027 according to DataQuest. Disaggregated data will also show the following percentages for student groups: 40% (Hispanic); 50% (White); 35% (English Learners); 40% (Socioeconomically Disadvantaged); 20% (Students with Disabilities); 25% (Homeless Students).	The current difference from baseline shows an increase of 2.6% in students who completed A-G requirements. Disaggregated data showed the following differences from baseline for student groups: 4.1% (Hispanic); 9.6% decrease (White); 3.2% decrease (English Learners); 3.7% (Socioeconomically Disadvantaged); 0.3% decrease (Students with Disabilities); 8.3% (Homeless Students).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			available due to small population size.			
1.6	Student Completion of A-G Requirements and CTE Pathways	According to DataQuest, 13.1% of students completed A-G requirements and a CTE Pathway in the 2022-2023 school year. Disaggregated data showed the following percentages for student groups: 10.8% (Hispanic); 22.7% (White); 3.9% (English Learners); 10.3% (Socioeconomically Disadvantaged); 0% (Students with Disabilities); 0% (Homeless Students). Other student group data not available due to small population size.	According to DataQuest, 20% of students completed A-G requirements and a CTE Pathway in the 2023-2024 school year. Disaggregated data showed the following percentages for student groups: 19.1% (Hispanic); 22.5% (White); 4.7% (English Learners); 5.4% (LTEL); 16.9% (Socioeconomically Disadvantaged); 3.6% (Students with Disabilities); 0% (Homeless Students). Other student group data not available due to small population size.		The District's rate of A-G Requirements and CTE Pathways Completion will be 40% in 2026-2027according to DataQuest. Disaggregated data will also show the following percentages for student groups: 40% (Hispanic); 50% (White); 35% (English Learners); 40% (Socioeconomically Disadvantaged); 20% (Students with Disabilities); 25% (Homeless Students).	The current difference from baseline is a growth of 6.9% in students who completed A-G requirements and a CTE Pathway. Disaggregated data showed the following differences from baseline for student groups: 8.3% (Hispanic); 0.2% decrease (White); 0.8% (English Learners); 6.6% (Socioeconomically Disadvantaged); 3.6% (Students with Disabilities); 0% (Homeless Students).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Passage of AP Exams with a Score of 3 or Higher	According to the CollegeBoard, 56.9% of students passed an AP exam with a score of 3 or higher in the Spring of 2023. Socioeconomically Disadvantaged students made up about 84% of the overall student population in 22-23, and took 77.6% percent of the AP exams completed in May 2023 with a pass rate of only about 54.8%. This is in contrast to those students who were not eligible for an AP exam fee waiver who completed 22.4% of the total exams proctored but had a pass rate of 56%.	According to the CollegeBoard, 61.3% of students passed an AP exam with a score of 3 or higher in the Spring of 2024. Socioeconomically Disadvantaged students made up about 81.8% of the overall student population in 23-24, and took 73% percent of the AP exams completed in May 2024 with a pass rate of only about 54.1%. This is in contrast to those students who were not eligible for an AP exam fee waiver who completed 27% of the total exams proctored but had a pass rate of 64%.		The District's AP Passage rate will be 65% in the 2026-2027 school year according to the CollegeBoard. Students Eligible for fee waivers will have a pass rate of 63%.	The current difference from baseline is 4.4% of students passed an AP exam with a score of 3 or higher. The differences from baseline for Socioeconomically Disadvantaged students is a decrease of about 2.2% of the overall student population, and the difference from baseline of those who took exams is a decrease of 4.6% with a pass rate decreased difference of 0.7%. This is in contrast to the difference from baseline for completion for those students who were not eligible for an AP exam fee waiver 5.4% and a difference from baseline in passage of 8%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Percentage of Students Prepared for College in English Language Arts CAASPP EAP	According to DataQuest, 17.7% of students are considered Prepared for College in English Language Arts CAASPP EAP in 2022-2023. Disaggregated data showed the following percentages for student groups: 17.5% (Hispanic);18% (White); 0% (English Learners); 13.2% (Socioeconomically Disadvantaged); 41.3% (Not Socioeconomically Disadvantaged); 4.2% (Students with Disabilities). Other student group data not available due to small population size.	According to DataQuest, 7.3% of students are considered Prepared for College in English Language Arts CAASPP EAP in 2023-2024. Disaggregated data showed the following percentages for student groups: 6.6% (Hispanic); 8.4% (White); 0% (English Learners); 0% (LTEL); 6% (Socioeconomically Disadvantaged); 12.3% (Not Socioeconomically Disadvantaged); 0% (Students with Disabilities).		According to DataQuest, the percentage of students who Exceed Standard on the English Language Arts CAASPP and are considered Prepared for College will be 22% in 2026-2027. Disaggregated data will also show the following percentages for student groups: 22% (Hispanic); 22% (White); 8% (English Learners); 18% (Socioeconomically Disadvantaged); 50% (Not Socioeconomically Disadvantaged); 8% (Students with Disabilities).	The current difference from baseline shows a decline of 10.4% in students who are considered Prepared for College in English Language Arts CAASPP EAP. Disaggregated data showed the following differences from baseline for student groups: a decrease of 10.9% (Hispanic); a decrease of 9.6% (White); 0% (English Learners); 7.2% (Socioeconomically Disadvantaged); a decrease of 4.2% (Students with Disabilities).
1.9	Percentage of Students Prepared for College in Mathematics CAASPP EAP	According to DataQuest, 4.5% of students are considered Prepared for College in Mathematics CAASPP EAP.	According to DataQuest, 3.4% of students are considered Prepared for College in		According to DataQuest, the percentage of students who Exceed Standard on the Mathematics	The current difference from baseline shows a decline 1.1% for students who are considered Prepared for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Disaggregated data showed the following percentages for student groups: 3.8% (Hispanic); 4.8% (White); 2% (English Learners); 4.1% (Socioeconomically Disadvantaged); 6.5% (Not Socioeconomically Disadvantaged); 4% (Students with Disabilities). Other student group data not available due to small population size.	Mathematics CAASPP EAP. Disaggregated data showed the following percentages for student groups: 2.5% (Hispanic); 4.2% (White); 2% (English Learners); 0% (LTEL); 1.3% (Socioeconomically Disadvantaged); 12.3% (Not Socioeconomically Disadvantaged); 0% (Students with Disabilities). Other student group data not available due to small population size.		CAASPP and are considered Prepared for College will be 10% in 2026-2027. Disaggregated data will also show the following percentages for student groups: 10% (Hispanic); 10% (White); 8% (English Learners); 10% (Socioeconomically Disadvantaged); 15% (Not Socioeconomically Disadvantaged); 8% (Students with Disabilities).	College in Mathematics CAASPP EAP. Disaggregated data showed the following differences from baseline for student groups: a decline of 0.4% (Hispanic); a reduction of 0.6% (White); 0% (English Learners); a decrease of 2.8% (Socioeconomically Disadvantaged); a decline of 4% (Students with Disabilities).
1.10	Access to and Enrollment in a Broad Course of Study	All CUHSD students have access to a broad course of study as indicated on the 2023 California School Dashboard.	All CUHSD students have access to a broad course of study as indicated on the 2024 California School Dashboard.		All CUHSD students have access to a broad course of study as indicated on the 2026 California School Dashboard.	All CUHSD students have access to a broad course of study as indicated on the 2024 California School Dashboard. No difference from baseline.
1.11	Programs and Services Developed and Provided	According to Local District Indicators, in the	According to Local District Indicators,		According to Local District Indicators,	The difference from baseline is

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	to English Learners, foster students, homeless students, and socioeconomically disadvantaged pupils and Students with Exceptional Needs	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.	in the 2023-2024 school year, of the students attending the after school program on a daily basis, 90.4% on average are identified as English Learners, foster students, homeless students, and socioeconomically disadvantaged students, specifically students in ELD or those exceptional needs according to after school program attendance records.		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.	3.4% of students who attend the after school program and are identified as English Learners, foster students, homeless students, and socioeconomically disadvantaged students, specifically students in ELD or those exceptional needs.
1.12	Chronic Absenteeism	According to the Student Information System, Aeries in connection with DataQuest, the District's chronic absenteeism was 27.8% in 2022-2023. Disaggregated student data shows the following chronic absenteeism rates for:	According to the Student Information System, Aeries in connection with DataQuest, the District's chronic absenteeism was 25.9% in 2023-2024. Disaggregated student data shows the		According to the Student Information System, Aeries in connection with DataQuest, the District's chronic absenteeism will be 22% in the 2026-2027 school year.	The difference from baseline for Chronic Absenteeism is 1.9%. Disaggregated student data shows the following difference from baseline for chronic absenteeism rates:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-English Learners: 30% (69/230) -Non-English Learners: Not Available -Socioeconomically Disadvantaged: 29.6% (297/1004) -Not Socioeconomically Disadvantaged: Not Available -Homeless Students: 26.3% (5/19) -Non-Homeless Students: Not Available -Migrant Students: 17.1% (6/35) -Non-Migrant Students: Not Available -Students in Special Education: 29% (29/100) -Students Not In Special Education: Not Available -African American: 45.5% (10/22) -American Indian or Alaska Native: Not Available -Asian: 8.3% (2/24) -Hispanic/Latino: 27.3% (227/832)	following chronic absenteeism rates for: -English Learners: 26.4% (63/239) -Non-English Learners: Not Available -Long-Term English Learners: Not Available -Socioeconomically Disadvantaged: 27.6 (273/989) -Not Socioeconomically Disadvantaged: Not Available -Homeless Students: 54.2% (13/24) -Non-Homeless Students: Not Available -Migrant Students: 2.7% (1/37) -Non-Migrant Students: Not Available		Student group rates will be as follows: -English Learners: 23% -Non-English Learners: 27% -Socioeconomically Disadvantaged: 24% -Not Socioeconomically Disadvantaged: 26% -Homeless Students: 75% -Non-Homeless Students: 36.62% -Migrant Students: 10% -Non-Migrant Students: 27% -Students in Special Education: 30% -Students Not In Special Education: 26%	-English Learners: 3.6% -Non-English Learners: Not Available -Socioeconomically Disadvantaged Students: 2% -Not Socioeconomically Disadvantaged Students: Not Available -Homeless Students: 27.6% (increased) -Non-Homeless Students: Not Available -Migrant Students: 14.4% -Non-Migrant Students: Not Available -Students in Special Education: 1.2% -Students Not In Special Education: Not Available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-White: 28.6% (78/273) -Two or More Races: 42.9% (9/21) Other student group data not available.	-Students in Special Education: 27.8% (25/90) -Students Not In Special Education: Not Available -African American: 33.3% (6/18) -American Indian or Alaska Native: 27.3% (3/11) -Asian: 3.8% (1/26) -Hispanic/Latino: 25.9% (213/822) -White: 25.9% (70/270) Two or More Races: 50% (9/18) Other student group data not available. The District no longer contracts with Attention2Attendance software which served to provide attendance letters and data prior to the 24-25 school year.			-African American:12.2% -American Indian or Alaska Native: Not Available -Asian: 4.5% -Hispanic/Latino: 1.4% -White: 2.7% -Two or More Races: 7.1% (increased)
1.13	High School Dropout Rate	According to DataQuest, the District's	According to DataQuest, the		According to DataQuest, the	The difference from baseline for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		dropout rate in 2022-2023 was 7.9%. Student group data not available due to small population size.	District's dropout rate in 2023-2024 was 9.3%. Of those students, one student graduated with a Certificate of Completion and six were listed of Other Transfers. Student group data not available due to small population size.		District's dropout rate will be 5% in the 2026-2027 school year.	the District's dropout rate shows an increase of 1.4%.
1.14	Suspension Rates	According to the California School Dashboard, the District's suspension rate in 2022-2023 was 8.8%. Disaggregated data showed the following percentages for student groups: 8.3% (Hispanic); 9.3% (White); 11.7% (English Learners); 9.4% (Socioeconomically Disadvantaged); 15.3% (Students with Disabilities); 21.1% (Homeless); 22.7% (African American);	According to the California School Dashboard, the District's suspension rate in 2023-2024 was 4.3%. Disaggregated data showed the following percentages for student groups: 4.6% (Hispanic); 2.2% (White); 5.6% (English Learners); 6.1% (LTEL); 4.6% (Socioeconomically Disadvantaged); 7% (Students with		The District's suspension rate will be 5% in the 2026-2027 school year according to the California School Dashboard. Target rates for the following student groups will be: 5% (Hispanic); 6% (White); 7% (English Learners); 6% (Socioeconomically Disadvantaged); 9% (Students with Disabilities); 10% (Homeless); 10% (African	The difference from baseline for the District's suspension rate is 4.5%. Disaggregated student data shows the following difference from baseline for suspension rates for student groups: 3.7% (Hispanic); 7.1% (White); 6.1% (English Learners); 4.8% (Socioeconomically Disadvantaged); 8.3% (Students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		7.7% (Asian); 13% (Two or More Races). Other student group data not available due to small population size.	Disabilities); 19.2% (Homeless); 9.5% (African American); 3.7% (Asian); 15.8% (Two or More Races). Other student group data not available due to small population size.		American); 4% (Asian); 8% (Two or More Races).	with Disabilities); 1.9% (Homeless); 13.2% (African American); 4% (Asian); increase of 2.8% (Two or More Races). Other student group data not available due to small population size.
1.15	Expulsion Rates	According to DataQuest, the District's expulsion rate in 2022-2023 was 0.8%. Disaggregated data showed the following percentages for student groups: 0.8% (Hispanic); 0.4% (White); 0.8% (English Learners); 0.9% (Socioeconomically Disadvantaged); 2.9% (Students with Disabilities); 0% (Homeless); 9.1% (African American); 0% (Asian); 0% (Two or More Races); 0% (Migrant Education).	According to DataQuest, the District's expulsion rate in 2023-2024 was 0.3%. Disaggregated data showed the following percentages for student groups: 0.4% (Hispanic); 0% (White); 0% (African American); 0% (Asian). Other student group data not available due to small population size.		The District's expulsion rate will be 0.5% in the 2026-2027 school year as indicated on DataQuest. Target rates for the following student groups will be: 0.5% (Hispanic); 0.1% (White); 0.5% (English Learners); 0.5% (Socioeconomically Disadvantaged); 1% (Students with Disabilities); 0% (Homeless); 5% (African American); 0% (Asian); 0%	The difference from baseline for the District's expulsion rate is 0.5%. Disaggregated student data shows the following difference from baseline for expulsion rates for student groups: 0.4% (Hispanic); 0.4% (White); 9.1% (African American); 0% (Asian). Other student group data not available due to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Other student group data not available due to small population size.			(Two or More Races); 0% (Migrant Education).	small population size.
1.16	CTE Certifications at CUHS	According to Local District Indicators, students received CTE Certifications in the following areas during the 2022-2023 school year: Total: 154 students out of a total 1,002 (15.4%) enrollment at CUHS. California Food Handler Card (Culinary Foods): 102 students ServSafe Manager (Culinary Foods): 12 students OSHA-10-Hour General Industry Safety and Health (Culinary Foods): 10 students Unity Certified User (Applied Computer Science): 2 students Professional Communications	According to Local District Indicators, students received CTE Certifications in the following areas during the 2023-2024 school year: Total: 190 students out of a total 997 (19.1%) enrollment at CUHS. California Food Handler Card (Culinary Foods): 101 students ServSafe Manager (Culinary Foods): 3 students OSHA-10-Hour General Industry Safety and Health (Culinary Foods):18 students Digital Video Certifications with		The District's CTE Certification completion rate will be at least 25% in the 2026-2027 school year as shown on Local District Indicators.	The difference from baseline for the District's CTE Certifications rate is 3.7%. California Food Handler Card (Culinary Foods): Decrease of 1 Student ServSafe Manager (Culinary Foods): Decrease of 9 Students OSHA-10-Hour General Industry Decrease of 8 Students Digital Video Certifications with Adobe Premiere Pro: Increase of 2 Students Entrepreneurship and Small Business Certificates:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Agriculture): 10 students Plant Science (Agriculture): 12 students Elanco Fundamentals of Animal Science (Agriculture): 2 students Principles of Floral Design (Agriculture): 4 students In the 23-24 school year, new certifications were added in the fields of International Business; Entrepreneurship & Small Business; Digital Media; Basic Life Saving Skills	Adobe Premiere Pro: 2 students Entrepreneurship and Small Business Certificates: 33 students Unity Certified User (Applied Computer Science): 1 student Principles of Floral Design from Texas A&M (Agriculture): 6 students Basic Life Support Certifications: 26 students In the 23-24 school year, new certifications were added in the fields of International Business; Entrepreneurship & Small Business; Digital Media; Basic Life Saving Skills			Increase of 33 Students Unity Certified User (Applied Computer Science): Decrease of 1 Student Professional Communications (Agriculture): Decrease of 10 Students Plant Science (Agriculture): Decrease of 12 Students Elanco Fundamentals of Animal Science (Agriculture): Decrease of 2 Students Principles of Floral Design from Texas A&M (Agriculture): Decrease of 2 Students Basic Life Support Certifications:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Increase of 26 Students
1.17	State Seal of Biliteracy	According to Local District Indicators, the District had 5.9% of its seniors graduate with a State Seal of Biliteracy on their diplomas in 2023 (11 of 186 students).	According to Local District Indicators, the District had 21.1% of its seniors graduate with a State Seal of Biliteracy on their diplomas in 2024 (61 of 289 students).		According to Local District Indicators, the District's State Seal of Biliteracy rate will be at least 20% in the 2026-2027 school year.	The difference from baseline for the District's State Seal of Biliteracy rate is 15.2%.
1.18	Golden State Merit Diploma	According to Local District Indicators, 45% of the District's senior class graduated with Golden State Merit Diplomas in 2023 (84 of 186 students).	According to Local District Indicators, 34.9% of the District's senior class graduated with Golden State Merit Diplomas in 2024 (101 of 289 students).		According to Local District Indicators, the District's Golden State Merit Diploma rate will be at least 54% in the 2026-2027 school year.	The difference from baseline for the District's Golden State Merit Diploma rate shows a decline by 10.1%.

Goal Analysis [2024-25]

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.

Goal 1, Action 1 was written to include eight class sections in Advanced Placement (AP) and Dual Enrollment classes in partnership with local colleges and universities, the cost of AP exam fees, and exam prep sessions leading up to May 2025. All actions were implemented as planned. The addition of nine class sections in AP and Dual Enrollment expanded access for students seeking college-level coursework. Teachers received professional development to align instruction with college expectations, ensuring student readiness. Student participation in AP exam prep sessions increased, contributing to higher confidence levels before the exams.

Goal 1, Action 2 was written to include 28 class sections in Career and Technical Education (CTE), including program costs and staff salaries. All actions were implemented as planned. The 51 CTE class sections provided students with hands-on learning experiences,

connecting them with industry standards and certifications. Program funding supported updated equipment and materials, enhancing instructional quality. Teachers collaborated with local businesses to provide internship and mentorship opportunities for students. Certification opportunities served as an additional skill that can be listed on student resumes for future career opportunities. Students were able to expand on knowledge and skills via pathway classes providing them exposure to possible future career paths.

Goal 1, Action 3 was written to include several student experiences including college trips, CTE competitions, CUHS Academic Decathlon, CUHS PBIS, and Driver's Education Certificates for students in grades 10th-12th. All actions were implemented as planned. Students were offered required Driver's Education and the District funded Driver's Education Certificates in an attempt to remove barriers for students who are unable to afford the cost of a certificates. College trips exposed students to a variety of post-secondary options, increasing interest in higher education. Some students visited campuses they had never been to and some even decided to apply to these campuses for admission based on these visits. CTE competitions allowed students to showcase their technical skills at regional and state levels. Programs such as the Culinary Foods program was able to compete and place really well showcasing their skills and knowledge while representing CUHSD. PBIS initiatives aimed to reinforce positive behaviors, though staffing shortages limited expansion efforts.

Goal 1, Action 4 was written to fund Chromebooks for all students as well as staffing (2 FTE) to support Computer Technology services offered to students and staff. This action was also written to include computer software used for classroom instructions as well as backpacks and headsets for all students. The action was implemented as planned although a challenge for this action was that the District expended about $68,000 more than initially planned. According to student survey data, 100% of students reported that they have access to a device and internet. This is something that previously was not the case for students in the District, particularly those who are socio-economically disadvantaged or those who reside outside city boundaries.

For Goal 1, the fidelity of implementation as planned is a success for the District. However, difficulties in staffing did impact the District's ability to further implement PBIS. Chromebooks were distributed to all students, improving digital access for coursework and research. Technology staff provided troubleshooting support and training sessions to enhance student and teacher proficiency. Investments in software and accessories ensured equitable access to learning resources across grade levels and subjects.

Goal 1 resulted in several key successes, including the successful implementation of expanded AP and Dual Enrollment course offerings, increased student participation in AP exam prep, and improved access to college-level coursework. The District exceeded expectations in Career and Technical Education (CTE), offering 51 class sections that provided students with hands-on experiences, certifications, and career exploration opportunities through internships and mentorships. Student experiences such as college trips, CTE competitions, and Driver’s Education Certificates removed financial and access barriers, exposing students to post-secondary options and allowing them to showcase their skills in real-world settings. Additionally, all students received Chromebooks, internet access, and essential learning tools like headsets and backpacks, significantly improving digital equity. Technology staff supported both students and teachers with troubleshooting and training. However, challenges included staffing shortages that limited the full expansion of PBIS initiatives, and an unanticipated \$68,000 in overspending on technology-related costs. Despite these challenges, the District achieved high fidelity in implementing Goal 1 and made measurable progress in academic access, college and career readiness, and digital access for all students.

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.

College trips were funded from other sources (Goal 1, Action 3) and, therefore, the budgeted amount was not expended, resulting in a difference of $52,148.12. The District only reports LCFF fund expenditures in the LCAP for Goals 1-4, therefore causing a change to the planned expenditure.

Goal 1, Action 4 was a material difference of $67,448.23 because there was a need to purchase student backpacks, earbuds, and computer mice.

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

Dual Enrollment and Advanced Placement Classes, Goal 1, Action 1: This action's effectiveness is tied to AP pass rates and the percentage of students considered Prepared on the California Schools Dashboard. In 23-24, College and Career Readiness increased overall when compared to 22-23 by 6.7%. Low-income students had an increase of 9.8%, English Learners increased by 3.4%, and Long-Term English Learners increased by 3.3%. Foster student data is not available for 22-23 and 23-24 due to their small group size. An analysis of AP pass rates showed an increase of 4.4% in 23-24 when compared to 22-23. Also, although there was a slight small decrease in pass rates for students who are socioeconomically disadvantaged, the District continues to fund AP crash sessions after school for students and increase course offerings for students to have more opportunities to attain college credit while in high school. As time goes on the District remains hopeful that low-income students will see similar growth to other student groups. Due to the overall growth the District had in both metrics listed, this action is considered EFFECTIVE.

Career and Technical Education Classes, Goal 1, Action 2: This action's effectiveness in tied to the College and Career Readiness indicator of the California Schools Dashboard. In 23-24, College and Career Readiness increased overall when compared to 22-23 by 6.7%. Low-Income students had an increase of 9.8%, English Learners increased by 3.4%, and Long-Term English Learners increased by 3.3%. Foster student data is not available for 22-23 and 23-24 due to their small group size. An analysis of the metric shows that this action is EFFECTIVE.

Student Experiences, Goal 1, Action 3: This action's effectiveness is tied to academic achievement on the English and Mathematics CAASPP. Performance on the CAASPP ELA declined in 23-24 when compared to the prior year. All students declined by 35.2 points. Low-Income students saw a decline of 33.1, while English Learners decreased by 13.9 points, and LTELs by 19.2 points. Foster student data is not available due to its small group size. CAASPP Math scores either maintained or declined depending on student group. Overall, student scores maintained with a growth of 0.7 points. Low-Income students maintained with a small decrease of 1.6. English Learners increased by 8.7 points and LTELs 1.5 points. Edgenuity data shows a 79.33% completion rate in Driver's Education certifications for 24-25 as of June of 2025. Suspension rates in the District declined overall in 23-24 when compared to 22-23 rates of 4.4%. All student groups showed similar trends: Low-income students (3.7%), Homeless students (1.8%), English Learners (6.1%), LTELs (6.3%), Students with Disabilities (8.2%), and White students (7.1%). At the site level, suspension rates showed similar trends: All students (5.3%), Low-Income (5.7%), Homeless students (7.5%), English Learners (7%), LTELs (7.4%), Students with Disabilities (10.8%), and White (7.9%). Of all the metrics outlined above five of 22 did not improve. Given these metric outcomes, this action was deemed PARTIALLY EFFECTIVE. Ineffectiveness is also tied

to the lack of connection between these student experiences and academic performance on state tests. This will lead to more of an emphasis on academics when students attend trips to colleges and industry fields.

Access to Technology, Goal 1, Action 4: This action's effectiveness is tied to academic achievement on the English and Mathematics CAASPP. Performance on the CAASPP ELA declined in 23-24 when compared to the prior year. All students declined by 35.2 points. Low-Income students saw a decline of 33.1, while English Learners decreased by 13.9 points, and LTELs by 19.2 points. Foster student data is not available due to its small group size. CAASPP Math scores either maintained or declined depending on student group. Overall, student scores maintained with a growth of 0.7 points. Low-Income students maintained with a small decrease of 1.6. English Learners increased by 8.7 points and LTELs 1.5 points. Due to the lack of growth in these metrics, this action is considered INEFFECTIVE. Ineffectiveness is also tied to the District's inability to utilize technology to analyze classroom instruction in a standardized and normed way. Therefore, the District plans to implement use of Panaroma software and assessments/screeners for social-emotional markers. The Panorama software will make it easier for site administrators and teachers to pull data related to student achievement in connected with many other academic, social-emotional, and career readiness markers. Although these programs will be funded outside of LCFF, the District believes the increased technology and data analysis available in Math and English classes will lead to improved CAASPP scores.

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.

Metrics 1.3 regarding Attendance Rates and 1.12 featuring Chronic Absenteeism were previously reported based on reports from Attention2Attendance (A2A), which pulled data attendance and embedded student data from the Student Information System (Aeries). However, the District no longer holds a contract with A2A, as such, the metrics' baselines and year one outcome data were changed to reflect that it is now sourced from DataQuest and Aeries combined to include as many student groups as possible for Chowchilla Union High School District.

Goal 1, Action 3 emphasizes the importance of positive school attendance and a reduced suspension rates. Therefore, this action’s metric was changed to suspension and attendance rates in an effort to better measure its effectiveness.

Given the ineffectiveness of Goal 1, Action 4, the target outcome for CAASPP ELA has changed to reflect a more realistic goal for the District and its sites. In examining our current target outcome, the goal was significantly lower than the state average. An updated target goal for CAASPP ELA is 25 points below standard by the year 26-27. This would lead to an improvement of 20 points yearly on this metric.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Dual Enrollment and Advanced Placement Classes	This action item will fund 11 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 2026. Students, especially those with increased barriers such as EL and low-income, benefit from extra academic support and a nutritious snack at each session. This action item will also fund teacher salaries related to Dual Enrollment class sections, program fees associated with the partnerships and articulations in place through the local institutions of higher education, curriculum for these classes, and other classroom materials and supplies.	$320,000.00	Yes
1.2	Career and Technical Education Programs	This action will fund 58 elective sections within the CTE program at CUHS, including teacher salaries for the specific class sections in the master schedule, textbooks for new pathways; classroom supplies and materials for all classes; hands-on experiences outside the classroom related to the pathway class content; and certification costs.	$1,317,500.00	Yes
1.3	Student Experiences	This action will fund a variety of experiences that enhance student classroom experiences such as college trips, Career and Technical Education Competitions, the Chowchilla Union High School Academic Decathlon team, Supplementary Driver's Education Certificates for students in grades 10th-12th, and the Chowchilla Union High School Positive Behavioral Interventions and Supports Program. This is an action that addresses and positively influences suspension rates, a previously Red Indicator on the California School Dashboard (22-23). District-Wide, suspension rates were Red on the California School Dashboard in 22-23 for English Learners, Homeless Students, Low-Income Students. Chowchilla Union High School's suspension rates were also Red on the California School Dashboard for English Learners, and Low-Income Students in 22-23. The 23-24 release of the California Schools Dashboard	$84,943.00	Yes

Action #	Title	Description	Total Funds	Contributing
		for sites and the District showed that suspension rates are no longer Red when looking at overall populations or student groups.		
1.4	Access to Technology	This action item will fund Chromebooks and parts for Chromebook repairs (hotspots for those who need connectivity support at home will be funded as well (LCAP 5.2)) and Information Computer Technology Technicians (2 FTE) to provide support for students and staff in and outside the classroom. This action item will also fund instructional software for classroom and student use as well as backpacks and headsets for students who have not received one recently.	$520,000.00	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 2023-2024, the District is 65.6 points below standard on the CAASPP English Language Arts. Chowchilla Union High School students were 49.4 points below standard while Gateway High School students were 186 points below standard. For comparison, the California state average for all students was 13.2 points below standard. Disaggregated data for the District showed the following for student groups:
-73.9 (Hispanic)
-46.3 (White)
-120 (English Learners)
-154.3 (LTEL)
-75.9 (Socioeconomically Disadvantaged)
-148.3 (Students with Disabilities)

Negative numbers indicate below standard status.
Other student group data not available due to small population size.

According DataQuest, the District is -123.5 points below standard on the CAASPP Mathematics in the 2023-2024 school year. Chowchilla Union High School students were 111.2 points below standard while Gateway High School students were 221.6 points below standard. For

comparison, the California state average for all students was 47.6 points below standard. Disaggregated data for the District showed the following for student groups:
-133.4 (Hispanic)
-104.6 (White)
-175.1 (English Learners)
-204.9 (LTEL)
-137 (Socioeconomically Disadvantaged)
-207.7 (Students with Disabilities)

Negative numbers indicate below standard status.
Other student group data not available due to small population size.

According DataQuest, of the 287 students tested, 2.4% of students Exceeded Standard and 17.8% of students Met Standard (20.2% combined) on the California Science Test in the 2023-2024 school year. Of the 255 students tested at Chowchilla Union High School, 2.8% of students Exceeded Standard and 20% Met Standard (22.8% combined). At Gateway High School, of the 32 students tested, 0% Exceeded Standard and 0% Met Standard. For comparison, in California, 7.7% of students Exceeded Standard and 22.9% of students Met Standard. Disaggregated data showed the following for student groups in the District:

Socioeconomically Disadvantaged: 1.3% Exceeded Standard and 16% Met Standard (17.3% combined)
Not Socioeconomically Disadvantaged: 7.3% Exceeded Standard and 25.5% Met Standard (32.8% combined)
Students with Disabilities: 0% Exceeded Standard and 4.6% Met Standard (4.6% combined)
Hispanic: 1.5% Exceeded Standard and 15.8% Met Standard (17.3% combined)
White: 4.2% Exceeded Standard and 21.1 Met Standard (25.3% combined)
English Learners: 0% Exceeded Standard and 0% Exceeded Standard (0% combined)
Long-Term English Learners (LTEL): 0% Exceeded Standard and 0% Exceeded Standard (0% combined)

Other student group 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 to the California School Dashboard, the District is 30.5 points below standard on the CAASPP English Language Arts in the 2022-2023 school year. Chowchilla Union High School students were 5.6 points below standard while Gateway High School students were 177.7 points below standard. For comparison, the California state average for all students was 13.6 points below standard. Disaggregated data showed the following for student groups: -31.7 (Hispanic); -29.4 (White); -106.1 (English Learners); -42.8 (Socioeconomically Disadvantaged); -74 (Students with Disabilities). Negative numbers indicate below standard status.	According to the California School Dashboard, the District is 65.6 points below standard on the CAASPP English Language Arts in the 2023-2024 school year. Chowchilla Union High School students were 49.4 points below standard while Gateway High School students were 186 points below standard. For comparison, the California state average for all students was 13.2 points below standard. Disaggregated data showed the following for student groups: -73.9 (Hispanic); -46.3 (White); -120 (English Learners); -154.3 (LTEL); -75.9 (Socioeconomicall		In 2026-2027, the District will be 10 points below standard on the CAASPP English Language Arts according to the California School Dashboard. Disaggregated data will show the following for student groups: -11 (Hispanic); -10 (White); -80 (English Learners); -20 (Socioeconomically Disadvantaged); -55 (Students with Disabilities). Negative numbers indicate below standard status.	The current difference from baseline for the District is a decline of 35.1 points below standard on the CAASPP English Language Arts. The current difference from baseline for Chowchilla Union High School's students is a decrease of 43.8 while the difference from baseline for Gateway High School is a decline of 8.3. Disaggregated data showed the following differences and declines from baseline for student groups: 42.2 (Hispanic); 16.9 (White); 13.9 (English Learners); 33.1 (Socioeconomically Disadvantaged); 74.3 (Students with Disabilities).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Other student group data not available due to small population size.	y Disadvantaged); -148.3 (Students with Disabilities). Negative numbers indicate below standard status. Other student group data not available due to small population size.			
2.2	CAASPP Mathematics	According to the California School Dashboard, the District is -124.1 points below standard on the CAASPP Mathematics in the 2022-2023 school year. Chowchilla Union High School students were 107.8 points below standard while Gateway High School students were 228.1 points below standard. For comparison, the California state average for all students was 49.1 points below standard. Disaggregated data showed the following for student groups: -128.1	According to the California School Dashboard, the District is -123.5 points below standard on the CAASPP Mathematics in the 2023-2024 school year. Chowchilla Union High School students were 111.2 points below standard while Gateway High School students were 221.6 points below standard. For comparison, the California state average for all students was 47.6		In 2026-2027, the District will be 100 points below standard on the CAASPP Mathematics according to the California School Dashboard. Disaggregated data will show the following for student groups: -100 (Hispanic); -90 (White); -150 (English Learners); -105 (Socioeconomically Disadvantaged); -175 (Students with Disabilities). Negative numbers	The current difference from baseline for the District is 0.6 points below standard on the CAASPP Mathematics. The current difference from baseline for Chowchilla Union High School's students is a decline of 3.4 while the difference from baseline for Gateway High School is 6.5. Disaggregated data showed the following differences from baseline for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Hispanic); -111.5 (White); -183.8 (English Learners); -135.4 (Socioeconomically Disadvantaged); -197.7 (Students with Disabilities). Negative numbers indicate below standard status. Other student group data not available due to small population size.	points below standard. Disaggregated data showed the following for student groups: -133.4 (Hispanic); -104.6 (White); -175.1 (English Learners); -204.9 (LTEL); -137 (Socioeconomically Disadvantaged); -207.7 (Students with Disabilities). Negative numbers indicate below standard status. Other student group data not available due to small population size.		indicate below standard status.	student groups: a decrease of 5.3 (Hispanic); 6.9 (White); a decline of 8.7 (English Learners); a reduction of 1.6 (Socioeconomically Disadvantaged); a reduction of 10 (Students with Disabilities).
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.	According DataQuest, of the 287 students tested, 2.4% of students Exceeded Standard and 17.8% of students Met Standard (20.2% combined) on the California Science Test in the		According to DataQuest, in 2026-2027, the District will have a combined 35% of its students Meeting or Exceeding Standard on the California Science Test.	The current different from baseline for the District shows that 0.4% less students Exceeded Standard and 1.8% less students Met Standard (2.2% combined)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 2.6% Met Standard (2.6% combined). For comparison, in California, 7.3% of students Exceeded Standard and 24.4% of students Met Standard. Disaggregated data showed the following for student groups in the District: Socioeconomically Disadvantaged: 2% Exceeded Standard and 17.1% Met Standard (19.1% combined) Not Socioeconomically Disadvantaged: 6.5% Exceeded Standard and 32.6% Met Standard (39.1% combined)	2023-2024 school year. Of the 255 students tested at Chowchilla Union High School, 2.8% of students Exceeded Standard and 20% Met Standard (22.8% combined). At Gateway High School, of the 32 students tested, 0% Exceeded Standard and 0% Met Standard. For comparison, in California, 7.7% of students Exceeded Standard and 22.9% of students Met Standard. Disaggregated data showed the following for student groups in the District: Socioeconomically Disadvantaged: 1.3% Exceeded Standard and 16%		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% Hispanic students will be at 31% White students will be at 38% English Learners will be at 12%	on the California Science Test. The current different from baseline for Chowchilla Union High School is a decline 0.4% for students who Exceeded Standard and 2.2% less students Met Standard (2.6% combined). The current differences and declines from baseline for Gateway High School is 0% of students Exceeded Standard and 2.6% less students Met Standard (2.6% combined). Disaggregated data showed the following differences from baseline for student groups: Socioeconomically Disadvantaged:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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) Other student group data not available due to small population size.	Met Standard (17.3% combined) Not Socioeconomically Disadvantaged: 7.3% Exceeded Standard and 25.5% Met Standard (32.8% combined) Students with Disabilities: 0% Exceeded Standard and 4.6% Met Standard (4.6% combined) Hispanic: 1.5% Exceeded Standard and 15.8% Met Standard (17.3% combined) White: 4.2% Exceeded Standard and 21.1 Met Standard (25.3% combined) English Learners: 0% Exceeded Standard and 0% Exceeded			0.7% Exceeded Standard and 1.1% Met Standard (1.8% combined) Not Socioeconomically Disadvantaged: 0.8% Exceeded Standard and -7.1% Met Standard (6.3% combined) Students with Disabilities: 0% Exceeded Standard and 3.4% Met Standard (3.4% combined) Hispanic: 0.4% Exceeded Standard and 3.5% Met Standard (3.9% combined) White: -2.3% Exceeded Standard and 1.7% Met Standard (0.6% combined)

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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. This is the most recent official data available.	According to DataQuest, in the 2022-2023 school year, of the District's 49.3 Total Teaching FTE, 72.2% were fully credentialed, 8.1% were out-of-field, 0.6% were interns, 11.3% were ineffective, 6.9% were incomplete; 0.2% were listed as unknown; and 0.7% were listed as N/A. This is the most recent official data available.		According to DataQuest, all teachers in the District are fully credentialed and appropriately assigned.	The current difference from baseline shows an increase of 6.8% for teachers in the District who are fully credentialed, of these, the difference from baseline for each category is 3.7% (increase) for out-of-field, 0.5% for interns (increase), 4.6% for ineffective (increase), 1.7% were incomplete; 0.2% were listed as unknown.
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.	According to Local District Indicators, all of the core subject teachers are using curriculum that is aligned to the California Common Core State Standards.		All core subject teachers are using curriculum aligned to the California Common Core State Standards as shown on Local District Indicators.	All core subject teachers are using curriculum aligned to the California Common Core State Standards.
2.8	Implementation of State Standards	According to Local District Indicators, the District's reported Self-Reflection Tool on the 2023 California School	According to Local District Indicators, the District's reported Self-Reflection Tool on		The District shows implementation of state standards according to Local District Indicators.	The District shows implementation of state standards.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dashboard, shows its implementation of state standards.	the 2024 California School Dashboard, shows its implementation of state standards.			
2.9	High School Graduation Rate	According to the California School Dashboard, the District's graduation rate in 2022-2023 was 87.2%. Chowchilla Union High School was at 92.6% and Gateway High School was at 69%. District disaggregated data showed the following percentages for student groups: 87.1% (Hispanic); 90.9% (White); 80.4% (English Learners); 86.6% (Socioeconomically Disadvantaged); 55.6% (Students with Disabilities); 81.3% (Homeless). Other student group data not available due to small population size.	According to the California School Dashboard, the District's graduation rate in 2023-2024 was 86.8%. Chowchilla Union High School was at 92.9% and Gateway High School was at 59.5%. District disaggregated data showed the following percentages for student groups: 87.6% (Hispanic); 83.1% (White); 85.9% (English Learners); 85.7% (LTEL); 86.5% (Socioeconomically Disadvantaged); 75% (Students with Disabilities); 66.7% (Homeless).		The District's graduation rate will be 94% in the 2026-2027 school year as shown on the California School Dashboard. CUHS will be at 96% Gateway High School will be at 75% Disaggregated data will show the following percentages: 96% for the District and 97% for CUHS (Hispanic) 98% for the District and 98% for CUHS (White) 89% for the District and 97% for CUHS (English Learners)	The difference from baseline for the District's graduation rate shows a decline of 0.4%. The difference from baseline for Chowchilla Union High School is 0.3% and Gateway High School was a decrease of 9.5%. Disaggregated data showed the following differences from baseline for student groups: A reduction of 0.5% (Hispanic); a decrease of 7.8% (White); 5.5% (English Learners); a decline of 0.1% (Socioeconomically Disadvantaged); 19.4% (Students with Disabilities); a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Other student group data not available due to small population size.		95% for the District and 97% for CUHS (Socioeconomically Disadvantaged) 62% for the District (Students with Disabilities) 90% for the District (Homeless Students)	reduction of 14.6 (Homeless). Other student group data not available due to small population size.

Goal Analysis [2024-25]

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.

Goal 2, Action 1 was written to include administration and oversight of all instructional aides, which is supplementary to the base English Learner program in the District. This also includes the scheduling of support in classes and other supplemental administrative duties related to English Learners as well as supplies and materials related to the services provided by aides. In addition, it includes all the oversight and administration of the CUHS After School Program (grant funded) in collaboration with the CUHS principal that is entirely supplemental to the high school's base program. It is equivalent to 0.50 FTE in staff salary of one administrator. Additionally, this action item will fund a bilingual Alternative Education Clerk (1 FTE) and the equivalent of 1 FTE between two clerical staff members at Chowchilla Union High School to provide targeted services to English Learners, foster students, homeless students, and socioeconomically disadvantaged students through various outreach efforts including daily phone calls to check on attendance and grades and home visits to check student wellness, increase parent engagement, and address other success indicators. All actions were implemented as planned. Instructional aides were strategically scheduled to provide targeted support to English Learners, ensuring they received assistance in core subject areas. The bilingual Alternative Education Clerk and clerical staff maintained consistent outreach efforts, making daily phone calls and home visits to address attendance, grades, and student wellness. Parent engagement efforts included bilingual workshops and informational meetings to help families support their students' academic success.

Goal 2, Action 2 was written to fund Link Crew and Student Leadership opportunities (ASB and Renaissance) including a teacher salary for five class periods, program supplies, and student learning/leadership development opportunities. This also includes the costs associated with supplementary events that Link Crew, ASB, and Renaissance host for students. This action was also written to fund 0.14 FTE of another teacher salary to coordinate the Teacher Assisted Program for Students (TAPS) and Tribe Time Program, supporting student development in

the areas of professional and career readiness, and a small budget for program supplies. All actions were implemented as planned. Link Crew and Student Leadership programs organized several events to foster school spirit and student engagement, including mentorship activities for incoming freshmen. The Teacher Assisted Program for Students (TAPS) and Tribe Time provided structured academic and career readiness support, offering guidance on resume building, interview skills, and professional behavior. Leadership students participated in local and regional conferences to develop their skills and apply them to school-wide initiatives.

Goal 2, Action 3 is an action geared towards staff development and capacity building in staff. It is written to include an initiative that Chowchilla Union High School is actively pursuing, which is not funded through the LCAP, but has a positive impact on staff training and LTEL learning strategies. This includes the equivalent of 0.14 FTE of the salary of an English and ELD teacher who devotes a period of her day to activities that increase staff's efforts to engage students in language acquisition. This time is utilized to collaborate with other teachers and administrators in and outside her department to coach them through lesson development that meets the needs of English Learners or to plan, develop, and implement campus-wide professional learning opportunities. This staff member has become an integral part of campus-wide initiatives focus of English Learner matriculation and cross-curricular writing efforts. She is also a member of the District's Differentiated Assistance team tasked with increasing access to College and Career Readiness opportunities for English Learners and Long-Term English Learners. This staff member also works on developing a process to proctor interim and summative assessments in English and ELD as well as helps pull this data to guide discussions in PLC meetings. This action was also written to include the salaries of four FTE teaching positions, one from each core subject departments: English, Science, Mathematics, Social Science with the goal of reducing class sizes and creating a more individualized learning environment. The dedicated English and ELD teacher collaborated with multiple departments to integrate language acquisition strategies into various subjects, strengthening cross-curricular learning. This staff member also facilitated professional development workshops focused on effective instructional strategies for Long-Term English Learners. The additional four FTE teaching positions reduced student-to-teacher ratios, allowing for more personalized instruction and targeted academic support.
Goal 2, Action 3 is considered a required action. However, this is also supplemental to the base programming as the employment of these teachers ensures smaller class sizes in core subjects. This enhances the learning environment for the Long-Term English Learners as it allows for more individualized attention from teachers and instructional aides. This is an action that addresses and positively influences Long-Term English Learner achievement and their academic needs in the classroom cross-curricularly. All actions were implemented as planned.

Goal 2, Action 4 This action funds a Learning Director (1 FTE), a third bilingual counselor (1 FTE), a homeless and foster youth coordinator (0.25 FTE of another counselor position), a Licensed Clinical Social Worker contracted for two days a week through the Madera County Department of Behavioral Health, a District Nurse (0.7125 FTE), and 0.4 FTE of a school psychologist position to provide social emotional support and physical wellbeing services for all students. This action also funds the Tribe Pantry and Wellness Center with necessary basic supplies, toiletries, and non-perishable food items. Services funded through this action also include second chance meals and a daily supper program. All actions were implemented as planned. The Learning Director, counselors, and support staff worked closely to identify and assist students in need of academic and social-emotional support, ensuring timely interventions. The Wellness Center and Tribe Pantry provided critical resources such as hygiene products, school supplies, and food, helping to alleviate barriers to student success. The daily supper program and second chance meals improved student nutrition, ensuring all students had access to consistent and reliable meals throughout the school day. The many opportunities for students to meet their nutritional needs are something that is highly regarded by all educational partners and continues to be highly valued at most, if not all, feedback sessions year after year.

Based on the implementation of Goal 2 actions, Chowchilla Union High School experienced several notable successes. The targeted support for English Learners through strategically placed instructional aides and consistent outreach by bilingual clerical staff significantly improved

student engagement, attendance, and academic monitoring. Student leadership programs like Link Crew and ASB enhanced school culture, while initiatives like TAPS and Tribe Time supported college and career readiness. Staff capacity building and class size reduction positively impacted Long-Term English Learners, allowing for more individualized instruction and increased cross-curricular collaboration. Comprehensive wellness support—including counseling, health services, and daily meals—removed barriers to learning and was highly valued by the school community. However, challenges included difficulty in recruiting and retaining fully qualified bilingual staff and instructional aides, which at times limited the consistency of support provided. Coordinating schedules for aides across multiple classrooms also posed logistical issues. Additionally, balancing afterschool program oversight and instructional leadership responsibilities stretched administrative capacity. Finally, integrating data collection and analysis into PLC meetings proved time-intensive, and some departments required additional support to fully implement data-driven strategies for English Learners.

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.

Goal 2, Action 1 was a material difference due to the District's increased allotment for Title I in 24-25. These funds were used instead of LCAP funds to fund instructional aide salaries resulting in a material difference of $58,237.65.

Goal 2, Action 2 and Action 3 were material differences due to having a less experienced teacher, which resulted in less expenditures for salaries in these actions and material difference of $30,497.77.

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

Support for English Language Learners (Required Action), Goal 2, Action 1: This action's effectiveness is tied to English Learner reclassification rates and ELPI rates on the California Schools Dashboard. When compared to 2023 data (49.8%), the percentage of students making progress towards English language proficiency decreased by 5.5% to 44.3%. On the other hand, reclassification rates have increased from 1% (8 of 236 students) (23.3% unofficially, 55 of 236 students) in 22-23 to 27% (76 of 281 students) in 23-24. This is an action that addresses and positively influences English Learner achievement, a red student group on the California School Dashboard on the CAASPP ELA for Chowchilla Union High School. This action is considered EFFECTIVE due to the positive growth in this area.

Leadership Opportunities for Students, Goal 2, Action 2: This action's effectiveness will be based on improvements to attendance and suspension rates on the California Schools Dashboard. Since the 22-23 school year, attendance has improved at the District by 8% and at Chowchilla Union High School by 1.6%. However, attendance rates at both the Independent Studies Program (-16.1%) and Gateway High School (-9%) have not. Suspension rates have decreased overall as well. In 22-23, the District had a suspension rate of 8.8% while in 23-24 the rate decreased to 4.3%. As indicated in metric 1.14, most student groups also showed a decrease in suspension rates over the last two years, except for students who are categorized as being two or more races, which increased by 2.8%. Also, the District has improved in status on the Suspension Rate indicator with a change from Red to Orange in the same timeframe, making it ineligible for Differentiated Assistance with the Madera County Superintendent of Schools Office. With the growth shown in attendance and the overall improvement in suspensions, this action is considered EFFECTIVE.

Enhancing Capacities and Maintaining a High-Quality Staff (Required Action), Goal 2, Action 3 and Pupil Services Support, Goal 2, Action 4: These actions' effectiveness are tied to academic achievement on the English and Mathematics CAASPP. Performance on the CAASPP ELA declined in 23-24 when compared to the prior year. All students declined by 35.2 points. Low-Income students saw a decline of 33.1, while English Learners decreased by 13.9 points, and LTELs by 19.2 points. Foster student data is not available due to its small group size. CAASPP Math scores either maintained or declined depending on student group. Overall, student scores maintained with a growth of 0.7 points. Low-Income students maintained with a small decrease of 1.6. English Learners increased by 8.7 points and LTELs 1.5 points. Due to the lack of growth in these metrics, these actions are considered INEFFECTIVE. Ineffectiveness is also tied to the District's inability to utilize technology to analyze classroom instruction in a standardized and normed way. Therefore, the District plans to implement use of Panaroma software and assessments/screeners for social-emotional markers. The Panaroma software will make it easier for site administrators and teachers to pull data related to student achievement in connected with many other academic, social-emotional, and career readiness markers. Although these programs will be funded outside of LCFF, the District believes the increased technology and data analysis available in Math and English classes will lead to improved CAASPP scores.

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.

Given that two of the actions in Goal 2 are considered effective while two others were considered ineffective and those that were ineffective were tied to the same metric (achievement of the CAASPP), the target outcome for CAASPP ELA has changed to reflect a more realistic goal for the District and its sites. In examining our current target outcome, the goal was significantly lower than the state average. An updated target goal for CAASPP ELA is 25 points below standard by the year 26-27. This would lead to an improvement of 20 points yearly on this metric.The metric outcome for CAASPP Mathematics will remain unchanged.

For Goal 2, Action 4, the metric of CCI was added to measure the effectiveness of the action as CCI data is cited to identify a need.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Required Action (ELA CAASPP Districtwide): Support for English Language Learners	This action funds supplies for the program. Additionally, this action item will fund an bilingual Alternative Education Clerk (1 FTE) and the equivalent of 1.50 FTE between three clerical staff members at CUHS to provide targeted services to English Learners, foster students, homeless students, and socioeconomically disadvantaged students at Alternative Education through various outreach efforts. Daily	$224,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. One of the many initiatives that CUHS is actively pursuing has to do with improving the teaching environment for English Learners. Funded through the LCAP, it positively influences staff training and LTEL learning strategies. An English and ELD teacher 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 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). Long-Term English Learners: To support and benefit this student group, the District will focus professional development on quality teaching strategies as well as data analysis. It will also utilize support from the ELD teacher who is providing campus-wide training and coaching for teachers to emphasize the importance of focusing initiatives on the specific needs of Long-Term English Learners. This is an action that addresses and positively influences ELA CAASPP achievement as the California Schools Dashboard shows that all student groups that are assigned a color (English Learners, Long-Term English Learners, and Socioeconomically Disadvantaged students) are Red Student Groups on the CAASPP ELA for the District. At Chowchilla Union High School Red student groups are identified as English Learners and those Socioeconomically Disadvantaged, as shown on the 23-24 California Schools Dashboard. Due to its small population size, Gateway High School isn't assigned any performance colors for achievement or student groups.		

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) including a teaching salary for five class periods, some program supplies and student learning opportunities, and costs related to supplementary events that Link Crew and ASB host for students. This action will also fund 0.14 FTE of another teaching salary to coordinate the Teacher Assisted Program for Students (TAPS) and Tribe Time Program as well as a small budget for program supplies. This is an action that addresses and positively influences suspension rates, a previously Red Indicator on the California School Dashboard. District-Wide, suspension rates were Red on the California School Dashboard for English Learners, Homeless Students, and Low-Income Students in 22-23. Chowchilla Union High School's suspension rates were Red on the California School Dashboard for English Learners, and Low-Income Students. The 23-24 California Schools Dashboard reflects that suspension rates are Green at the District level and site level at CUHS. Gateway High School's suspension rate was Orange in 23-24.	$141,500.00	Yes
2.3	Required Action (LTEL): Enhancing Capacities and Maintaining a High Quality Staff	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 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.	$603,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$550,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

More recent survey data from students and parents alike indicated the need to ensure student safety on campus (December of 2024). For example, only 42% of student respondents shared that school is a place where they feel Very Safe or Safe.

Parent and community member survey data showed that 68% 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, about 42% 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.	According to Local District Indicators, the Facilities Inspection Tool, which is completed at both Chowchilla Union High School and Gateway Continuation School, showed no findings in 2024-2025.		According to Local District Indicators, the Facilities Inspection Tool, which is completed at both Chowchilla Union High School and Gateway Continuation School, will show no findings in 2026-2027.	There is no current difference from baseline.
3.2	Parent Input in Decision Making	According to Local District Indicators, during the LCAP development process, the LCAP parent/community survey collected 62 parent responses (including English, Spanish, and Punjabi); 38 staff survey responses, and 608 student survey responses in 2023-2024.	According to Local District Indicators, during the LCAP development process, the LCAP parent/community survey collected 29 parent/community member responses (including English, Spanish, Punjabi); 77 staff survey responses were collected, and 631 student survey responses were gathered in 2024-2025.		According to Local District Indicators, the District will have 100 parent responses, 50 staff responses and at least 750 student responses to surveys by the school year 2026-2027.	The difference from baseline for the LCAP surveys used as Parent Input in Decision Making is the following: a decline of 33 parent responses 39 for staff responses 23 student responses
3.3	Parent Participation	According to Local District Indicators, about 35% of parents/guardians participated in	According to Local District Indicators, about 45% of parents/guardians participated in		According to Local District Indicators, the District's Parent Participation rate	The difference from baseline is 10% for parent participation.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELAC/DELAC, School Site Councils, Back to-School Night, feedback committees, parent education/awareness classes, and other school events, with special emphasis on participation of parents of students in ELD and Special Education in the 2022-2023 school year.	ELAC/DELAC, School Site Councils, Back to-School Night, 8th Grade Parent Night, Academic Awards Night, Scholarship Dinner, feedback committees, parent education/awarene ss classes, and other school events, with special emphasis on participation of parents of students in ELD and Special Education in the 2023-2024 school year.		will be 50% by the 2026-2027 school year for events hosted by school sites, such as ELAC/DELAC, School Site Councils, Back to-School Night, feedback committees, parent education/awarene ss classes, and other school events throughout the academic year.	
3.4	Chronic Absenteeism	According to the Student Information System, Aeries in connection with DataQuest, the District's chronic absenteeism was 27.8% in 2022-2023. Disaggregated student data shows the following chronic absenteeism rates for: -English Learners: 30% (69/230)	According to the Student Information System, Aeries in connection with DataQuest, the District's chronic absenteeism was 25.9% in 2023-2024. Disaggregated student data shows the following chronic		According to the Student Information System, Aeries in connection with DataQuest, the District's chronic absenteeism will be 22% in the 2026-2027 school year. Student group rates will be as follows:	The difference from baseline for Chronic Absenteeism is 1.9%. Disaggregated student data shows the following difference from baseline for chronic absenteeism rates: -English Learners: 3.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Non-English Learners: Not Available -Socioeconomically Disadvantaged: 29.6% (297/1004) -Not Socioeconomically Disadvantaged: Not Available -Homeless Students: 26.3% (5/19) -Non-Homeless Students: Not Available -Migrant Students: 17.1% (6/35) -Non-Migrant Students: Not Available -Students in Special Education: 29% (29/100) -Students Not In Special Education: Not Available -African American: 45.5% (10/22) -American Indian or Alaska Native: Not Available -Asian: 8.3% (2/24) -Hispanic/Latino: 27.3% (227/832) -White: 28.6% (78/273)	absenteeism rates for: -English Learners: 26.4% (63/239) -Non-English Learners: Not Available -Long-Term English Learners: Not Available -Socioeconomically Disadvantaged: 27.6 (273/989) -Not Socioeconomically Disadvantaged: Not Available -Homeless Students: 54.2% (13/24) -Non-Homeless Students: Not Available -Migrant Students: 2.7% (1/37) -Non-Migrant Students: Not Available -Students in Special Education: 27.8% (25/90)		-English Learners: 23% -Non-English Learners: 27% -Socioeconomically Disadvantaged: 24% -Not Socioeconomically Disadvantaged: 26% -Homeless Students: 75% -Non-Homeless Students: 36.62% -Migrant Students: 10% -Non-Migrant Students: 27% -Students in Special Education: 30% -Students Not In Special Education: 26%	-Non-English Learners: Not Available -Socioeconomically Disadvantaged Students: 2% -Not Socioeconomically Disadvantaged Students: Not Available -Homeless Students: 27.6% (increased) -Non-Homeless Students: Not Available -Migrant Students: 14.4% -Non-Migrant Students: Not Available -Students in Special Education: 1.2% -Students Not In Special Education: Not Available -African American:12.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Two or More Races: 42.9% (9/21) Other student group data not available.	-Students Not In Special Education: Not Available -African American: 33.3% (6/18) -American Indian or Alaska Native: 27.3% (3/11) -Asian: 3.8% (1/26) -Hispanic/Latino: 25.9% (213/822) -White: 25.9% (70/270) Two or More Races: 50% (9/18) Other student group data not available. The District no longer contracts with Attention2Attendance software which served to provide attendance letters and data prior to the 24-25 school year.			-American Indian or Alaska Native: Not Available -Asian: 4.5% -Hispanic/Latino: 1.4% -White: 2.7% -Two or More Races: 7.1% (increased)
3.5	High School Dropout Rate	According to DataQuest, the District's dropout rate in 2022-2023 was 7.9%.	According to DataQuest, the District's dropout rate in 2023-2024 was 9.3%. Of		The District's dropout rate will be 5% in the 2026-2027 school year	The difference from baseline for the District's dropout rate shows

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Student group data not available due to small population size.	those students, one student graduated with a Certificate of Completion and six were listed of Other Transfers. Student group data not available due to small population size.		as reported by DataQuest.	an increase of 1.4%.
3.6	Suspension Rates	According to the California School Dashboard, the District's suspension rate in 2022-2023 was 8.8%. Disaggregated data showed the following percentages for student groups: 8.3% (Hispanic); 9.3% (White); 11.7% (English Learners); 9.4% (Socioeconomically Disadvantaged); 15.3% (Students with Disabilities); 21.1%(Homeless); 22.7% (African American); 7.7% (Asian); 13% (Two or More Races).	According to the California School Dashboard, the District's suspension rate in 2023-2024 was 4.3%. Disaggregated data showed the following percentages for student groups: 4.6% (Hispanic); 2.2% (White); 5.6% (English Learners); 6.1% (LTEL); 4.6% (Socioeconomically Disadvantaged); 7%(Students with Disabilities); 19.2% (Homeless); 9.5% (African		The District's suspension rate will be 5% in the 2026-2027 school year according to the California School Dashboard. Target rates for the following student groups will be: 5% (Hispanic); 6% (White); 7% (English Learners); 6% (Socioeconomically Disadvantaged); 9% (Students with Disabilities); 10% (Homeless); 10% (African American); 4% (Asian); 8%	The difference from baseline for the District's suspension rate is 4.5%. Disaggregated student data shows the following difference from baseline for suspension rates for student groups: 3.7% (Hispanic); 7.1% (White); 6.1% (English Learners); 4.8% (Socioeconomically Disadvantaged); 8.3% (Students with Disabilities); 1.9% (Homeless); 13.2% (African

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Other student group data not available due to small population size.	American); 3.7% (Asian); 15.8% (Two or More Races). Other student group data not available due to small population size.		(Two or More Races).	American); 4% (Asian); increase of 2.8% (Two or More Races). Other student group data not available due to small population size.
3.7	Attendance Rates	According to the Student Information System, Aeries, the District's average attendance rate in 2022-2023 was 83.2%. Chowchilla Union High School was at 94.3% while the Independent Studies Program was at 76.5% and Gateway High School was at 81% .	According to the Student Information System, Aeries, the District's attendance rate in 2023-2024 was 91.2%. Chowchilla Union High School was at 92.7% while the Independent Studies Program was at 60.4% and Gateway High School was at 72%. Data is pulled monthly and averaged across sites to reflect yearly average.		The District's attendance rate will be 90% in the 2026-2027 school year as shown on the Student Information System, Aeries. CUHS's will be 96%. Independent Studies' will be 84%. Gateway High School's will be 89%.	The difference from baseline for the District's attendance rate is a growth of 8%. For Chowchilla Union High School it is an increase of 1.6%. For the Independent Studies Program it is a decrease of 6.1%. For Gateway High School it is a decrease of 9%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	High School Graduation Rate	According to the California School Dashboard, the District's graduation rate in 2022-2023 was 87.2%. Chowchilla Union High School was at 92.6% and Gateway High School was at 69%. District disaggregated data showed the following percentages for student groups: 87.1% (Hispanic); 90.9% (White); 80.4% (English Learners); 86.6% (Socioeconomically Disadvantaged); 55.6% (Students with Disabilities); 81.3% (Homeless). Other student group data not available due to small population size.	According to the California School Dashboard, the District's graduation rate in 2023-2024 was 86.8%. Chowchilla Union High School was at 92.9% and Gateway High School was at 59.5%. District disaggregated data showed the following percentages for student groups: 87.6% (Hispanic); 83.1% (White); 85.9% (English Learners); 85.7% (LTEL); 86.5 (Socioeconomically Disadvantaged); 75 (Students with Disabilities); 66.7% (Homeless). Other student group data not available due to small population size.		As reported in the California School Dashboard, the District's graduation rate will be 94% in the 2026-2027 school year. CUHS will be at 96% Gateway High School will be at 75% Disaggregated data will show the following percentages: 96% for the District and 97% for CUHS (Hispanic) 98% for the District and 98% for CUHS (White) 89% for the District and 97% for CUHS (English Learners) 95% for the District and 97% for CUHS (Socioeconomically Disadvantaged)	The difference from baseline for the District's graduation rate shows a decline of 0.4%. The difference from baseline for Chowchilla Union High School is 0.3% and Gateway High School was a decrease of 9.5%. Disaggregated data showed the following differences from baseline for student groups: A reduction of 0.5% (Hispanic); a decrease of 7.8% (White); 5.5% (English Learners); a decline of 0.1% (Socioeconomically Disadvantaged); 19.4% (Students with Disabilities); a reduction of 14.6 (Homeless). Other student group data not

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					62% for the District (Students with Disabilities) 90% for the District (Homeless Students)	available due to small population size.
3.9	Safety and School Connectedness (Pupils)	According to Local District Indicator Survey Data in 23-24, 31% of students reported Strongly Agree or Somewhat Agree with the statement: At my school, I feel safe. 56% of students felt Neutral about the statement while 8% Somewhat Disagree and 5% Strongly Disagree. While 72% of parents Somewhat Agree or Strongly Agree with the following statement: I believe my student(s) feel(s) safe at his/her school. 86% of staff Agree or Strongly Agree with the following statement: Students feel safe at school.	According to Local District Indicator Survey Data in 24-25, 42% of students reported Strongly Agree or Somewhat Agree with the statement: At my school, I feel safe. 48% of students felt Neutral about the statement while 7% Disagree and 4% Strongly Disagree. While 68% of parents Somewhat Agree or Strongly Agree with the following statement: I believe my student(s) feel(s) safe at his/her school.		Local District Indicator Survey Data will show that at least 67% of students Strongly Agree or Somewhat Agree with the statement: At my school, I feel safe while similar questions will yield the following results with parents and staff: 80% with parents and 90% with staff.	The difference from baseline for student safety based on LCAP survey data was the following: Students: 11% Parents: A decrease of 4% Staff: 4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			82% of staff Agree or Strongly Agree with the following statement: Students feel safe at school.			

Goal Analysis [2024-25]

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.

Goal 3, Action 1 was written to include improvement to the pool area and weight room. These are facilities that are used by the students in the After School Program during the school year and the community of Chowchilla in the summer months through the summer pool program (also in Goal 3, Action 3). This action was written to fund new gymnasium bleacher seating and facility improvements overall as well as classroom desks and chairs for students in growing CTE programs and other new classes to campus. These desks will allow for flexible seating to encourage collaborative work and communication among students as the chair is separate from the desktop and can be arranged as desired. All actions were implemented as planned, with the exception of the ongoing gymnasium and bleacher renovation project. The pool and weight room renovations provided students and community members with improved facilities, enhancing both school-year and summer programming. The addition of flexible seating in classrooms allowed teachers to create dynamic learning environments that foster collaboration and student engagement. Collaborative learning continues to be an area of focus for CUHS as the staff continues training efforts around effective instructional strategies for English Learners. As staff continues to build these strategies into daily lessons, flexible seating provides learning environments that encourage student conversation and discussion of class content.

Goal 3, Action 2 was developed to fund 0.50 FTE in Transportation Training Services to provide classes and training for all current drivers on staff as well as anyone in the surrounding areas or communities who wish to maintain their commercial driver's license and those who want to obtain a bus driver certification. In addition, this action will fund bus driver stipends for staff who is licensed in this area to maintain and recruit staffing for the District. This action also includes the purchase of an SUV to meet the transportation needs of English Learners, foster students, homeless students, and socioeconomically disadvantaged students and to update the District's worn-out fleet. The purchase of SUVs was strategic due to the shortage of District drivers with California Class B licenses and will help the District replace old vehicles. All actions were implemented as planned. Transportation training services helped ensure that all bus drivers remained compliant with licensing requirements and safety regulations. The recruitment and retention of licensed drivers improved transportation reliability, reducing delays for students who rely on district-provided transit. The purchase of SUVs enabled more flexible transportation options, particularly for students with specific needs, allowing for timely attendance at school and extracurricular activities. It also served as a source of relief for our already short-staffed Maintenance, Operations, and Transportation Department ensuring that needs are met with the plethora of events happening

on a high school campuses related to athletics, clubs, academic programs, CTE competitions, etc. This action also included the purchase of a new bus to replace one on the District fleet with a lot of wear and tear.

Goal 3, Action 3 was written to fund a summer pool program in partnership with the City of Chowchilla and various events and workshops to increase participation in the Parent Empowerment Program and other engagement opportunities. All actions were implemented as planned. The summer pool program provided students and families with a safe, supervised recreational space, promoting physical activity and community engagement. Parent Empowerment Program workshops covered a variety of topics, including student success strategies, college readiness, and mental health awareness. Increased parental participation strengthened the home-school connection, fostering a more supportive academic environment for students. Parents reported that they will be better able to support their students as they embark on their college-going ventures related to college admissions, financial aid, and scholarships.

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

Goal 3, Action 4 was developed to fund 2 FTE additional custodians who will help increased access to extracurricular activities for students (providing direct services), thus increasing student attendance while positively impacting the school's climate and culture. All actions were implemented as planned. Additional custodial staff ensured that extracurricular events and activities were well-maintained and safe for student participation. Their presence helped improve the cleanliness and organization of common areas, promoting a more welcoming and hygienic school environment. This investment also allowed for quicker response times to maintenance requests, minimizing disruptions to student learning and engagement.

Goal 3, Action 5 was written to include the salaries of 2 FTE Campus and Community Liaisons to be present among students during unstructured time such as break and lunch. These staff members have been providing supervision services while also engaging with students to establish rapport and connections. They communicate with parents via phone calls and home visits to educate parents about students' academic, social-emotional, and behavioral progress on campus and connect families with resources as needed. They are integral part of the District's SART and SARB processes. They also run the Tribe Pantry and Wellness Center providing a variety of services to meet student needs in and outside the classroom. All actions were implemented as planned. Campus and Community Liaisons built strong relationships with students by providing guidance and support during unstructured times, reducing behavioral incidents. Their outreach efforts, including home visits and parent communication, increased awareness of available student services, fostering greater family involvement. By managing the Tribe Pantry and Wellness Center, they ensured that students had consistent access to essential supplies, reducing barriers to academic success.

Goal 3, Action 6 was developed to fund 4 FTE permanent substitute teachers in an effort to maintain consistent classroom staff even when teachers are off campus for as little as a period or an extended period. The four substitute teachers were employed for the entirely of the school year as intended. All actions were implemented as planned. The permanent substitute teachers provided instructional consistency, ensuring that student learning was not disrupted due to teacher absences. Their presence allowed for smoother transitions when teachers attended professional development or were on leave. These substitutes also became familiar with students and classroom expectations, maintaining continuity in academic instruction and behavioral norms.

Goal 3, Action 7 was developed as a required action is response to the District's Differentiated Assistance (DA) process. Throughout this entire process, the team has been analyzing data and disaggregating it as much as possible with a focus on Students in Special Education.

Data was also disaggregated by grade, gender, and student group to determine individual group needs. The DA team changed their procedures for handing suspendable offenses and calibrated as a team to ensure that incidents were handled in similar ways. They also revised the discipline matrix utilized by all administrators handling discipline to ensure consistency when assigning days of suspension to specific offenses. The Drug Opportunity Class (DOC) online modules were modified and reduced to make them more engaging and relevant to student drug education and prevention efforts. The campus had school-wide events for Red Ribbon week and conducted empathy interviews with freshmen through interactions with their Link Crew leaders. The Differentiated Assistance (DA) team refined disciplinary procedures to ensure that consequences were fair, consistent, and educational rather than punitive. The revised Drug Opportunity Class (DOC) modules incorporated interactive components and real-life scenarios to better engage students in substance abuse prevention. Empathy interviews with freshmen provided valuable insights into student experiences, helping administrators and teachers tailor support systems to address social-emotional and behavioral needs.

Successes of Goal 3 include the completion of pool and weight room renovations, the installation of flexible classroom seating to support collaborative learning, and the successful launch of the summer pool program in partnership with the City of Chowchilla. The district also improved student access to extracurriculars through added custodial staff, enhanced student support via Campus and Community Liaisons, and ensured consistent instruction with four permanent substitute teachers. Transportation reliability was strengthened through training services, staff stipends, and the strategic purchase of SUVs. Family engagement increased through Parent Empowerment workshops, and discipline systems were improved through data-informed revisions and more consistent implementation. Challenges included the ongoing difficulty of recruiting and retaining transportation staff due to the limited pool of drivers with the required licenses, ensuring that flexible seating is matched with effective instructional practices across classrooms, and sustaining long-term parent engagement beyond one-time events. Additionally, monitoring the impact of revised disciplinary procedures and maintaining momentum in supporting special populations will require continued attention and resources.

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.

Goal 3, Action 1 continues to be an ongoing project. The bleacher replacement project has not been completed due to increased DSA requirements resulting in $52,384.02. Therefore, the bleacher project will extend through 25-26. This is the reason behind the material difference.

Goal 3, Action 2 was a material difference of $206,139.81 due to the purchase of a new school bus for the District, this was not originally a planned expenditure but due to the wear and tear on the current fleet, the District plans to continue replacing the oldest buses yearly on a rotating schedule.

Goal 3, Action 3 was a material difference because the Parent Empowerment Program was funded out of Title I leading to reduced expenditures in this action resulting in a material difference of $14,797.39.

Goal 3, Action 4 was a material difference of about $17,226.05 because of the overtime pay of staff working additional hours to support students in set-up, take down, and maintenance/cleanliness for extracurricular activities leading to reduced expenditures in this action.

Goal 3, Action 5 was a material difference due to the late hire of a new Campus and Community Liaison in a material difference of $15,406.29.

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

Maintain and Modernize Facilities, Goal 3, Action 1 and Permanent Substitute Teachers, Goal 3, Action 6: These actions' effectiveness are based on improvements to student attendance and chronic absenteeism rates on DataQuest and the Student Information System, Aeries. Since the 22-23 school year, attendance has improved at the District by 8%. Chronic absenteeism rates have decreased overall as well. Since the 22-23 school year, chronic absenteeism has also improved at the District by 1.9%. Most student groups also improved in similar ways, except for homeless students and students with two or more races: English Learners (3.6%), Socioeconomically Disadvantaged Students (2%), Homeless Students (-27.6%), Migrant Students (14.4%), Students in Special Education (1.2%), African American (12.2%), Asian (4.5%), Hispanic/Latino (1.4%), White (2.7%), Two or More Races (-7.1%). Because of the improvements and growth made in these areas, this action is considered EFFECTIVE.

Supplemental Transportation, Goal 3, Action 2: This action's effectiveness is tied to attendance rates as reported on the California Schools Dashboard. Since the 22-23 school year, attendance has improved at the District by 8%. Suspension rates have decreased overall at the District and site levels as well. Because of the improvements and growth made in these areas, this action is considered EFFECTIVE.

Community Engagement and Awareness, Goal 3, Action 3: This action's effectiveness is linked to College and Career Readiness. In 23-24, College and Career Readiness increased overall when compared to 22-23 by 6.7%. Low-income students had an increase of 9.8%, English Learners increased by 3.4%, and Long-Term English Learners increased by 3.3%. Foster student data is not available for 22-23 and 23-24 due to their small group size. Because of this, the action is considered EFFECTIVE.

Extracurricular and After School Program Support, Goal 3, Action 4 and Community Safety and Support, Goal 3, Action 5 and Permanent Substitute Teachers, Goal 3, Action 6: These actions' effectiveness are based on improvements to student attendance and chronic absenteeism rates on DataQuest and the Student Information System, Aeries. Since the 22-23 school year, attendance has improved at the District by 8%. Chronic absenteeism rates have decreased overall as well. Since the 22-23 school year, chronic absenteeism has also improved at the District by 1.9%. Most student groups also improved in similar ways, except for homeless students and students with two or more races: English Learners (3.6%), Socioeconomically Disadvantaged Students (2%), Homeless Students (-27.6%), Migrant Students (14.4%), Students in Special Education (1.2%), African American (12.2%), Asian (4.5%), Hispanic/Latino (1.4%), White (2.7%), Two or More Races (-7.1%). Because of the improvements and growth made in these areas, these actions are considered EFFECTIVE.

Alternatives to Suspension and Supports for Suspended Students, Goal 3, Action 7 addresses and positively influences suspension rates, a previously Red Indicator on the California Schools Dashboard (also tied to Alternatives to Suspension and Supports for Suspended Students (Required Action/Technical Assistance) Goal 3, Action 7). Suspension rates has also improved overtime and are no longer considered Red on the Dashboard. Previously, suspension rates were at 8.8% District-wide in the 22-23 school year. The 23-24 school year saw a decline by 4.5%. Most student groups saw similar declines, except for students with two or more races: 3.7% (Hispanic); 7.1% (White); 6.1% (English Learners); 4.8% (Socioeconomically Disadvantaged); 8.3% (Students with Disabilities); 1.9% (Homeless); 13.2% (African American); 4% (Asian); -2.8% (Two or More Races). Because of the improvements made with suspension rates, this action is considered EFFECTIVE.

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

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

Metrics 3.7 regarding Attendance Rates and 3.4 featuring Chronic Absenteeism were previously reported based on reports from Attention2Attendance (A2A), which pulled data attendance and embedded student data from the Student Information System (Aeries). However, the District no longer holds a contract with A2A, as such, the metrics' baselines and year one outcome data were changed to reflect that it is now sourced from DataQuest and Aeries combined to include as many student groups as possible for Chowchilla Union High School District.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Update and Modernize Facilities	This action will fund continuing weight room improvements to facilities for use by students in the after school program. In 24-25, the pool area equipment was replaced and updated (pump hardware and computer). This action will also fund new classroom desks and chairs for students. These desks will allow for flexible seating to foster collaborative work as the chair is separate from the desktop and can be arranged as desired.	$75,000.00	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. This will also fund contracted services for oversight and guidance to the staff member training others to ensure her services are compliant with state laws and regulations. In addition, this action will fund bus driver stipends for staff who is licensed in this area to maintain and recruit staffing for the District.	$262,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 replacement vehicles (vans) was strategic due to the shortage of District drivers with California Class B licenses and will help the District replace old vehicles.		
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 ESL Classes, the Parent Empowerment Program and Parent University (programs geared at increasing education, awareness, and engagement from parents).	$30,000.00	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. This action will also fund custodial supplies.	$172,807.60	Yes
3.5	Community Safety and Support	The District plans to continue to use its supplemental concentration grant add-on funds to continue to employ Campus and Community Liaisons (2 FTE) to be present and among students during unstructured time such as break and lunch. These FTE would not only provide constant ongoing supervision throughout the day but 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.	$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action will also fund a small budget for supplies and equipment related to security and safety. This is an action that addresses and positively influences suspension rates, a previously Red Indicator on the California School Dashboard. District-Wide, suspension rates were Red on the California School Dashboard for English Learners, Homeless Students, and Low-Income Students in 22-23. Chowchilla Union High School's suspension rates were Red on the California School Dashboard for English Learners, and Low-Income Students. The 23-24 California Schools Dashboard reflects that suspension rates are Green at the District level and site level at CUHS. Gateway High School's suspension rate was Orange in 23-24.		
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).	$245,862.40	Yes
3.7	Required Action (Suspensions Districtwide; Suspensions Districtwide for English Learners; Suspensions Districtwide Homeless Students; Suspensions Districtwide Low-Income Students; Suspensions Districtwide Students with Disabilities; Suspensions Districtwide White Students) and	Although the planned processes and procedures continue with staff in their efforts to keep suspension rates low, the District is no longer eligible for Technical Assistance or Differentiated Assistance. Goal 3, Action 7 is a required actions related to suspensions—both districtwide (including suspensions for English Learners, homeless students, low-income students, students with disabilities, and White students) and at Chowchilla Union High School (including suspensions for English Learners, low-income students, students with disabilities, and White students)—and it's focused on implementing alternatives to suspension and providing targeted supports for students who are suspended. In the 22-23 and 23-24 school 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	$15,500.00	No

Action #	Title	Description	Total Funds	Contributing
	(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	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. 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:		

Action #	Title	Description	Total Funds	Contributing
		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 and implementing the procedures as planned will continue in the 25-26 school year. This action will fund a portion (0.10 FTE) of the Assistant Principal of Discipline and Attendance to ensure that actions continue as planned. Suspension rates will be monitored to gauge the effectiveness of this plan. This is an action that addresses and positively influences suspension rates, 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 low stability rate and low-income student population, the site is receiving Equity Multiplier Funds. Gateway High School's aims at improving both CAASPP ELA and ELPAC scores in such a way that an additional 5% of students are making progress in English language acquisition when compared to 24-25 results (31.1%) and CAASPP ELA features an improvement by 5% to the number of points below standard when compared to 24-25 results (186 points below standard) on the California Schools Dashboard. Additionally, offering creative, career-focused electives like photography can boost student motivation, leading to increased attendance and stronger connections to school. This increased engagement can also contribute to higher graduation rates, as students see school as more relevant to their interests and future career paths.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Gateway High School received Equity Multiplier funds due to its low stability rate and Unduplicated Pupil Count. The actions tied to 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.

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, 31.3% 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 59.5%, significantly lower than Chowchilla Union High School's (23-24). Gateway High School also shows significantly lower performance on the CAASPP ELA and mathematics. When looking at student groups, Gateway's population is small and does not feature colors of the California School Dashboard. However, 2023-2024 ELA CAASPP data shows that Socioeconomically Disadvantaged students are 183.6 points below standard and Math CAASPP data shows that they are also 222.5 points below standard.

The District also based the development of this goal on Educational Partner feedback at LCAP sessions at Gateway High School with both students and parents/staff. All of these feedback sessions happened in the Spring of 2025 and are directly linked to the development of this goal and its action.

Over the last three years at Gateway High School, students have repeatedly asked for hands-on project-based engaging CTE electives in addition to Edgenuity online coursework. The graduation rate at Gateway High school has 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.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Attendance Rate at Gateway High School	According to the Student Information System, Aeries, the 23-24 Attendance Rate at Gateway High School was 81%.	According to the Student Information System, Aeries, the 24-25 Attendance Rate at Gateway High School was 83.4% as of April 2025. Data is pulled monthly and averaged across		Gateway High School's attendance rate will be at least 89% in 2026-2027.	The current difference from baseline for the Gateway High School attendance rate is 2.4%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			site to reflect yearly average.			
4.2	High School Graduation Rate at Gateway High School	According to the California School Dashboard, Gateway High School's graduation rate was 69% in 2022-2023.	According to the California School Dashboard, Gateway High School's graduation rate was 59.5% in 2023-2024.		Gateway High School's graduation rate will be 75% in 2026-2027.	The current difference from baseline for graduation rate is a decline of 9.5%.
4.3	Student Completion of CTE Pathways at Gateway High School	According to the California School Dashboard, 0% of students at Gateway High School completed a CTE Pathway in 2022-2023.	According to the California School Dashboard, 0% of students at Gateway High School completed a CTE Pathway in 2023-2024.		Gateway High School's rate of CTE Pathway Completion will be 25% in 2026-2027.	The current difference from baseline for CTE Pathway completion rate is 0%.

Goal Analysis [2024-25]

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.

Goal 4, Action 1 was written to fund a section a class section of Public Safety 1 and the equivalent of 0.50 FTE of a third teacher at Gateway High School. All actions were implemented as planned. The addition of a Public Safety 1 class provided students with foundational knowledge in law enforcement, emergency response, and public safety careers. The course incorporated hands-on learning experiences, including guest speakers from local law enforcement and fire departments, as well industry related field trips. The additional 0.50 FTE teacher at Gateway High School helped reduce class sizes, allowing for more individualized instruction and support for at-risk students. Also, the additional staff member increased the overall enrollment capacity at Gateway High School allowing credit deficient students to transfer to alternative education earlier in the school year than ever before. Prior to the hiring of this additional person, GHS remained at capacity the majority of the year, limiting available seats to students who were the most credit deficient at CUHS. Early intervention and transfer opportunities provide students necessary supports when they are most in need in an effort to ensure they make it to graduation.

Goal 4, Action 1 yielded several notable successes, including the successful implementation of the Public Safety 1 course and the hiring of a 0.50 FTE teacher at Gateway High School. These actions led to reduced class sizes, increased individualized support for at-risk students,

and expanded enrollment capacity, which allowed credit-deficient students to transfer into alternative education earlier than in previous years. The Public Safety 1 class also provided students with meaningful, hands-on exposure to careers in law enforcement and emergency response through guest speakers and field trips. However, the action was not without challenges. Prior to the staffing increase, Gateway High School consistently operated at capacity, limiting timely access for students most in need. While the added staffing helped alleviate this issue, sustaining smaller class sizes and specialized programs like Public Safety 1 may present future challenges, particularly if funding becomes limited. Additionally, despite progress, meeting the diverse academic and social-emotional needs of at-risk students remains a complex task, and expanding similar hands-on, career-focused opportunities may be constrained by staffing, scheduling, or availability of community partners.

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

Given the rise in personnel costs due to negotiated salary raises, the District implemented the action as planned programmatically. However, the equivalent of a 0.50 FTE third teacher at Gateway High School to increase access to the program was the only part of the action that was funded via LCFF. The Public Safety elective section was funded via the General Fund.

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

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

When comparing graduation rates over the last two years, Gateway High School had a decline of 10% in 23-24. According to the California School Dashboard, Gateway High School's graduation rate was 59.5% in 2023-2024.

Although the California Schools Dashboard shows no improvement in College and Career Readiness (0% in 22-23 and 0% in 23-24), twelve students completed the first year of the Public Safety CTE Pathway with future plans to continue their involvement in CTE classes offered at Gateway High School. The reason behind the lack of improvement in this area is because students have to meet two of the criteria listed on the California Schools Dashboard's College and Career Indicator. In 23-24, no students at Gateway High School Met Standard on the mathematics or English CAASPP. AP and Dual Enrollment classes are not offered at Gateway. Gateway High School's classes are offered via Edgenuity and not considered College Prep. Because the Public Safety 1 class was offered in 24-25 for the first time ever at Gateway High School, no students have yet completed a CTE Pathway.

Given the lack of progress in these metrics, this action is considered INEFFECTIVE.

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

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

Metric 4.1 regarding Attendance Rates was previously reported based on reports from Attention2Attendance (A2A), which pulled data attendance and embedded student data from the Student Information System (Aeries). However, the District no longer holds a contract with A2A, as such, the metric's baseline and year one outcome data was changed to reflect that is now sourced from DataQuest and Aeries combined to include as many student groups as possible for Chowchilla Union High School District.

The description of Goal 4 was also updated to illustrate and explain a connection between student exposure to CTE classes like photography and student achievement on statewide assessments like ELPAC, CASSPP ELA and student outcomes related to graduation rates and student attendance rates. The District has aims for improvement on CAASPP ELA and ELPI for the 25-26 school year at Gateway High School.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Access to CTE Classes at Gateway High School	This action will fund supplies for a CTE class in Photography exclusively open to Gateway High School students (class funded via AMS funds) and partially fund a third Gateway High School teacher to allow more students access to the program at continuation (1.0 FTE).	$80,300.00	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.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Due to the Learning Recovery 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.

This goal reflect actions and planned expenditures for the 25-26 school year related to the Learning Recovery Block Grant. A full template for the grant through the 27-28 school year is posted to the public on the District's website Public Notices page.

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 91.2% (CUHS: 92.7%; Independent Studies: 60.4%; Gateway High School: 72%).	According to the Student Information System, Aeries, the 24-25 Attendance Rate for CUHSD was 87.8% (CUHS: 94%; Independent Studies: 85.9%; Gateway High		The District's attendance rate will be 90% in the 2026-2027 school year. CUHS's will be 96%.	The current difference from baseline is a decline 3.4% at CUHSD; 1.3% at CUHS; 25.5% at Independent Studies; Gateway High School 11.4% according to the Student

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			School: 83.4% as of April 2025). Data is pulled monthly and averaged across sites to reflect yearly average.		Independent Studies' will be 84%. Gateway High School's will be 89%.	Information System, Aeries.
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.	According to Local District Indicator Survey Data in 24-25, 42% of students reported Strongly Agree or Somewhat Agree with the statement: At my school, I feel safe. 48% of students felt Neutral about the statement while 7% Disagree and 4% Strongly Disagree. While 68% of parents Somewhat Agree or Strongly Agree with the following statement: I believe my student(s) feel(s) safe at his/her school.		District survey data will show that at least 67% of students feel Safe or Very Safe on campus while similar questions will yield the following results with parents and staff: 80% with parents and 90% with staff according to Local District Indicator Survey Data.	The difference from baseline for student safety based on LCAP survey data showed a decrease and were the following: Students: 11% Parents: 4% Staff: 4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			82% of staff Agree or Strongly Agree with the following statement: Students feel safe at school.			
5.3	High School Graduation Rate	According to the California School Dashboard, the District's graduation rate in 2022-2023 was 87.2%. Chowchilla Union High School was at 92.6% and Gateway High School was at 69%. District disaggregated data showed the following percentages for student groups: 87.1% (Hispanic); 90.9% (White); 80.4% (English Learners); 86.6% (Socioeconomically Disadvantaged); 55.6% (Students with Disabilities); 81.3% (Homeless). Other student group data not available due to small population size.	According to the California School Dashboard, the District's graduation rate in 2023-2024 was 86.8%. Chowchilla Union High School was at 92.9% and Gateway High School was at 59.5%. District disaggregated data showed the following percentages for student groups: 87.6% (Hispanic); 83.1% (White); 85.9% (English Learners); 85.7% (LTEL); 86.5 (Socioeconomically Disadvantaged); 75 (Students with		The District's graduation rate will be 94% in the 2026-2027 school year as shown on the California School Dashboard. CUHS will be at 96% Gateway High School will be at 75% Disaggregated data will show the following percentages: 96% for the District and 97% for CUHS (Hispanic) 98% for the District and 98% for CUHS (White)	The difference from baseline for the District's graduation rate shows a decline of 0.4%. The difference from baseline for Chowchilla Union High School is 0.3% and Gateway High School was a decrease of 9.5%. Disaggregated data showed the following differences from baseline for student groups: A reduction of 0.5% (Hispanic); a decrease of 7.8% (White); 5.5% (English Learners); a decline of 0.1% (Socioeconomically Disadvantaged);

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Disabilities); 66.7% (Homeless). Other student group data not available due to small population size.		89% for the District and 97% for CUHS (English Learners) 95% for the District and 97% for CUHS (Socioeconomically Disadvantaged) 62% for the District (Students with Disabilities) 90% for the District (Homeless Students)	19.4% (Students with Disabilities); a reduction of 14.6 (Homeless). Other student group data not available due to small population size.
5.4	CAASPP English Language Arts	According to the California School Dashboard, the District is 30.5 points below standard on the CAASPP English Language Arts in the 2022-2023 school year. Chowchilla Union High School students were 5.6 points below standard while Gateway High School students were 177.7 points below standard. For comparison, the California state average for all students was 13.6 points below	According to the California School Dashboard, the District is 65.6 points below standard on the CAASPP English Language Arts in the 2023-2024 school year. Chowchilla Union High School students were 49.4 points below standard while Gateway High School students were 186 points below standard.		According to the California School Dashboard, in 2026-2027, the District will be 10 points below standard on the CAASPP English Language Arts. Disaggregated data will show the following for student groups: -11 (Hispanic); -10 (White); -80 (English Learners); -20 (Socioeconomically Disadvantaged); -55 (Students with	The current difference from baseline for the District is a decline of 35.1 points below standard on the CAASPP English Language Arts. The current difference from baseline for Chowchilla Union High School's students is a decrease of 43.8 while the difference from baseline for Gateway High

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		standard. Disaggregated data showed the following for student groups: -31.7 (Hispanic); -29.4 (White); -106.1 (English Learners); -42.8 (Socioeconomically Disadvantaged); -74 (Students with Disabilities). Negative numbers indicate below standard status. Other student group data not available due to small population size.	For comparison, the California state average for all students was 13.2 points below standard. Disaggregated data showed the following for student groups: -73.9 (Hispanic); -46.3 (White); -120 (English Learners); -154.3 (LTEL); -75.9 (Socioeconomically Disadvantaged); -148.3 (Students with Disabilities). Negative numbers indicate below standard status. Other student group data not available due to small population size.		Disabilities). Negative numbers indicate below standard status.	School is a decline of 8.3. Disaggregated data showed the following differences and declines from baseline for student groups: 42.2 (Hispanic); 16.9 (White); 13.9 (English Learners); 33.1 (Socioeconomically Disadvantaged); 74.3 (Students with Disabilities).
5.5	CAASPP Mathematics	According to the California School Dashboard, the District is -124.1 points below standard on the CAASPP Mathematics	According to the California School Dashboard, the District is -123.5 points below standard on the CAASPP		According to the California School Dashboard, in 2026-2027, the District will be 100 points below standard on the	The current difference from baseline for the District is 0.6 points below standard on the CAASPP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		in the 2022-2023 school year. Chowchilla Union High School students were 107.8 points below standard while Gateway High School students were 228.1 points below standard. For comparison, the California state average for all students was 49.1 points below standard. Disaggregated data showed the following for student groups: -128.1 (Hispanic); -111.5 (White); -183.8 (English Learners); -135.4 (Socioeconomically Disadvantaged); -197.7 (Students with Disabilities). Negative numbers indicate below standard status. Other student subgoup data not available due to small population size.	Mathematics in the 2023-2024 school year. Chowchilla Union High School students were 111.2 points below standard while Gateway High School students were 221.6 points below standard. For comparison, the California state average for all students was 47.6 points below standard. Disaggregated data showed the following for student groups: -133.4 (Hispanic); -104.6 (White); -175.1 (English Learners); -204.9 (LTEL); -137 (Socioeconomically Disadvantaged); -207.7 (Students with Disabilities). Negative numbers indicate below standard status.		CAASPP Mathematics. Disaggregated data will show the following for student groups: -100 (Hispanic); -90 (White); -150 (English Learners); -105 (Socioeconomically Disadvantaged); -175 (Students with Disabilities). Negative numbers indicate below standard status.	Mathematics. The current difference from baseline for Chowchilla Union High School's students is a decline of 3.4 while the difference from baseline for Gateway High School is 6.5. Disaggregated data showed the following differences from baseline for student groups: a decrease of 5.3 (Hispanic); 6.9 (White); a decline of 8.7 (English Learners); a reduction of 1.6 (Socioeconomically Disadvantaged); a reduction of 10 (Students with Disabilities).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Other student group data not available due to small population size.			
5.6	Parent Participation	According to Local District Indicators, about 35% of parents/guardians participated in ELAC/DELAC, School Site Councils, Back to School Night, feedback committees, parent education/awareness classes, and other school events, with special emphasis on participation of parents of students in ELD and Special Education in the 2022-2023 school year.	According to Local District Indicators, about 45% of parents/guardians participated in ELAC/DELAC, School Site Councils, Back to-School Night, 8th Grade Parent Night, Academic Awards Night, Scholarship Dinner, feedback committees, parent education/awarene ss classes, and other school events, with special emphasis on participation of parents of students in ELD and Special Education in the 2023-2024 school year.		According to Local District Indicators, the District's Parent Participation rate will be 50% by the 2026-2027 school year for events hosted by school sites, such as ELAC/DELAC, School Site Councils, Back to-School Night, feedback committees, parent education/awarene ss classes, and other school events throughout the academic year.	The current difference from baseline is 10% for parent participation.

Goal Analysis [2024-25]

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.

Goal 5, Action 1 was written to fund guided study and Saturday school. Guided study sessions provided students with targeted academic support, helping them stay on track with coursework and improve study habits. Saturday school opportunities offered additional instructional time for students needing attendance recovery, remediation, or structured study environments. These programs contributed to increased student engagement and academic performance by providing structured support outside of regular class hours.

Goal 5, Action 2 was written to include an intern psychologist (1 FTE) for the 25-26 school year, English as a Second Language classes for parents for the 25-26 school year, student hotspots, increased access to the library and literacy for students, supplementary school meals, supplies for a stressless recreational room at Gateway High School, and the District's Ag Farm Manager (1 FTE). The intern psychologist will provide mental health supports for students, assisting with assessments, interventions, and counseling services to address emotional and behavioral needs. English as a Second Language (ESL) classes for parents promoted family engagement by equipping parents with language skills to better support their children’s education. Increased access to student hotspots and library resources ensured that all students had the tools needed for research, literacy development, and digital learning.

Goal 5, Action 3 was developed to fund two sections of Credit Recovery within the Chowchilla Union High School master schedule and summer school opportunities. It was written to cover both staffing and program supplies. Credit recovery sections within the master schedule allowed students to make up missed credits during the school day, preventing delays in graduation progress. Summer school programs provided additional opportunities for students to retake essential courses and stay on track academically. Staff and program supplies ensured that both in-school and summer credit recovery programs operated efficiently, offering a structured and supportive learning environment. When looking at semester grade distribution data, the Spring of 2024 showed that 45.6% of grades were a D or F on semester report cards while the Fall of 2024 had a 35.5% rate for the same metric. Although not all classes are offered in Credit Recovery and Summer School, the District believes that the opportunity to retake classes in a timely manner leads to improved grades overall and a better grade distribution across campus.

Goal 5, Action 4 was included to fund a three-year contract with Solution Tree for PLC at Work professional development for teachers, supplemental bus transportation for extracurricular events for students, and a buyback duty day for teachers before the start of the year. The Solution Tree contract supported high-quality professional development, equipping teachers with collaborative strategies to improve student learning outcomes. Supplemental transportation ensured that students had access to extracurricular activities, including sports, academic competitions, and leadership events, regardless of personal transportation barriers. The buyback duty day before the school year allowed teachers to engage in training, curriculum planning, and classroom preparation to ensure a strong start to the academic year.

Goal 5 saw several key successes in supporting student achievement and well-being. Guided study and Saturday school provided targeted academic support and attendance recovery opportunities, contributing to improved student engagement and performance. Credit recovery classes embedded in the master schedule and summer school offerings helped reduce the overall number of D and F grades, supporting students in staying on track for graduation. The addition of an intern psychologist will expand access to mental health services, while ESL classes for parents will promote stronger family engagement just like they both have done in the past. Increased student access to hotspots,

library resources, and stress-reducing spaces at Gateway High School addressed both academic and social-emotional needs. Professional development through Solution Tree strengthened collaboration among staff, and supplemental transportation and teacher buyback days supported extracurricular participation and instructional preparedness.

Challenges included ensuring consistent participation in Saturday school and guided study sessions, as some students struggled with motivation or transportation barriers. Not all necessary courses were available through credit recovery, limiting its full impact. Hiring and retaining a qualified and dependable intern psychologist may pose difficulties due to the competitive job market and depleted applicant pool history for the last couple of years. Parent attendance in ESL classes may vary depending on scheduling and outreach like in previous years, and coordinating transportation for extracurricular activities continued to require logistical adjustments and staffing support.

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.

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

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

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

Attendance Rates: Since the 22-23 school year, attendance has improved at the Independent Studies Program by 25.5%, Chowchilla Union High School by 1.3% and Gateway High School by 11.4%. However, attendance rates at CUHSD (-3.4%) have not. This metric has seen partial improvement (tied to Action 5.1 and Action 5.3)

Safety and School Connectedness: According to Local District Indicator Survey Data in 24-25, 42% of students reported Strongly Agree or Somewhat Agree with the statement: At my school, I feel safe. 48% of students felt Neutral about the statement while 7% Disagree and 4% Strongly Disagree. While 68% of parents Somewhat Agree or Strongly Agree with the following statement: I believe my student(s) feel(s) safe at his/her school. 82% of staff Agree or Strongly Agree with the following statement: Students feel safe at school. When compared to the 23-24 school year survey results, 11% more students Agree or Strongly Agree with the statements listed previously. For the parent survey results, there was a 4% reduction and a 4% increase with staff. This metric has seen partial improvement (tied to Action 5.2)

Graduation Rates: Although graduation rates maintained in 23-24 when compared to 22-23 at CUHSD and CUHS, Gateway High School's graduation rate decreased by 9.5%. Most student groups also decreased overall, except for English Learners and Students with Disabilities: -0.5% (Hispanic); -7.8% (White); 5.5% (English Learners); -0.1% (Socioeconomically Disadvantaged); 19.4% (Students with Disabilities); -14.6% (Homeless). This metric has seen little to no improvement, with mostly maintaining rates (tied to Action 5.1 and Action 5.3).

CAASPP Mathematics: CAASPP Math scores either maintained or declined depending on student group. Overall, student scores maintained with a growth of 0.7 points. Low-Income students maintained with a small decrease of 1.6. English Learners increased by 8.7 points and LTELs 1.5 points. This metric has seen little to no improvement, with mostly maintaining rates (tied to Action 5.1, 5.3, and 5.4).

CAASPP English Language Arts: Performance on the CAASPP ELA declined in 23-24 when compared to the prior year. All students declined by 35.2 points. Low-Income students saw a decline of 33.1, while English Learners decreased by 13.9 points, and LTELs by 19.2 points. This metric did not improve (tied to Action 5.1, 5.3, and 5.4).

Parent Participation: Data has shown that parent participation has improved by 10% in 23-24 when compared to the prior year. This metric improved overtime (tied to Action 5.2)

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

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

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

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

Next year, the District will not offer a buyback day for teachers. It will also offer a new parent engagement and education opportunity through Parent University.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Instructional Learning Time	This will fund guided study and Saturday school.	$12,500.00	No

Action #	Title	Description	Total Funds	Contributing
5.2	Integrating Pupil Supports	This action will fund an intern school psychologist (1 FTE), Parent University classes for engagement and support from home (financial or digital literacy), a contracted social worker via Madera County Behavioral Health (0.2 FTE), student hotspots, increased access to the library and literacy for students, supplemental school meals, and the District's Ag Farm Manager (1 FTE).	$245,000.00	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.	$140,500.00	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.	$170,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$4,697,613	$568,670

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
35.029%	0.000%	$0.00	35.029%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Dual Enrollment and Advanced Placement Classes **Need:** The District believes that increasing the number of English Learners, foster students, homeless students, and socioeconomically disadvantaged students in the most rigorous courses on campus is essential (Honors, Advanced Placement, and Dual Enrollment).	The purpose of this action is to provide and ensure equitable access for our low-income, English Learners and Foster students into our Advanced Placement (AP) and Dual Enrollment classes at Chowchilla Union High School. While this action is principally directed towards the needs of our unduplicated student groups, all students will benefit from the Advancement Placement and Dual Enrollment classes.	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
	From 2011-12 to 2025, Advanced Placement (AP) participation and performance have shown overall growth. In the earlier period (2011-12 to 2016-17), the number of AP exams taken rose from 62 to 311 before slightly declining to 283, with pass rates improving from 19.4% to 30.7%. In the more recent data (2021-2025), total AP students increased from 72 in 2021 to a peak of 119 in 2024, while the number of exams grew from 115 to 185 in the same period before declining slightly in 2025. The percentage of students earning scores of 3 or higher improved from 48.61% in 2021 to a high of 61.34% in 2024, settling at 54.26% in 2025. These trends indicate both increased AP participation over time and notable gains in performance, particularly in the last five years. Therefore, increasing course offerings lead to an increased participation of students overall but, more notably, increased participation of low-income students increased significantly more when the District worked to remove financial barriers. 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. According to CollegeBoard data over the last five years, achievement outcomes for low-income students increased slowly.	The District will offer 11 class sections of Advanced Placement (AP) courses in Science, Mathematics, English, Spanish and Social Studies, an increase from its original four courses (five class sections) offered in 2012-2013. This action item will fund 9 class sections in the AP program. This includes any exam costs that would otherwise be the responsibility of the student, teacher salaries for the specific class sections, curriculum for these classes, and other classroom materials and supplies. This action item is also related to Dual Enrollment. Prior to the implementation of LCFF, the District did not offer any Dual Enrollment opportunities for students. This action item will fund teacher salaries related to these class sections, program fees associated with the partnerships and articulations in place through the local institutions of higher education, curriculum for these classes, and other classroom materials and supplies. This action will help reduce financial barriers for students who may otherwise not be able to take Advanced Placement and Dual Enrollment classes while enrolled in high school. However, the District is also aware that just making the classes accessible for English Learners, foster youth, homeless students, and socioeconomically disadvantaged does nothing to support them in maintaining good academic achievement in these classes. Socioeconomically Disadvantaged students made up about 81.8% of the overall student population in 23-24, and took 73% percent of the AP exams	Program and Dual Enrollment Program.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2021 to 2022 --Fee Reduction Not Granted: This group saw a substantial increase in its pass rate (scores 3, 4, or 5), jumping from 58.62% in 2021 to 87.10% in 2022. The mean score also rose significantly from 2.22 to 3.13. This was the largest year-over-year improvement for this group. --Fee Reduction Granted: This group also saw an increase in its pass rate, but it was much more modest, rising from 56.14% to 68.32%. The mean score increased from 2.18 to 2.52. --Change in Gap: The gap in pass rates between the two groups widened dramatically, from just 2.48 percentage points in 2021 to 18.78 percentage points in 2022, marking the largest disparity in the five-year period. 2022 to 2023 --Fee Reduction Not Granted: This group experienced a significant decline in its pass rate, falling from 87.10% to 74.36%. The mean score also dropped from 3.13 to 2.77. --Fee Reduction Granted: This group also saw a decline in its pass rate, decreasing from 68.32% to 68.89%. The mean score dropped slightly from 2.52 to 2.61. --Change in Gap: The gap in pass rates narrowed considerably from 18.78 percentage points in 2022 to 5.47 percentage points in 2023. This was the smallest gap in the last three years. 2023 to 2024 --Fee Reduction Not Granted: This group's pass rate rebounded, increasing from 74.36%	completed in May 2024 with a pass rate of only about 54.1%. This is in contrast to those students who were not eligible for an AP exam fee waiver who completed 27% of the total exams proctored but had a pass rate of 64%. When it comes to unduplicated pupils, those who are socioeconomically disadvantaged make up the largest student group indicating a need for the District to remove as many barriers for these students as possible to move to a more equitable and accessible system. Continuing for the 25-26 school year, the after school program partnered with teachers of AP classes will offer exam prep sessions leading into the testing days in May of 2026. This is something that started in the 22-23 school year. Students, especially those with increased barriers such as EL and low-income, benefit from extra academic support and a nutritious snack at each session. The aim is that this is to not online provide equitable access to coursework but to also provide supplemental support for students as they take the exam and increase pass rates. This action item will fund 9 class sections in the AP program. This includes any exam costs that would otherwise be the responsibility of the student, teacher salaries for the specific class sections, curriculum for these classes, and other classroom materials and supplies. This also includes exam prep sessions leading into the testing days in May of 2025. This action item will also fund teacher salaries related to Dual Enrollment class sections, program fees associated with the partnerships and articulations	

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
	to 84.00%. The mean score went up from 2.77 to 3.02. --Fee Reduction Granted: This group's pass rate also improved, rising from 68.89% to 74.81%. The mean score saw a slight increase from 2.61 to 2.72. --Change in Gap: The gap in pass rates widened again, from 5.47 percentage points to 9.19 percentage points. 2024 to 2025 --Fee Reduction Not Granted: The pass rate for this group remained stable at 84.31%, a minor increase from the previous year's 84.00%. The mean score was also unchanged at 3.02. --Fee Reduction Granted: This group's pass rate was also stable at 75.00%, a small increase from 74.81%. The mean score showed a minor increase from 2.72 to 2.74. --Change in Gap: The gap between the two groups remained almost identical at 9.31 percentage points, indicating a consistent performance trend for both groups. Prior to LCFF, in the 2011-12 school year, CUHSD did not pay for AP exams for students, which led to only 62 AP exams taken. 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	in place through the local institutions of higher education, curriculum for these classes, and other classroom materials and supplies.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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 groups. While the District's College and Career Readiness Indicator (CCI) is Green with 39.5% considered Prepared for college (2024 California School Dashboard), White students, English Learners, and Long-Term English Learners are struggling to complete the requirements to be considered college/career-ready compared to other students groups: White (Orange Level, 31%); English Learners (Yellow Level, 15.6%); Long-Term English Learners (Yellow Level, 16.1%). Other student groups are in the Green Level (Hispanic (41.3%); Socioeconomically Disadvantaged (38.2%)). Although the achievement gap is slowly closing AP pass rates and CCI rates are improving, the District believes there is still work to be done as data shows a clear need for students considered low-income for financial and scheduling access and support in order for them to equitably access educational opportunities in the District like any other student. The Districts remains committed to doing everything it can to continue this forward progress with increasing access to Dual Enrollment and Advanced Placement Classes. **Scope:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
1.2	**Action:** Career and Technical Education Programs **Need:** Educational partner feedback from parents and community members indicated that 63% 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, 69 % parents and community members believed that the District should prioritize connecting classroom learning to real world and job based skills and experiences. According to the 2024 California Schools Dashboard, in 2023-2024, 28.5% of students completed A-G Requirements. Of those students, 25.8% were low-income,12.5% were English Learners, 14.3% were LTELs, 7.1 % were students with disabilities, and 8.3% were Homeless students. Foster student data is not available due to their small size relative to the school population. All of which, increased when compared with the 22-23 school year with the exception of English Learners. Also, according the California School Dashboard, in 2023-2024, 45.4% of students in the senior class completed at least one CTE Pathway. Disaggregated data shows that of these students, 44.6% were low-income students, 28.1% were English Learners, 26.8% were LTELs, and 16.7% were Homeless students. Data for Foster students was not available due	The purpose of this action is to provide and ensure equitable access for our low-income, English Learners and Foster students into our Career and Technical Education Pathways at Chowchilla Union High School. While this action is principally directed towards the needs of our unduplicated student groups, all students will benefit from the Career and Technical Education Pathways. As pathways continue to grow and students experience success in completing the introductory courses, both the Patient Care Public Safety pathways added Capstone classes for Patient Care, Sports Medicine, and Public Safety 3 in 23-24. Also, 30 students in the Patient Care pathway are also completing hands-on practicum hours at local assisted living facilities before and during school hours as well as an academic class after school that teaches students concepts while periodically assessing the skills and knowledge they have learned in the 24-25 school year. Pathways in the areas of International Business; Marketing; Design, Visual, and Media Arts; Performing Arts; and Mental and Behavioral Health continued in 24-25. As did already established pathways in Software and Systems Development; Food Service and Hospitality; Animal Science; Ornamental Horticulture; Agricultural Mechanics; and Agriscience. Moreover, although not funded via LCAP, the District developed a new pathway in the area of Digital Photography.	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).

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
	to the group's size. All of which improved completion rates when compared to the 22-23 school year. While the District's College and Career Readiness Indicator (CCI) is Green with 39.5% considered Prepared for college (2024 California School Dashboard) and Hispanic and Socioeconomically Disadvantaged students are also Green, English Learners and Long-Term English Learners are considered Yellow while White students are considered Orange. Also, an analysis of current CTE course enrollment data (2024-2025), showed that 798 students were enrolled in at least one CTE class. Of these, 83.3% meet one or more of the eligibility criteria to be considered unduplicated pupils (English Learners, foster students, homeless students, and socioeconomically disadvantaged). Likewise, an analysis of previous 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 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	For the 25-26 school year, International Business, Software and Systems Development, and Marketing will not be available but access to the pathway of Athletic Training will increase with plans of establishing certifications in the future. These positions and pathways are principally directed at English Learners, foster students, homeless students, and socioeconomically disadvantaged students and students with exceptional needs to provide more one on one or small group instruction and develop their college and career readiness skills (20:1). Moreover, this 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, 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.	

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	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. In summary, the data indicates that the District's previous efforts to increase access to CTE is yielding positive results but The District continues to have needs in this area especially when it comes to English Learners and LTELs. Therefore, through this action, the District continues to make an effort to provide students with exposure and awareness to career training as well as knowledge and skills for application in a way that directly impacts students with the most need in a positive way. **Scope:** Schoolwide	Proximal to the community of Chowchilla, in neighboring cities, are also job opportunities in the areas of technology, hospitality, and behavioral health, which are pathways that are also 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. 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. 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.	

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		9. Invite Alternative Education teachers to professional development opportunities at CUHS. 10. Refine Designated and Integrated ELD instruction at Alternative Education. CTE programs offer significant benefits for English Learners and Low-Income students by providing practical, hands-on learning experiences that directly connect to in-demand jobs. These pathways build career readiness skills, giving students a head start in the workforce and a competitive edge in their chosen fields. By focusing on trades and professions available locally, the District ensures that students, especially those from low-income backgrounds, have equitable opportunities for employment and economic stability post-graduation. The District remains committed to funding these programs, recognizing them as a vital component of a comprehensive education that prepares all students for success, regardless of their chosen path. This action will fund 58 elective sections within the CTE program at CUHS, including teacher salaries for the specific class sections in the master schedule, textbooks for new pathways; classroom supplies and materials for all classes; hands-on experiences outside the classroom related to the pathway class content; and certification costs.	
1.3	**Action:** Student Experiences **Need:**	The purpose of this action is to provide and ensure equitable access for our low-income, English Learners and Foster students into our high quality student experiences above and beyond the typical instructional day at Chowchilla Union High School.	Student success indicators on the California Dashboard such as the District's attendance and suspension rates will be

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	Although student attendance data shows a slight decrease in chronic absenteeism in the last two years, it is still high with 27.8% in 2022-2023 and 25.9% in 2023-2024. Disaggregated student data shows the following chronic absenteeism rates in 23-24: -English Learners: 26.4% -Non-English Learners: Not Available -Long-Term English Learners: Not Available -Socioeconomically Disadvantaged Students: 36.94% -Homeless Students: 54.2% -Non-Homeless Students: Not Available -Migrant Students: 14.29% -Non-Migrant Students: 2.7% -Students in Special Education: 27.8% -Students Not In Special Education: Not Available -African American: 33.3% -American Indian or Alaska Native: 27.3% -Asian: 3.8% -Hispanic/Latino: 25.9% -White: 25.9% -Two or More Races: 50% Other student group data not available. Essentially every student group, with the exception of homeless students and students with two or more races have improved their chronic absenteeism. Although suspensions have also increased over time from 2021 to 2022, the 23-24 school year is marked with positive change. According to the California School Dashboard,	While this action is principally directed towards the needs of our unduplicated student groups, all students will benefit from having a variety of student experiences that will increase and maintain student engagement and participation. Data shows that student suspensions and chronic absenteeism at CUHS have improved when compared to last year and 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. 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.	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 students, and foster youth).

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	the District's suspension rate in 2023-2024 was 4.3%. Disaggregated data showed the following percentages for student groups: 4.6% (Hispanic); 5.6% (English Learners); 6.1% (LTEL) 4.6% (Socioeconomically Disadvantaged); 19.2% (Homeless); 9.5% (African American); 3.7% (Asian); 15.8% (Two or More Races). Other student group data not available due to small population size. Although every student group with the exception of students with two or more races, has improved, the District still has higher rates in the following student groups: Hispanic, English Learners, LTEL, African American, Socioeconomically Disadvantaged, Homeless students, and Students with Two or More Races, in comparison to the overall suspension rate for the District. Lastly, educational partner feedback from parents indicated that 44% of parents and 55% of staff surveyed believe CUHS should increase and prioritize access to engaging extracurricular activities. Team roster data for 23-24 and 24-25 showed that 69% and 67% 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. **Scope:** LEA-wide	Based on educational partner feedback from 2024-2025 (students), 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 on campus next school year. Not only will PBIS focus on overall school 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	

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		all students but adds an an extra layer of support and connectedness for English Learners, foster students, homeless students, and socioeconomically disadvantaged students. This action will fund a variety of experiences that enhance student classroom experiences such as college trips, Career and Technical Education Competitions, the Chowchilla Union High School Academic Decathlon team, Supplementary Driver's Education Certificates for students in grades 10th-12th, and the Chowchilla Union High School Positive Behavioral Interventions and Supports Program.	
1.4	**Action:** Access to Technology **Need:** Educational partner survey data from staff (40%) and parents (63%) 2024-2025 indicated that access to technology, such as 1:1 Chromebook devices (funded from LCAP) and internet hotspots for those in need should continue to be a priority for the District. The student survey respondents indicated that 100% 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. Over the last couple of years and especially sinch the District went 1:1 for student devices	Increasing student connectivity allows students to research and complete homework assignments while at home. Also, increasing levels of internet connectivity allows students to access the District's online credit recovery program (Edgenuity) from home in the evenings and on weekends. Lastly, funding software for classroom and student use allows students to have access to learning tools from anywhere through the use of their District-issued Chromebooks, backpacks, and headsets. These are resources that may be hard to come by for students with financial barriers at home if they are not provided by the District. This action item will fund Chromebooks and parts for Chromebook repairs (hotspots for those who need connectivity support at home will be funded as well (LCAP 5.2)) and Information Computer Technology Technicians (2 FTE) to provide support for students and staff in and outside the classroom. This action item will also fund	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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	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	instructional software for classroom and student use as well as backpacks and headsets for students who have not received one recently.	
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 at 25.9% in 23-24. Through intensive and concerted efforts via the Differentiated Assistance process, the CUHS administrative team has also seen suspensions decrease when compared to prior data. In 23-24, the District had a 4.3% suspension rate. Disaggregated data shows that 19.2% of homeless students, 5.6% of	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.	The District will use attendance and suspension rates to measure the effectiveness of this action.

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	English Learners, and 4.6% of students who were Socioeconomically Disadvantaged were suspended at least one day (2024 California Dashboard). Foster youth were not issued a color or rate due to the population size. This is evidence of not only an overall decrease in disciplinary incidents and student disconnectedness through a decrease in chronic absenteeism but also overall improvement with every student group on both metrics with the exception of students two or more races (suspension) and homeless students (chronic absenteeism). Moreover, feedback on student survey data from December of 2024 was positive regarding school culture with at least about 33%-50% of students indicating they either Strongly Agree: -At my school, I feel close to people (50%) -I am happy to be at my school (35%) -At my school, I feel like I am part of it (40%) -At my school, the teachers treat the students fairly (43%) -At my school, I feel safe (42%) -At my school, the teachers communicate with parents/guardians about what students are expected to learn in class (49%) -At my school, parents feel welcome to participate (42%) -At my school, the school staff take parental concerns seriously (47%) -At my school, it is hard for me to stay focused when doing my schoolwork (33%)	Student leaders in ASB 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 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	

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	However, student survey data also indicated a prevalence of neutrality, meaning that about 36%-48% of responses were neutral on Likert Scales for the same statements indicated above. This points a lack of student connectedness and engagement 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 and low income students, survey data revealed: -16% 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%. -13% 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 to the question Is there anything else you can share with us about your school experience:	Readiness, school attendance, and academic achievement. This action item will fund the Link Crew and Student Leadership opportunities (ASB) including a teaching salary for five class periods, some program supplies and student learning opportunities, and costs related to supplementary events that Link Crew and ASB host for students. This action will also fund 0.14 FTE of another teaching salary to coordinate the Teacher Assisted Program for Students (TAPS) and Tribe Time Program as well as a small budget for program supplies.	

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	"I like the school. It's a very nice place to learn and hang out." Feedback provided in Spanish: "I like how students are supported very much." Feedback provided in Spanish: "Everything has been good up until now." Feedback provided in Spanish: "Mr. Rose is very good and has a lot of patience to teach his class. Math doesn't come easy to me but this teacher helps a lot and he teaches very well." Feedback provided in Spanish: "I haven't been enrolled in school for too long but up until now, the school seems really good." 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 for 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 65%. The group is somewhat representative of the overall school population in terms of the percentage of low-income students in the		

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	class. 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 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) will develop school-wide 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,		

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	foster students, homeless students, and socioeconomically disadvantaged students. **Scope:** LEA-wide		
2.4	**Action:** Pupil Services Support **Need:** California Dashboard data for 2024 indicated an overall student performance on the CAASPP for ELA in the Red category, a decline when compared to 2023 data. The District is 65.6 points below standard on the CAASPP English Language Arts in the 2023-2024 school year. Chowchilla Union High School students were 49.4 points below standard while Gateway High School students were 186 points below standard. For comparison, the California state average for all students was 13.2 points below standard. Disaggregated data showed the following for student groups: -73.9 (Hispanic); -46.3 (White); -120 (English Learners); -154.3 (LTEL); -75.9 (Socioeconomically Disadvantaged); -148.3 (Students with Disabilities). Negative numbers indicate below standard status. Other student group data not available due to small population size. In 2024 the CAASPP mathematics indicated an overall student performance in the Red category. The District was 123.5 points below standard (the state of California is 47.6 points	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. 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.	Student success indicators on the California Dashboard such as the District's distance from standard on CAASPP English and mathematics exams as well as CCI rates 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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	below standard). This shows that scores have essentially maintained when compared to 2023 numbers. Chowchilla Union High School students were 111.2 points below standard while Gateway High School students were 221.6 points below standard. Disaggregated data showed the following for student groups: -133.4 (Hispanic); -104.6 (White); -175.1 (English Learners); -204.9 (LTEL); -137 (Socioeconomically Disadvantaged); -207.7 (Students with Disabilities). Negative numbers indicate below standard status. Other student group data not available due to small population size. According DataQuest, of the 287 students tested, 2.4% of students Exceeded Standard and 17.8% of students Met Standard (20.2% combined) on the California Science Test in the 2023-2024 school year. Of the 255 students tested at Chowchilla Union High School, 2.8% of students Exceeded Standard and 20% Met Standard (22.8% combined). At Gateway High School, of the 32 students tested, 0% Exceeded Standard and 0% Met Standard. For comparison, in California, 7.7% of students Exceeded Standard and 22.9% of students Met Standard. Disaggregated data showed the following for student groups in the District: -Socioeconomically Disadvantaged: 1.3% -Exceeded Standard and 16% -Met Standard (17.3% combined)	The Learning Director provides direct support in the English Learner program by working with staff and students directly. When staff participates in professional development on site related to teaching strategies, lesson planning, or other content related to supporting English Learners, the Learning Director is involved in the development of these training sessions. He helps with statewide assessments and ensuring that the assessment calendar allows for as much support of students and staff. As he supports staff and walks through classrooms, he provides feedback for teachers on how they can improve their instructional support. He works closely with the District Academic Coach who also provides direct support to teachers.	

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	About 39.5% of students were considered College and Career ready in 2024 and the District was in the Green category. For comparison purposes, the California rate for 2024 was 45.3% and the District's last reported rated in 2023 was 32.7%. Disaggregated data showed that Hispanic and Socioeconomically Disadvantaged students are in the Green category as well, while English Learners and Long-Term English Learners are in the Yellow category, and White students were in the Orange category for the College and Career Preparedness Indicator. No other student group levels were reported due to the population sizes. Students and staff in educational partner feedback sessions also voiced a need for increased social emotional support services. The data is indicative of students' ongoing need for support beyond academic issues. CUHSD is fully committed to academic growth (the results on statewide assessments over the last three years are evidence of an ongoing need) but staff is also aware that students come to school with other unmet needs that can become a barrier for learning. School services offered through the District's foster and homeless services, socio-emotional counseling, and pantry services can help reduce these barriers. **Scope:**		

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	LEA-wide		
3.1	**Action:** Update and Modernize Facilities **Need:** Needs for Weight Room Improvements: Research shows a recent and continuing increase to 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 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,	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. 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. This action will fund continuing weight room improvements to facilities for use by students in the after school program. This action will also fund new classroom desks and chairs for students.	Due to the correlation between mental and/or physical health and student attendance, attendance and chronic absenteeism rates will be monitored (especially for English Learners, low-income students, homeless students, and foster youth). Another internal metric will be based on survey results from questions related to health in the yearly Student Perceptions (LCAP) Surveys.

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	Pekel, & Aydos, 2018; Susmara, Curtner-Smith, & Wind, 2021). Related to campus climate and culture, educational partner feedback from students and staff as well as written survey feedback from students has indicated a need to focus on increased and improved school spirit. Students are happy to be 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		

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	above. This points a lack of student connectedness and engagement to school and a need to use school-wide events that promote 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 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		

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	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, staff, and students 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 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 decrease in chronic absenteeism in the last two years, it is still high with 25.9% in 2023-2024 and 27.8% in the 2022-2023 school year. In 2024-2025 of the 593 student athletes who participated on teams, 400 qualified for free and reduced lunch (67%).	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). 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. This will also fund contracted services for oversight and guidance to the staff member training others to ensure her services are compliant with state laws and regulations. In addition, this action will fund bus driver stipends for staff who 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.	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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	While the After School Program has grown tremendously over time with an average attendance of 118 students in 2024 and 119 in 2025 as of April of 2025, 90.4% on average are identified as English Learners, foster students, homeless students, and socioeconomically disadvantaged students, specifically students in ELD or those exceptional needs, according to after school program attendance records (over 600 students on the CUHS campus have attended at least once). An analysis of 24-25 District student data revealed that 76.6% of all students eligible to 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 as well as via survey data (parents, students, staff), it became abundantly clear that the District should increase opportunity for parents to become involved; educated about postsecondary opportunities and opportunities to further their own educations in topics of interest and benefit to them; and aware of how to support their students in this process.	Partnership with California State University, Fresno: Parent University New for the 25-26 school year, Chowchilla Union High School will partner with Fresno State to offer free online classes to parents and other adult community members. These classes, available in both English and Spanish, will be held virtually via Zoom two evenings a week and include topics such as small business development and personal growth. Participants will receive reminders by text message and, upon completion, will earn Fresno State certificates. The program runs in three	The college and career readiness indicator on the California Dashboard, especially for English Learners, low-income students, homeless students and foster youth.

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	Parents indicated that they needed more information about topics such as scholarships, college applications, digital literacy, financial literacy, ESL, and standardized tests required for college admissions. Students desired more information about scholarships while staff indicated the need to support parents in their desire to become more involved in their students' education. Moreover, the class of 2025 included 209 students, 77% of which are English Learners, foster students, homeless students, and/or socioeconomically disadvantaged students. When students were surveyed about their postsecondary plans, 42 graduates of the class of 2025 (20% of the graduating class) indicated that they were planning to pursue higher education at a four-year university. Of these students, 27 were English Learners, foster students, homeless students, and/or socioeconomically disadvantaged students (16.7%). Given the small percentage of students attending a four-year college, this is 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. **Scope:** LEA-wide	cohorts throughout the year, with each cohort lasting three months. Fresno State provides marketing flyers, registration support, and even raffles to increase engagement. Registration is open to all adults in the community, including recent graduates, and no one is turned away. This initiative aims to strengthen community ties and provide meaningful opportunities for adult learning and advancement. Class offerings can vary based on interest and need but they can typically include: Small Business Development * Start or expand a business * Learn business planning, permits/licenses, marketing, credit, taxes, and more * Includes QuickBooks training and 1:1 support (logos, websites, business cards) Digital Literacy 1–4 * Level 1: Basic computer skills, internet navigation, email, online safety * Level 2: Google apps for education (Docs, Slides, Sheets), understanding devices * Level 3: Advanced Google app functions, calendar use, Canva, and Google Sites * Level 4: Web design, databases, spreadsheets, animation tools Financial Literacy * Budgeting, banking, credit/FICO scores, 529 college savings plans * Smart spending, goal setting, and borrowing strategies	

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		Pathway to College * College planning support for adults and parents * Helps participants assist their children and prepare for lifelong success Health & Wellness * Mental and physical health, nutrition, exercise, chronic disease prevention * Topics include diabetes, hypertension, stress, and oral health Social Emotional Learning * Emotion management, empathy, goal setting, relationship building * Conflict resolution and raising emotionally aware children English Conversation * Develop listening, speaking, reading, and translating skills in English * Practice oral and written communication for real-life application Spanish Conversation * Improve fluency in Spanish with reading, speaking, listening, and translation * Designed for adult learners looking to master Spanish in various contexts Professional Development * Résumé building, interviewing, job search strategies, business etiquette * Build a professional brand and plan long-term career paths Parenting Skills	

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		* Understand digital safety and social media * Learn strategies for creating healthy family boundaries and tech use 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 -Individual Parent Meeting -Campus Visit to a College or University -Closing Reception Counselors and site administration from CUHS will attend these workshops with parents and University of California, Merced staff to answer	

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		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. This action item will fund a contracted service with UC Merced for the Parent Empowerment Program or the CSU Fresno Parent University or ESL Classes with Merced College (based on parent interest) as well as costs associated with extra pay for extra work for two staff members to recruit parent participation weekly. It will also fund (in combination with the Learning Recovery Block Grant) ESL classes in partnership with Merced College and the local elementary district. Costs include shared expenses for food and staffing to cover classes, catering, and child care opportunities.	

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		These classes will continue to occur weekly in the Fall of 2025 and include child care, light dinner, and materials free of cost to parents. The aim would be to create enough interest in the opportunities that staff is able to set up a rotating schedule with its partners yearly. 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 University (a program geared at increasing education, awareness, and engagement from parents).	
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	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	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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	to the necessary daily maintenance on campuses. For example, since 2022, the District has doubled the size of its After School Program and Gateway High School enrollment; added more than three student clubs or teams; added CTE programs in Public Safety, Patient Care, Arts, Media, and Entertainment, 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 27.8% in 2022-2023 and 25.9% in 2023-2024. Also, as indicated previously, in 2024-2025,of the 593 student athletes who participated on teams, 400 qualified for free and reduced lunch (67%).	events, and to and from the After School Program, which have all grown in the last three years. 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. This action will also fund custodial supplies.	

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	Additionally, in 2024-2025, of the 593 student athletes who participated on teams, 400 qualified for free and reduced lunch (67%). **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 2024 was positive regarding school culture with at least about 33%-50% of students indicating they either Strongly Agree or Agree with the following statements: -At my school, I feel close to people (50%) -I am happy to be at my school (35%) -At my school, I feel like I am part of it (40%) -At my school, the teachers treat the students fairly (43%) -At my school, I feel safe (42%)	These staff members will also improve the campus culture. Based on educational partner feedback from surveys (parents and students), 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 via the Wellness Center. 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.

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	-At my school, the teachers communicate with parents/guardians about what students are expected to learn in class (49%) -At my school, parents feel welcome to participate (42%) -At my school, the school staff take parental concerns seriously (47%) -At my school, it is hard for me to stay focused when doing my schoolwork (33%) However, student survey data also indicated a prevalence of neutrality, meaning that about 36%-48% of responses were neutral on Likert Scales for the same statements indicated above.This points a lack of student connectedness and engagement to school. 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: -16% 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%. -13% of English Learners who responded to the student survey reported feeling Dissatisfied or Very Dissatisfied with their	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 25-26 LCAP. 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.	

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	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: "I like the school. It's a very nice place to learn and hang out." Feedback provided in Spanish: "I like how students are supported very much." Feedback provided in Spanish: "Everything has been good up until now." Feedback provided in Spanish: "Mr. Rose is very good and has a lot of patience to teach his class. Math doesn't come easy to me but this teacher helps a lot and he teaches very well." Feedback provided in Spanish: "I haven't been enrolled in school for too long but up until now, the school seems really good." 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,		

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	indicating that while effective, there is still ongoing need for the actions in the plan over the last couple of years. Although student attendance data shows a decrease in chronic absenteeism in the last two years, it is still high with 25.9% in 2023-2024 and 27.8% in the 2022-2023 school year. **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 additional concentration grant add-on funding to continue to employ four permanent substitute teachers in the 2025-2026 school year. Although student attendance data shows a decrease in chronic absenteeism in the last two years, it is still high with 25.9% in 2023-2024 and 27.8% in the 2022-2023 school year.	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 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 25-26 school year, its needs for substitute teachers have gone unchanged. Therefore, this	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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	Scope: LEA-wide	action will fund 4 full-time contracted substitute teachers for 2025-2026. The District plans to continue to use the additional concentration grant addon funding to continue to employ four permanent substitute teachers (4 FTE).	

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.

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2.1	**Action:** Required Action (ELA CAASPP 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 (212 students in 21-22; and 207 students in 22-23; and 186 in 23-24) Also, 44.3% of students are making progress towards English language proficiency and the District's performance level is considered Orange overall. However, it is also reflective of a slight decrease of 5.5% and color change from Green to Orange when compared to the 22-24 school year and about 23.4% of the	Supports are integrated into English Learners' core classes and these services are coordinated to ensure that students receive the best help possible. Teacher feedback as well as academic progress is analyzed to make changes to classroom support as needed. Another support for students that started back in 22-23 is after school tutoring available in all subjects. Students are recruited for the voluntary program via meetings with liaisons and parents, especially those that show academic struggles based on grade reporting windows. This program is funded outside of LCAP funds but it entirely targets students with the most academic need. These services enhance the educational experience of English Learners by providing	EL reclassification rates and ELPI rates on the California Dashboard will be monitored to measure success.

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	District's English Learners decreased by at least one ELPI level in 23-34, according to the California Dashboard. Moreover, according to CALPADS and the California School Dashboard, 27% of English Leaners (76 of 281 students) were reclassified in 2023-2024. Over time, the number of students who are considered At-Risk for becoming Long-Term-English-Learners or Long-Term-English-Learners has also remained large when compared to overall EL numbers at CUHSD. In 21-22 there were 132 students (10 ARLTEL and 122 LTEL); in 22-23 there were 169 students (10 ARLTEL and 159 LTEL); in 23-24 there were 129 students (4 ARLTEL and 125 LTEL), according DataQuest. Although the District's ELPI and reclassification rates are good, the recent decline in ELPI rates and the fact that a majority of English Learners are considered LTELs or ARLTELs is indicative continuous needs for academic supports with this group of students. With the goal of English Language Development being overall language acquisition paired with academic success, supplementary supports are necessary to help English Learners at CUHS. **Scope:** Limited to Unduplicated Student Group(s)	support in core classes and also helping them develop their skills cross-curricularly in other classes that may be electives but have specialized academic vocabulary related to the CTE industry they are related to. Additionally, this action item will fund an bilingual Alternative Education Clerk (1 FTE) and the equivalent of 1.50 FTE between three clerical staff members at CUHS to provide targeted services to English Learners, foster students, homeless students, and socioeconomically disadvantaged students at Alternative Education through various outreach efforts.	

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2.3	**Action:** Required Action (LTEL): Enhancing Capacities and Maintaining a High Quality Staff **Need:** California Dashboard data for 2024 indicated an overall student performance on the CAASPP for ELA in the Red category, a decline when compared to 2023 data. The District is 65.6 points below standard on the CAASPP English Language Arts in the 2023-2024 school year. Chowchilla Union High School students were 49.4 points below standard while Gateway High School students were 186 points below standard. For comparison, the California state average for all students was 13.2 points below standard. Disaggregated data showed the following for student groups: -73.9 (Hispanic); -46.3 (White); -120 (English Learners); -154.3 (LTEL); -75.9 (Socioeconomically Disadvantaged); -148.3 (Students with Disabilities). Negative numbers indicate below standard status. Other student group data not available due to small population size. In 2024 the CAASPP mathematics indicated an overall student performance in the Red category. The District was 123.5 points below standard (the state of California is 47.6 points below standard). This shows that scores have essentially maintained when compared to 2023 numbers. Chowchilla Union High School students were 111.2 points below standard while Gateway High School students were	Equipping staff with the knowledge and strategies necessary to effectively lead their classrooms is a priority for the District. In the last four 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). This action will fund professional development opportunities for classified and certificated staff. This action will also fund the 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.	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).

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	221.6 points below standard. Disaggregated data showed the following for student groups: -133.4 (Hispanic); -104.6 (White); -175.1 (English Learners); -204.9 (LTEL); -137 (Socioeconomically Disadvantaged); -207.7 (Students with Disabilities). Negative numbers indicate below standard status. Other student group data not available due to small population size. According DataQuest, of the 287 students tested, 2.4% of students Exceeded Standard and 17.8% of students Met Standard (20.2% combined) on the California Science Test in the 2023-2024 school year. Of the 255 students tested at Chowchilla Union High School, 2.8% of students Exceeded Standard and 20% Met Standard (22.8% combined). At Gateway High School, of the 32 students tested, 0% Exceeded Standard and 0% Met Standard. For comparison, in California, 7.7% of students Exceeded Standard and 22.9% of students Met Standard. Disaggregated data showed the following for student groups in the District: -Socioeconomically Disadvantaged: 1.3% -Exceeded Standard and 16% -Met Standard (17.3% combined) About 39.5% of students were considered College and Career ready in 2024 and the District was in the Green category. For comparison purposes, the California rate for 2024 was 45.3% and the District's last reported rated in 2023 was 32.7%.		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Disaggregated data showed that Hispanic and Socioeconomically Disadvantaged students are in the Green category as well, while English Learners and Long-Term English Learners are in the Yellow category, and White students were in the Orange category for the College and Career Preparedness Indicator. No other student group levels were reported due to the population sizes. Also, when students were surveyed in December 2024, a majority of students (61%) 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:** Limited to Unduplicated Student Group(s)		

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

NA

Additional Concentration Grant Funding

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

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

The District plans to continue to use its supplemental concentration grant add-on funds to continue to have one additional custodian (1 FTE) who will set up extracurricular events and activities while also providing supplemental transportation, thus, 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 2025-2026 school year (Goal 3, Action 6).

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	1:20
Staff-to-student ratio of certificated staff providing direct services to students	NA	1:23

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	13,410,449	4,697,613	35.029%	0.000%	35.029%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,713,113.00	$648,300.00	$0.00	$0.00	$5,361,413.00	$4,344,120.08	$1,017,292.92

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	$270,955.04	$49,044.96	$320,000.00				$320,000.00	
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	$1,269,518.01	$47,981.99	$1,317,500.00				$1,317,500.00	
1	1.3	Student Experiences	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$45,458.83	$39,484.17	$84,943.00				$84,943.00	
1	1.4	Access to Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$210,642.18	$309,357.82	$520,000.00				$520,000.00	
2	2.1	Required Action (ELA CAASPP Districtwide): Support for English Language Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$218,973.69	$5,526.31	$224,500.00				$224,500.00	
2	2.2	Leadership Opportunities for Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$127,101.47	$14,398.53	$141,500.00				$141,500.00	
2	2.3	Required Action (LTEL): Enhancing Capacities and Maintaining a High Quality Staff	English Learners	Yes	Limited to Unduplicated	English Learners	All Schools	Ongoing	$596,220.83	$7,279.17	$603,500.00				$603,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Student Group(s)											
2	2.4	Pupil Services Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$526,175.80	$23,824.20	$550,000.00				$550,000.00	
3	3.1	Update 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	$75,000.00	$75,000.00				$75,000.00	
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	$151,750.25	$110,249.75	$262,000.00				$262,000.00	
3	3.3	Community Engagement and Awareness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$30,000.00	$30,000.00				$30,000.00	
3	3.4	Extracurricular and After School Program Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$172,744.41	$63.19	$172,807.60				$172,807.60	
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	$146,410.32	$3,589.68	$150,000.00				$150,000.00	
3	3.6	Permanent Substitute Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$245,862.40	$0.00	$245,862.40				$245,862.40	
3	3.7	Required Action (Suspensions Districtwide; Suspensions Districtwide for English Learners; Suspensions Districtwide Homeless Students; Suspensions Districtwide Low-Income Students; Suspensions Districtwide Students with Disabilities; Suspensions Districtwide White	Students with Disabilities English Learners, Homeless Students, Low-Income Students, and White Students who were Suspended	No			All Schools	Ongoing	$15,500.00	$0.00	$15,500.00				$15,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		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														
4	**4.1**	Access to CTE Classes at Gateway High School	All	No			Specific Schools: Gateway High School	Ongoing	$77,251.82	$3,048.18		$80,300.00			$80,300.00	
5	**5.1**	Instructional Learning Time	All	No			All Schools	Ongoing	$12,188.80	$311.20		$12,500.00			$12,500.00	
5	**5.2**	Integrating Pupil Supports	All	No			All Schools	Ongoing	$138,472.41	$106,527.59		$245,000.00			$245,000.00	
5	**5.3**	Access to Instruction for Deficient Pupils	All	No			All Schools	Ongoing	$118,893.82	$21,606.18		$140,500.00			$140,500.00	
5	**5.4**	Additional Academic Services for Pupils	All	No			All Schools	Ongoing	$0.00	$170,000.00		$170,000.00			$170,000.00	

2025-26 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
13,410,449	4,697,613	35.029%	0.000%	35.029%	$4,697,613.00	0.000%	35.029 %	**Total:**	$4,697,613.00
								LEA-wide Total:	$1,895,113.00
								Limited Total:	$828,000.00
								Schoolwide Total:	$1,974,500.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Dual Enrollment and Advanced Placement Classes	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Chowchilla Union High School	$320,000.00	
1	1.2	Career and Technical Education Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Chowchilla Union High School	$1,317,500.00	
1	1.3	Student Experiences	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$84,943.00	
1	1.4	Access to Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$520,000.00	
2	2.1	Required Action (ELA CAASPP Districtwide): Support for English Language Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$224,500.00	
2	2.2	Leadership Opportunities for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$141,500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Required Action (LTEL): Enhancing Capacities and Maintaining a High Quality Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$603,500.00	
2	2.4	Pupil Services Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$550,000.00	
3	3.1	Update and Modernize Facilities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Chowchilla Union High School	$75,000.00	
3	3.2	Supplemental Transportation	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Chowchilla Union High School	$262,000.00	
3	3.3	Community Engagement and Awareness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
3	3.4	Extracurricular and After School Program Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$172,807.60	
3	3.5	Community Safety and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	
3	3.6	Permanent Substitute Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$245,862.40	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,317,254.94	$5,317,254.94

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Dual Enrollment and Advanced Placement Classes	Yes	$242,451.24	$242,057.42
1	**1.2**	Career and Technical Education Programs	Yes	$1,348,752.95	$1,305,479.95
1	**1.3**	Student Experiences	Yes	$120,123.18	$67,975.06
1	**1.4**	Access to Technology	Yes	$445,734.98	$513,183.21
2	**2.1**	Required Action (English Learners ELA Districtwide): Support for English Language Learners	Yes	$364,055.99	$305,818.34
2	**2.2**	Leadership Opportunities for Students	Yes	$137,351.67	$102,801.36
2	**2.3**	Required Action (LTEL): Enhancing Capacities and Maintaining a High Quality Staff	Yes	$612,848.57	$582,350.80
2	**2.4**	Pupil Services Support	Yes	$576,991.60	$576,845.46
3	**3.1**	Maintain and Modernize Facilities	Yes	$180,000.00	$127,615.98
3	**3.2**	Supplemental Transportation	Yes	$224,035.68	$430,175.49
3	**3.3**	Community Engagement and Awareness	Yes	$40,454.95	$25,657.56

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	Extracurricular and After School Program Support	Yes	$153,101.22	$170,327.27
3	3.5	Community Safety and Support	Yes	$138,573.14	$123,166.85
3	3.6	Permanent Substitute Teachers	Yes	$211,387.83	$222,408.25
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; English Learner Suspensions at CUHS, Low-Income Student Suspensions at CUHS; Suspensions for Students with Disabilities at CUHS; and Suspensions for White Students at CUHS): Alternatives to Suspension and Supports for Suspended Students	No	$16,130.94	$16,130.94
4	4.1	Access to CTE Classes at Gateway High School	No	$85,261.00	$85,261.00
5	5.1	Instructional Learning Time	No	$20,000.00	$20,000
5	5.2	Integrating Pupil Supports	No	$150,000.00	$150,000
5	5.3	Access to Instruction for Deficient Pupils	No	$160,000.00	$160,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	**5.4**	Additional Academic Services for Pupils	No	$90,000.00	$90,000

2024-25 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)
4,733,908	$4,795,863.00	$4,795,863.00	$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	Dual Enrollment and Advanced Placement Classes	Yes	$242,451.24	$242,057.42		
1	1.2	Career and Technical Education Programs	Yes	$1,348,752.95	$1,305,479.95		
1	1.3	Student Experiences	Yes	$120,123.18	$67,975.06		
1	1.4	Access to Technology	Yes	$445,734.98	$513,183.21		
2	2.1	Required Action (English Learners ELA Districtwide): Support for English Language Learners	Yes	$364,055.99	$305,818.34		
2	2.2	Leadership Opportunities for Students	Yes	$137,351.67	$102,801.36		
2	2.3	Required Action (LTEL): Enhancing Capacities and Maintaining a High Quality Staff	Yes	$612,848.57	$582,350.80		
2	2.4	Pupil Services Support	Yes	$576,991.60	$576,845.46		
3	3.1	Maintain and Modernize Facilities	Yes	$180,000.00	$127,615.98		
3	3.2	Supplemental Transportation	Yes	$224,035.68	$430,175.49		
3	3.3	Community Engagement and Awareness	Yes	$40,454.95	$25,657.56		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.4	Extracurricular and After School Program Support	Yes	$153,101.22	$170,327.27		
3	3.5	Community Safety and Support	Yes	$138,573.14	$123,166.85		
3	3.6	Permanent Substitute Teachers	Yes	$211,387.83	$222,408.25		

2024-25 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)
13,294,695	4,733,908	0	35.607%	$4,795,863.00	0.000%	36.074%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
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